

**Division of English and Communication**

**English Department**

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

# ENGL 1301: Freshman Composition I | Lecture | CRN: 10942

Fall 2019 | 16 Weeks (8.26.2019-12.15.2019)

In-Person | SJAC 133 | Tuesday and Thursday 11:00 a.m. – 12:20 p.m.

3 Credit Hours | 48 hours per semester

## Instructor Contact Information

Instructor: Jeffrey Kamm Office Phone: 713-718-6692

Office: SJAC 119 Office Hours: 2:00 p.m. – 3:00 p.m. M-R

HCC Email: jeffrey.kamm@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

Please contact me with questions or concerns via email at jeffrey.kamm@hccs.edu or at Canvas Inbox. I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings.

## What’s Exciting About This Course

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

## Personal Welcome

Welcome to this section of English 1301. I am pleased that you have chosen to enroll in my class, and I look forward to having an enjoyable and productive semester with all of you. All of you need to pass this class at some point, so why not do it this semester? Depending on your degree plans, this may be the last writing intensive class you will ever have; for others, this class will help to prepare you for research writing in English 1302. We will be reading and discussing a variety of essays found in your text and online in this class. Active class participation is encouraged and I have no problem with whatever position you take on an issue provided that you are respectful to the opinions of others who may disagree with you. This is, however, a writing class, and you are expected to write and submit the essays on time. I taught freshman writing for 21 years at UHD, and I am very aware that many students dislike writing and have difficulty with it. However, it is an essential skill that you need to master in order to accomplish your goals of getting a degree from HCC and finding a good job after graduation. I also want to point out that while this is not a grammar class grammar is an important component of good writing. If you have grammar issues, I strongly encourage you to make use of the many tutoring options that HCC has to offer as well as doing the required online grammar exercises. Using correct grammar and punctuation in writing is not an impossible task, and all of you can conquer this with a little work. Trust me when I say that as your writing and punctuation improves people at your jobs will take notice. I want all of you to succeed in this course so that you can go on to complete your degrees and be successful. I will give you the tools to do this in this course, but ultimately it is up to you to use those tools to produce well-written essays so that you can pass the class.

## Prerequisites and/or Co-Requisites

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

## Learning Management System

This section of ENGL 1301 will use [Eagle Online Canvas](https://eagleonline.hccs.edu/login/ldap) and / or the [Learning Web](https://learning.hccs.edu/) to supplement in-class assignments, exams, and activities. Eagle Online Canvas will be used to complete all the Norton Online Activities in Inquisitive as well as the *They Say/I Say* tutorials. Your grades on these assignments will automatically populate Canvas. You have the opportunity to redo the assignments for a higher grade, but you are expected to complete all of the assignments that are populated in Canvas. In addition, the turnitin feature of Canvas will be used to submit ALL written work. I will not accept any written work that has not been submitted through the turnitin feature on Canvas. You will have the opportunity to view your plagiarism reports and correct any plagiarism as often as need be before the assignment is due. HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas or the Learning Web. It is recommended that you use [FIREFOX](https://www.mozilla.org/en-US/firefox/new/) or [CHROME](https://www.google.com/chrome/browser/desktop/index.html) as your browser.

### 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://eagleonline.hccs.edu/login/ldap>

**Instructional Materials**

## Course Reader Information

*The Bedford Reader* 13th ed. X.J. Kennedy et. al. Bedford/St. Martin’s, 2017.

A flash drive and a notebook

**Online materials for purchase at**: <https://digital.wwnorton.com/theysay4>

(A link to this website will be available to you when you log into Canvas shell for this course. Please purchase the more expensive of the two packages – I believe it is $20 dollars so that you will have access to ALL the features of the online packet. The online packet includes the e-book for *The Little Eagle Handbook* as well as *They Say/I Say* and all the online activities).

## Other Instructional Resources

### Tutoring

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

### Libraries

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

### Supplemental Instruction

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

**Course Overview for ENGL 1301**

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

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

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

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

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

Can be found at:

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

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

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

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

**Student Success in ENGL**

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

## Instructor and Student Responsibilities

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

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

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

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

**Assignments**

## Written Assignments and Essays

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

Students will write a total of six essays (including the final exam) in this course. A detailed description of each essay will appear on the Canvas shell for this class under assignments. The types of essays are as follows:

Essay #1 – Descriptive Essay: Students will write a short one page essay worth 50 pts using strong verbs and vivid descriptive words. The purpose of this essay is to refine your ability to write vivid engaging prose. It is worth 5% of your essay grade.

Essay #2 – Narrative Essay: Students will write a two to two and half page essay worth 150 points. The purpose of this essay is to write vivid, engaging, descriptive prose that captures your readers’ attention and draws them into your story; it is also to demonstrate your ability to structure an essay around a meaningful event in your life that impacted you either positively or negatively. It is worth 10% of your essay grade.

Essay #3 – Summary Essay: Students will write an approximately three page explanatory summary essay on one of three college level essays that will be read and discussed in class. This essay will be worth 150 points. The purpose of this essay is to demonstrate your ability to comprehend a college level essay and to summarize it accurately. Students will also demonstrate their knowledge of how to write a correct MLA Works Cited page. It is worth 15% of your essay grade.

Essay #4 – Summary-Response Essay: Students will write an approximately four page essay on a longer reading found in the e-book version of *They Say/I Say* which they will have purchased as part of their online packet. This essay will be worth 180 points. The purpose of this essay is to demonstrate your ability to analyze texts critically and to further develop your ability to write well thought out responses to what authors say using MLA in-text citation and having a correct Works Cited page. It is worth 20% of your essay grade.

Essay #5 – Argument Essay: Students will write a five page argument essay in which they will take and defend a position on one of two controversial topics discussed in *The Bedford Reader*. The topics will be read at home and discussed in class so that students have a thorough understanding of the issues at hand before they begin writing their essay. Students will demonstrate their ability to formulate a position and to support it with quotes and paraphrases taken from the chosen essays using proper MLA in-text citation. They will also have an accurate MLA Works Cited page. This essay will be worth 550 points and is worth 30W% of your essay grade.

Final Exam – Reflective Essay: Students will write an approximately two page essay in which they will discuss what they learned about writing and the writing process in this class. The purpose of this essay is for students to reflect on how much they have developed as writers and critical thinkers since the beginning of this class. This essay will be worth 100 points and is worth 10% of final grade.

## In-Class Activities

While this is primarily a writing course, we will have discussions built around the assigned readings in *The Bedford Reader*. You are expected to have done the readings before class and to come to class prepared to discuss them. While there is no grade for class discussions, it makes for a livelier and more engaged classroom environment if students participate in class discussions. At other times, we will be doing in class writing activities. Please feel free to bring your laptops, tablets, or other devices to do writing activities and to take notes. I have no objections to your taking pictures of the notes I type on the white screen in the classroom regarding the readings or writing assignments if you prefer to do that.

## Grading Formula

*The Little Eagle Handbook/They Say, I Say*  Online Work 10%

Essays 80%

Final Exam 10%

**Grading**:

A (90-100%) 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 (80-89%) Above average work that shows understanding of the writing topic,

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

C (70-79%) Average work that shows understanding of the writing topic, contains few errors that interfere with adequate communication.

D (60-69%) 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 (0-59%) 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

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

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

**Course Calendar**

## Important Dates

Aug. 23 Last Day for 100% Refund

Aug. 26 Classes Begin

Sept. 2 Labor Day Holiday

Sept. 9 Official Day of Record

Sept. 11 Last Day for a 70% Refund

Sept. 17 Last Day for a 25% Refund

Nov. 1 Last Day for Administrative/Student Withdrawal

Nov. 28-Dec. 2 Thanksgiving Holiday

Dec. 5 Last Instructional Day

Dec. 10 Final Exam

Dec. 17 Semester Ends

| **Week** | **Dates** | **Topic / Assignments Due** |
| --- | --- | --- |
| 1 | 8/27 & 8/29 | Introduction to course and materialsCritical ReadingWriting ContextsMLA formatComplete the “How to Use Inquisitive” QuizRead “Fish Cheeks” by Amy Tan p. 74-77Read “Museum” by Naomi Shihab Nye p. 78-83Read “The Dreamer” by Junot Diaz p. 88-93 |
| 2 | 9/3 & 9/5  | Discuss descriptive writingPractice writing descriptive sentences and paragraphs**Submit your descriptive paragraph to Eagle Online**Complete the 3 sections of Little Seagull and the online exercises“appropriate words”, “precise words”, and “unnecessary words”Complete the following 5 assignments on Inquisitive “EditingSentences that Matter”, “Sentence Fragments”, “Comma Splices”,“Fused Sentences”, and ‘Mixed Constructions”Read “Black Men and Public Space” by Brent Staples p. 166-172Read “The Struggle” by Issa Rae p. 173-177Read “Arm Wrestling with My Father” by Brad Manning p. 121-128 |
| 3 | 9/13 & 9/15 | Discuss narrative essaysBrainstorming, planning, outliningEditing strategiesComplete the following five assignments on Inquisitive:“Pronouns in the wrong case,” ‘pronouns that don’t agree withtheir antecedents”, “pronouns with unclear references”, “subject-verb agreement errors”, and “verb tense and verb form errors”Complete the two sections of the Little Seagull with the onlineexercises “adjectives and adverbs” and “prepositions”Read “Homeless” by Anna Quindlen p. 184-188Read “The Undercurrent” by Kellie Young p. 189-196 |
| 4 | 9/20 & 9/22 | Continue studying narrative writingMore editing strategiesComplete the following assignments on Inquisitive: “misplaced/dangling modifiers”, words often confused”, “apostrophe errors”, omitted commas”Complete the following two sections and exercises on the LittleSeagull: “Words for Building Common Ground” and “Englishes”**Submit your narrative essay to Eagle Online** |
| 5 | 9/27 & 9/29 | The art of summarizingComplete two assignments on Inquisitive: “Incorporatingquotations” and “punctuating quotations”Read Chapter 1 in *They Say/I Say* and complete the Chapter 1tutorialRead “College Is a Waste of Time and Money” by Caroline Bird (essay can be found online) |
| 6 | 10/1 & 10/3 | Continue summarizingUsing quotationsRead Chapter 2 in *They Say/I Say* and complete the Chapter 2 tutorialRead “College Pressures” by William Zinsser (essay can be found online) |
| 7 | 10/8 & 10/10 | Analyzing texts**Submit your summary on Eagle Online**Read Chapter 3 in *They Say/I Say* and complete the Chapter 3tutorial |
| 8 | 10/15 & 10/17 | Responding to textsThe art of disagreeingRead Chapters 4 & 5 in *They Say/I Say*  and complete the Chapters4 & 5 tutorialsRead *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by Michelle Alexander in *They Say/I Say*p 261-274 |
| 9 | 10/22 & 10/24 | Read “Live Free and Starve” by Chitra Divakaruni p. 398-402Read “*Plata o Plomo*: Silver or Lead” by Marie Javdani p. 403-409Read Chapters 6 & 7 in *They Say/I Say* and complete the Chapters6 & 7 tutorials |
| 10 | 10/29 & 10/31 | Continue working on responding to textsRead Chapters 8, 9, and 10 in *They Say/I Say* and complete the Chapters 8, 9, and 10 tutorials**Submit your response essays to Eagle Online** |
| 11 | 11/5 & 11/7 | Writing ArgumentsRead “An Obligation to Prevent Trauma on Campus” by BrianneRichson p. 513-517Read “Beware the Trigger Warning” by Jon Overton p. 518-522Read “The Danger of Playing It Safe” by Wendy Kaminer p. 523-528. |
| 12 | 11/12 & 11/14 | Read Chapters 11 & 12 in *They Say/I Say* and complete theChapters 11 & 12 tutorialsWriting ArgumentsChapters 13, 14, and 17 tutorialsRead “Tracking Is an Assault on Liberty” by Nicholas Carr p. 528-534Read “Web Users Get as Much as They Give” by Jim Harperp. 535-540Read “*Facebook* Is Using You” by Lori Andrews p. 541-546 |
| 13 | 11/19 & 11/21 | Prepare outlines and arguments for argument essay |
| 14 | 11/26 | Prepare first draft for argument essay |
| 15 | 11/3 & 11/5 | Peer edit argument essay**Argument Essay due 11/5 to Eagle Online** |
| 16 | 12/10 | Final Exam (11:00 a.m. – 1:00 p.m.) |

## 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/>

Plagiarism is a serious academic offense. I strongly urge you to read about Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance in the Student Handbook. Please be aware that all essays submitted to this class must be new original essays. Please be aware that you must do your own work. Paying someone else to write your essay or buying an online essay is a breach of academic honesty and will result in your getting a 0 for the assignment. Submitting an essay you have done for another course or in a previous section of English 1301 is a form of plagiarism. You will be able to see your plagiarism reports on turnitin and will have ample opportunity to fix any problems. Ideally, your plagiarism report on your final draft should be at 0%, but due to idiosyncrasies inherent in turnitin, I will review plagiarism reports up to 12% on a case by case basis on final drafts. Anything over 12% on a final submission, will automatically be given a 0 and cannot be rewritten. If you are a chronic plagiarizer who submits multiple plagiarized essays, you will receive a grade of F for this course. Please also be aware that the essays are weighted by different percentages so that a 0 on an essay worth 30% of your final grade can have serious consequences for your final grade in this course.

## Attendance Procedure

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. If you start missing a lot of class, I will do an Early Alert on you, and you will be contacted by an adviser regarding your attendance. If you continue to have excessive absences, I encourage you to withdraw from the class; otherwise, I will withdraw you. 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 do not come to class before the official day of record which is **September 9, 2019** for this semester, you will be automatically withdrawn from the course.

Students who stop attending class or who stop actively participating and do not withdraw themselves prior to the withdrawal deadline of **November 1, 2019** 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.

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.

## 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.

## Student Conduct

All HCC classes are comprised of students from a variety of ethnic, social, religious, and racial backgrounds. Both students and instructors hold views on social and political topics that may be brought up in class through class discussions, writing assignments, or assigned readings. While you may not agree with someone else’s views, you are expected to be respectful of their right to hold divergent views. Swearing, threats, violence, disrespectful behavior, and other disruptions will not be tolerated in this class. If you exhibit any of the above mentioned behaviors, you will be asked to leave the class for the remainder of the class. If you refuse to do so, the police will be called to escort you out of the classroom. Repeated disruptive behavior may cause you to be expelled from the college.

I know that we all live in Houston, and sometimes we are late due to traffic or other unforeseen incidents. If you are late, please come into the class quietly and take a seat. If you want to talk to me about why you were late, you can do so after the class has ended.

## Instructor’s Course-Specific Information

## Paper Policy

All work, unless otherwise stated, must be typed, double-spaced, with one inch margins, 12 pt. font. Your last name and page number should be placed in the upper right hand corner of all pages except the first page. The first page should include your complete name, date, course/meeting time, and name of assignment. Centered should be an original title for your work. Also, save all of your work on flash drive so that you have a copy for yourself. Always make a back up. Always format your flash drives if you plan on printing them out here. Do not wait until the last minute to do this as there can be unexpected problems. **I will not accept inability to load a paper into turnitin as an excuse for a late paper.**

## Late Paper Policy

**I will not accept inability to load a paper into turnitin as an excuse for a late paper.** Do not wait until the last minute to try to submit your paper to turnitin. It takes turnitin a few minutes to run the plagiarism report, so if you wait until the last minute turnitin may close before your paper can be run through the report. It is best to submit your paper at least 10 minutes before turnitin will close.

## Textbooks and Online Access

I will give you a week to get your textbooks and to have logged on and completed an assignment on Inquisitive or one of the tutorials. If you have not done so after one week, I will do an Early Alert on you and continue doing them until you have the book and have done some online work. Your success in this course depends on your having a book and completing the course requirements. Failure to do so will result in certain failure in this course.

##

# 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

## EGLS3

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

## HCC Email Policy

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

# Office of Institutional Equity

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

## disAbility Services

<http://www.hccs.edu/support-services/disability-services/>

## Title IX

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

## Office of the Dean of Students

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

## Department Chair Contact Information

Dr. Alan Ainsworth, alan.ainsworth@hccs.edu, 713.718.7591