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**INRW 0420--Integrated Reading and Writing II**  
**CRN 18016 Semester: Fall 2018 -9-24 to 12-16-18**  
**3 hour lecture /2 hour lab course / 12 weeks**  
**Class Time: Monday and Wednesday 8:00 -10:30 AM**  
**Location: Monday 8:00AM- 9:20 PM SJAC 208**  
**Monday 9:20-10:30 AM SJAC 286 (lab)**  
**Wednesday 8:00-10:30 AM SJAC 208**

**Instructor:** Professor Magdalena (Maggie) Eureste

**Instructor Contact Information:** [magdalena.eureste@hccs.edu](mailto:magdalena.eureste@hccs.edu)  
INRW Dept. (713) 718-5410 (To leave message)  
<https://learning.hccs.edu/faculty/magdalena.eureste>

**Office location and hours:** SJAC, Room 119, by appointment  
Also available on Tuesdays, from  
2:00 to 8:00 pm in SJAC 384

**Lab: Connect** Student Registration  
URL: <https://connect.mheducation.com/class/18016>

**Turnitin:** Class ID: 18963889  
Enrollment Password: Eureste18016

Please feel free to contact me concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance. Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics. Feel free to come by my office anytime during these hours. Feel free to make an appointment and/or see me after class.

**Course Description:** This course is a combined 3 hour lecture/ 2 hour lab (1 hour technology lab & 1 hour writing lab), performance-based course designed to develop students' critical reading and academic writing skills. The focus of the course will be on applying critical reading skills for organizing, analyzing, and retaining material and developing written work appropriate to the audience, purpose, situation, and length of the assignment. The course integrates complementary reading and writing assignments with special emphasis given to reasoning and responding to issues arising from class readings. This course is designed to prepare students for college level reading and writing intensive courses including ENGL 1301.

Students will learn to write effective, logical essays, utilizing textual support to develop reading comprehension strategies, and to analyze, synthesize and make value judgments using critical thinking. Lab required. The course fulfills TSI requirements for reading and writing. Students who successfully complete this course will qualify to take ENGL 1301.

**Prerequisites**

Students may enter this course if they have placed or tested into the former GUST 0342 and/or ENGL 0310.

**Prerequisite for INRW 0420 - Placement based on scores from TSI Assessment**

Placement	Reading	ABERD	Writing	ABEWD	WS
<b>INRW 0420</b>	<b>310-350</b>	<b>NA</b>	<b>340-390</b>	<b>NA</b>	<b>4</b>
<b>*INRW 0420</b>	<b>342-350</b>	<b>NA</b>	<b>340-390</b>	<b>NA</b>	<b>4</b>
<b>*INRW 0420</b>	<b>342-390</b>	<b>NA</b>	<b>363-390</b>	<b>NA</b>	<b>0-3</b>

**ABERD: Adult Basic Education Reading Diagnostic**

**ABEWD: Adult Basic Education Writing Diagnostic**

**Course Goal:**

The goal of INRW 0420 is to prepare students for college-level courses such as Freshman Composition, History, Government, Psychology, and other freshman college courses.

**Student Learning Outcomes**

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

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer’s purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9. Develop and use effective reading and revision strategies to strengthen the writer’s ability to compose college-el writing assignments.
10. Recognize and apply the conventions of Standard English in reading and writing.

## 12 WEEK CALENDAR

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Students should be prepared for in-class quizzes over readings/vocabulary on the due date. This schedule is subject to changes by the instructor throughout the semester.

### WEEK 1: September 24-29 Chap 1

**9-24 Mon: Software Lab Introduction to CONNECT**

Complete Student Questionnaire; Introduce Textbooks/Brief Course Overview; Writing/Reading expectation, and Vocabulary  
In-class writing of Diagnostic Essay

**9-26 Wed: Due: Must have textbook by today**

**Distribute/Discuss course guideline, Classroom Procedures, and Syllabus Introduction to Turnitin.com and Upswing (hccs.upswing.io)**  
**Read: Chapter 1 Critical Thinking Skills and Success Strategies pgs. 2-20**  
**Introductions and Syllabus exercise**

### WEEK 2: October 1-5 Chapters 2, 3 & 4

**10-1 Mon: Lab-continue working on Connect**

**Read: Chap. 2 Annotating texts and Developing Vocabulary**  
**Exercise: Annotate a text -Practice 3 pg. 31 and Practice 4, pg. 34.**  
Using a dictionary effectively.

**10-3 Wed: Chap 3 Previewing Texts and working with Topics pgs. 50-76**

**Read Chap. 4 Main Ideas pgs. 78-116**  
Introduce Expository Essay #1 (Definition)  
Introduce an outline and how to use it for drafts.  
Writing Drafts; Marius article (Handout)

### Week 3: October 8-12 Chap 5

**10-8 Mon: Lab-continue working on Connect**

**Due: Outline and Prewriting for Essay #1 (Definition)**  
**Read: Chap. 5 -Support for Main Ideas pgs. 117-147;**  
**Do exercise 1 page. 121, “the Footprint that does not fade.”**  
**Read pgs. 163-170, “Recognizing the Definition Pattern in Readings” (Definition essay)**

**10-10 Wed:**

**Due: First Draft Essay #1 (Definition)**  
**Read: Chapter 6 -Text Purposes and Text Patterns 148-231**  
Understanding the 3 part structure beginning, middle, and ending. Why organize?  
Graphic Organizer to map out your writing  
(Handout –“What’s Lost as Handwriting Fades”?)  
Vocabulary (Handout)

### WEEK 4: October 15-19 Chapter 8

**10-15 Mon: Lab –continue working on Connect**

Chap. 8 pgs. 257-289 - Practice on writing title, introductions, body paragraphs and

Conclusions. Read “Bouncing Back,” pg. 262. What point is the writer making with this story?

**10-17 Wed: Due: Final Draft of Essay #1 (Definition)**

Transitions, use of transitions in reading, and reading and writing for coherence.

Transition exercise

**Read:** Chapter 6 Comparison Contrast transitions, pgs. 188-196

**Read:** Right Brain/Left brain (Handout) and do a graphic organizer for this passage

**Distribute guidelines/Discuss Comparison Contrast Essay (Essay #2).**

**WEEK 5: October 22-26 Chap. 9**

**10-22 Mon: Lab-work on Connect**

**DUE: Draft of Essay 2 (Comparison Contrast)**

**Chap. 9 Inferences and tone, pgs. 290-235**

**Do Practice 1, pg. 295.**

**10-24 Wed: Chap. 9**

**Read:** Chapter 9- Inferences and Tone pgs. 290-324

Do Practice 4 on pg. 301 using the four-step process for analyzing a graphic (296-97)

Do Practice 5 on pg. 303, photos A&B

**WRITING TOPIC: Group Activity: Write sentences using vocabulary**

**WEEK 6: October 29-November 1 Chapter 10**

**10-29 Lab: continue working on Connect**

**Read Chap. 10 -Revising and Editing pg. 326**

**Distribute guidelines and outline for Argument Essay #3**

**10-31 Wed: DUE: Final Draft of ESSAY 2 (Compare and Contrast)**

**MID-TERM Exam**

**WEEK 7 November 5-9**

**11-5 Lab- Work on Connect**

Library Orientation

Tour of library and research on Argument topic\

Pick 2 or 3 articles (for and against) for your Argument essay; print them and bring them to class on Wednesday

Introduce argument writing identify the main parts of argument essays and

**Read: Argument pgs. 218-231; Understanding Voice in Argument pg. 228**

**WRITING TOPIC: Develop Argument Essay outline**

**11-7 Wed:**

**Video on [Ethos, Pathos, Logos - YouTube](#) by Krista Price**

**Write a Summary on Articles** for Argument Essay and turn them in today

Review of Summaries on articles; refer to pgs. 246 for summary and paraphrasing.

Do a Works Cited page for the Articles

**WEEK 8: November 12-16 Chapter 11**

**11-12 Mon: Lab-continue working on Connect**

**Read: Discussion Case: Wal-Mart, pg. 433 Annotate and summarize the reading**

**Due: Draft of Essay #3 (Argument)**

**11-14 Wed: Read: Chapter 12 Using Sources, pgs. 454-495**

**Chapter 12** covers understanding how to prepare to use sources, develop a source based

essay, MLA and APA styles and plagiarizing  
Summary vs. paraphrasing  
Primary and Secondary Source  
Evaluating Sources of Information

**WEEK 9: November 19-22 WEEK OF THANKSGIVING**

**11-19 Mon: Lab-continue working on connect**

**Chapter 12, Practice 4-Determining when to use quotations 472-478**

**Meet with students individually**

**11-21 Wed:**

Read: NY Times article, do a summary and write MLA citation

Phrases pg. 499; coordinating Conjunctions, pg. 515 and Dangling and Misplaced

Modifiers pg. 513

**WEEK 10: November 26-30**

**11-26 Mon: Lab-Work on Connect**

Work on Journal which will be due on 11-28

One on one time with instructor

**11-28 Wed: WORK on PAST DUE ASSIGNMENTS**

**Due: JOURNAL**

**Due: Final Draft of Essay 3 (Argument)**

Review for Exam

**WEEK 11: December 3-7 Last week of classes**

**12-3 Mon: Last day for lab--Complete work on Connect**

**Review for Final Exam Essay: essay and objective portion**

**5-2 Wed: Final Exam Part I: Essay portion**

**WEEK 12: FINALS - December 10-14**

**Day- to be determined. Final Exam Part II –Objective portion you will have 2 hours to complete this part.**

Please be on time as exam will begin and end at specific times

**Instructional Methods**

A variety of instructional methods are used throughout the semester. Examples may include class discussions, lectures, readings, reflections, group projects, research, assessments, video/DVD, internet searches, and presentations.

As an instructor, I want my students to be successful. I feel that it is my responsibility to provide you with knowledge and opportunities for critical thinking and applications as appropriate.

As a student wanting to improve your academic reading ability, it is your responsibility to do the assigned readings, submit assignments on time, participate in discussions and other activities, attend class, and enjoy this learning experience as you learn how to better your comprehension.

**Student Assignments**

Assignments have been developed that will enhance your learning. You will be required to successfully complete the following:

Complete in-class reading & writing assignments and activities. Revise essays

Complete weekly /Connect (software used in lab) Online Activities  
Complete weekly reading assignments. Complete journal assignment  
Keep copies of all paperwork, including this syllabus, handouts and all assignments.

### **Student Assessments**

Assessments will occur in the format of quizzes, essays, in-class exercises, online lab exercises, flipped lessons, journal, and three-four in-class and out of class essays, a midterm exam and a final exam.

### **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, you will be asked to answer a short online survey of research based on 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. Look for the survey as part of the Houston Community College Student System online near the end of the term.

### **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 class activities, discussions, and lectures
- 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:

- Attend class and participate in class discussions and activities
- 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

### **Program/ Discipline Requirements**

In this class you will be required to take a pretest and posttest as well as complete any supplemental lab material.

### **HCC Grading Scale**

A = 100 – 90.....	4 points per semester hour
B = 89 – 80.....	3 points per semester hour
C=79 – 70.....	2 points per semester hour
69 and below=F or IP.....	0 points per semester hour
IP (In Progress).....	0 points per semester hour
W (Withdrawn) .....	0 points per semester hour

**IP** (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. **COM** (completed) is given in non-credit and continuing education classes. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades “IP,” “COM” and “I” do not affect GPA.

**IP** (In Progress grade) is given to students who do not meet the minimum grading standards but who are otherwise in good standing (have completed all assignments on a timely basis, have attended class regularly, participated, etc.) An IP is not the same as an Incomplete and does not affect a student’s GPA but does require the student to re-take the course. IP may only be given once per course per student.

**W** (Withdrawn) is given to students who miss more than 12.5% of instruction or who withdraw themselves from the class before the drop deadline. It does not affect the grade point average (GPA), but it may affect the student receiving Financial Aid Benefits.

If you intend to withdraw from this course, do so before November 12, 2018. If you stop attending class and do not contact me, I will be forced to give you an IP or an FX (if it is your second time taking the course) for the final grade with no possibility of an appeal. This policy is mandated by the Texas State Legislature. Before dropping a class, it is important to speak with an academic advisor to be sure you understand the consequences of this action.

**FX grade: This grade is for repeaters of INRW 0420.** If the student fails the course because he/she did not attend, then the FX grade will be given. This grade adversely affects Financial Aid as well as academic standing. Students who stop attending 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.

**Grading:** Your grade will be determined by your performance on the required papers as well as on weekly work comprised of reading responses, grammar review, and discussion in the class—discussion based not exclusively on personal opinions but on facts and opinions derived from the essays we will read from the book. You are required to write three essays. You must be able to write satisfactory in- class essays in order to pass this class. Essays will be graded according to the following departmental standards.

**Grading Criteria**

Your instructor will conduct quizzes, exams, and assessments that you can use to determine how successful you are at achieving the course learning outcomes (mastery of course content and skills) outlined in the syllabus. If you find you are not mastering the material and skills, you are encouraged to reflect on how you study and prepare for each class. Your instructor welcomes a dialogue on what you discover and may be able to assist you in finding resources on campus that will improve your performance.

**Grading Percentages**

<b>3 essays, in/out of class (10% each)</b>	<b>30%</b>
<b>Daily Grades (in class writing, quizzes, class activities)</b>	<b>20%</b>
<b>Connect Lab –Online Lab work</b>	<b>10%</b>
<b>Journal</b>	<b>10%</b>
<b>Attendance</b>	<b>10%</b>

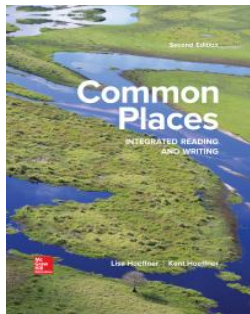
<b>Midterm</b>	<b>10%</b>
<b>Final Exam</b>	<b>10%</b>
<b>TOTAL</b>	<b>100%</b>

**\*\*Connect Online Lab Program\*\***

You must complete all of the assigned units in **Connect**.

**Textbook and Instructional Materials:**

- ***Common Places*, Hoeffner, Lisa and Kenneth Hoeffner, McGraw-Hill Education, 2019. (includes access code for Connect) ISBN-978-1-259-79564-0**



**Note: You should buy a new book to improve your reading and writing skills. This is a workbook, and you should write in the book; the bookstore will not buy the book back at the end of the semester. With a new book, you will receive a free code for Connect which is the online lab program of this class. If you purchase or obtain a used book, you will have to buy the code separately, which is expensive and can only be purchased with a credit card.**

**Materials:**

- A 3-ring notebook with dividers (Syllabus/Assignment Guidelines, Essay in Progress, Vocabulary/ Notes from readings, Writing Process/Grammar, Returned Papers, Miscellaneous and creative techniques in essay writing)
- Blue or black ink pens and lined 8 1/2 x 11" lined paper for in-class paper
- A separate notebook for your journal which you will turn in
- A good college level- dictionary or a dictionary app on your phone

**Writing Journal**

Over the course of the semester, you will be writing for 5 -10 minutes in your journal on Wednesdays. Later, you will provide feedback as you complete your essays (3 essays). At the end of the semester, you will write a narrative account of your development as a writer and critical thinker in this course.

**\*\* All essays must be completed in order to pass this course.**

Essays will consist of at least) 350 words for in class writing and at least 400 words for essays written out of class. Both will be grades using a grading profile appropriateness, unity and focus, development, organization, sentence structure, word usage, and mechanics.



**Attendance:** “Students are expected to attend classes regularly. Students are responsible for materials covered during their absences, and it is the student’s responsibility to consult with instructors for make-up assignments. (Note: not all assignments may be made up after the day of class.) The instructor checks class attendance daily. 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. Texas State Law and HCCS Policy state that a student may be dropped from a course for excessive absences after the student has accumulated in excess of 12.5% of instruction”: 10 hours of absence or 4 class meetings. Students will be withdrawn after their fifth absence and will receive a W.

If a student exceeds the 4 absence limit after the official day of withdrawal, **November 12, 2018**, student will receive a FINAL grade of “FX” for excessive absences. If you have financial aid, your funding may be affected.

\*\*\*Come to class on time and stay for the entire class. Arriving to class late constitutes a tardy or leaving class early (before it has been dismissed) or without permission, constitutes an early exit. Three tardies and/or early exits will result in an absence.

Only students officially enrolled in HCC courses are to be in campus classrooms. HCC Administration requests no minors on campus, food or drinks in the classroom

\*\*\***Scholastic Dishonesty:** “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” is defined in the on-line Student Handbook.

**Student Conduct:** The guidelines for student conduct are specifically defined in the HCCS on-line Student Handbook. No student may disrupt or otherwise interfere with any educational activity or fellow students’ right to pursue academic goals to the fullest in an atmosphere appropriate to a community of scholars. Any student failing to abide by appropriate standards of conduct during scheduled college activities may result in disciplinary action.” It is expected that students will demonstrate both courtesy and cooperation in the classroom.

\*\***Phones:** Ringing cellular phones disrupt instruction. Students must remember to turn off all phones and other electronic equipment before class starts. The instructor may ask a student to leave if his/her phone rings more than once in class or if the student talks on the phone or plays a game on it or in any way appears to be distracted by it.

### **Support Services:**

**Tutoring:** Free tutoring is available in the Learning Emporium, SJAC Room 384; check for the fall schedule. (Students may be required by instructors to work with a tutor).

**Library:** The library is located in The Learning Hub Science Building on the 3rd floor. Computers are available for word processing in the Library (3rd Floor). Check for Open hours.

### **Disability Support 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. 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. Central College 713-718-6164. For more information, go to <http://www.hccs.edu/district/students/disability-services/>

**Access Distance education Policies on their website:**

*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>

**Access Continuing Education Policies on their website:**

<http://www.hccs.edu/continuing-education/>

**Access Students Rights, Policies, and Procedures**

<http://www.hccs.edu/district/about-us/procedures/student-rights-policies--procedures/>

**TITLE IX OF THE EDUCATION AMENDMENTS OF 1972, 20 U.S.C. A 1681 ET.SEQ.**

Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students-Anti-discrimination.

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance.”

Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.

It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know our rights and how to avoid these difficult situations.

Log in to [www.edurisksolutions.org](http://www.edurisksolutions.org) . Sign in using your HCC student email account; then go to the button at the top right that says **Login** and enter your student number.

### **Pregnant or Parenting?**

Here are some things that pregnant or parenting students should know about their student's rights:

Classes and School Activities – we **MUST**:

Allow student to continue participating in classes and extracurricular activities even though student are pregnant. This means that student can still participate in advanced placement and honors classes, school clubs, sports, honor societies, student leadership opportunities, and other activities, like after-school programs operated at the school.

Allow student to choose whether student wants to participate in special instructional programs or classes for pregnant students. Student can participate if student wants to, but we cannot pressure a student to do so. The alternative program must provide the same types of academic, extracurricular and enrichment opportunities as student's school's regular program.

Allow student to participate in classes and extracurricular activities even though student are pregnant and not require student to submit a doctor's note unless a doctor's note from all students who have a physical or emotional condition requiring treatment by a doctor. We must not require a doctor's note from student after student have been hospitalized for childbirth unless it requires a doctor's note from all students who have been hospitalized for other conditions.

Provide student with reasonable adjustments, like a larger desk, elevator access, or allowing student to make frequent trips to the restroom, when necessary because of student's pregnancy.

Excused Absences and Medical Leave – we **MUST**:

Excuse absences due to pregnancy or childbirth for as long as student's doctor says it is necessary.

Allow student to return to the same academic and extracurricular status as before student's medical leave began, which should include giving student the opportunity to make up any work missed while the student was out.

Ensure that faculty understand the Title IX requirements related to excused absences/medical leave. Student's instructor may not refuse to allow student to submit work after a deadline student missed because of pregnancy or childbirth. If student's instructor's grading is based in part on class participation or attendance and student missed class because of pregnancy or childbirth, student should be allowed to make up the participation or attendance credits student didn't have the chance to earn.

Provide pregnant students with the same special services it provides to students with temporary

medical conditions. This includes homebound instruction/at-home tutoring/independent study.

### **Discrimination**

Students should be aware that discrimination and/or other harassment based on race, sex, gender identity and gender expression, national origin, religion, age, disability, sexual orientation, color or veteran status is prohibited by HCC Policy G.1 Discrimination and Harassment and D.1.1 Equal Educational Opportunities. Any student who feels they have been discriminated against or harassed on the basis of race, sex, gender identity, gender expression, national origin, religion, age, disability, sexual orientation, color or veteran status including sexual *harassment*, *has the opportunity to seek informal or formal resolution of the matter*. All complaints/concerns should be directed to the Office of Institutional Equity, 713 718-8271 or oie@hccs.edu. Additional information may be obtained online.

Visit <http://www.hccs.edu/district/departments/institutionalequity/>

Complaints involving sexual misconduct to include but not limited to: sexual assault, stalking, dating violence, sexual harassment or domestic violence should 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](mailto:Institutional.Equity@hccs.edu)**

### **Campus Carry Law** in Texas - Effective August 1, 2017

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/district/departments/police/campus-carry/>

### **Useful Web Resources:**

- **Tutoring & Support:** [www.hccs.askonline.net](http://www.hccs.askonline.net)
- **Purdue OWL:** <http://owl.english.purdue.edu/owl/resource/747/01/>
- **Grammar PP:** <http://grammar.ccc.commnet.edu/grammar/powerpoint.htm>
- **Turnitin:** [http://www.turnitin.com/en\\_us/training/student-training/student-quickstart-guide](http://www.turnitin.com/en_us/training/student-training/student-quickstart-guide)

### **The Integrated Reading and Writing Program Statement**

The Integrated Reading and Writing Program at Houston Community College provides opportunities for students to refresh and advance their reading and writing skills in order to maximize their ability to perform in college-level courses. The program offers courses for both native and non-native students who demonstrate a need to develop the critical reading and writing skills that will be required throughout their college careers and beyond by the TSI assessment. These courses focus on key reading and writing skills with an emphasis on reading comprehension, composition, and critical reading and analysis of a variety of texts.

