



**Division of English and Communication  
English Department**

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

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**ENGL 2307: Creative Writing I | Lecture | 23169**  
Fall 2020 | 16 Weeks (8.24.2020-12.13.2020)  
Online on a Schedule | Eagle Online (Canvas) & Zoom | MW 12.30-1.50 p.m.  
3 Credit Hours | 48 hours per semester

**Instructor Contact Information**

Instructor: Ranjana Varghese, Ph.D.  
Office: San Jacinto 215  
HCC Email: [ranjana.varghese@hccs.edu](mailto:ranjana.varghese@hccs.edu)

Office Phone: 713-718-6671  
Office Hours: Online, by appointment

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**

The best way to reach me is by email—I prefer that all our communication for this course is done directly from the email feature within Canvas. If you are unable to do so because of technical issues with Canvas, please use a **reliable** email address that is only yours, which you check regularly to email me at my HCCS email address: [ranjana.varghese@hccs.edu](mailto:ranjana.varghese@hccs.edu).

When you email me, please follow this format: in the subject line of your email message, put your full name, the 5-digit course number (**23169**), and the subject of your email. For example: "John Smith ENGL 2307 23169 Imagery Question." This way I can easily identify you and save your email to the right folder in my Inbox.

If you do not use the email feature within Canvas, I recommend that you create a dedicated file folder in your email account in which you save all the emails you send to and receive from me for this class. This way, you will have an organized account of all our communication for this class. This is essential in case there are any technical glitches.

When emailing me, please allow at least a 24-hour turnaround to get a response. Normally I try to respond sooner, but please keep this in mind when emailing me.

Emails sent after 9 p.m. and before 9 a.m. will be answered after 9 a.m. Emails sent on the weekend will receive a response after 9 a.m. on Monday.

## 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

I hope you are as excited about this class as I am. Creative writing is a way for you to explore your imagination, to try new ways of expression. This course provides an opportunity for students to create imaginative works for pleasure and publication. This is a class designed as an introductory course in the craft of creative writing, focusing specifically on poetry for both the beginning writer as well as for the writer who has been writing informally for a while. Although William Wordsworth said that poetry is “the spontaneous overflow of powerful feelings,” there is a science and craft to writing good poetry, and this is what we will explore in this class.

Use this class as a resource to explore your creative instincts and to display your talents. This is a venue for your writing to be workshopped by me and your classmates. Even though it may sometimes be painful to have someone critique your writing, the process of workshopping your material is essential to your development as a writer. It is often the case that we grow too attached to our writing to look at it critically and objectively. As a result, we may not be sensitive enough to recognize not only the flaws that hold back our work, but also the strengths that could make it better. Therefore, we workshop.

In order for us to grow and develop as writers, we must not only be constant editors of our work, but we must also be avid readers of the work of other writers. There will be regularly assigned readings which we will discuss at the beginning of each class period. We will use these readings to gather knowledge about craft, extract encouragement, and to obtain inspiration.

I will give you writing prompts to which you will respond in class and out of class, and over the course of the semester, you will write several poems, and will have the chance to workshop at least one poem. By the end of the term, you will have a portfolio of your own writing to cherish, inspire, and perhaps, even to publish.

This being a synchronous online class, we will use Zoom (I will provide the recurring Zoom link for our class meetings which will take place on MW 12.30-1.50 p.m.) for our class discussions and lectures. All the material and assignments for the class are posted on Canvas. You will also submit your assignments to Canvas, and I will post my comments to your work on Canvas as well. So we will use Zoom and Canvas concurrently for this class. This means that each class period, you will need to log into Canvas (in order to access all course materials) and to join the Zoom call (so that we can meet virtually to discuss the course materials).

## Prerequisites and/or Co-Requisites

ENGL 1301 or permission of the Department Chair. Please carefully read and consider the repeater policy in the [HCCS Student Handbook](#).

## Learning Management System

This section of ENGL 2307 will use [Eagle Online Canvas](#) for all assignments, exams, and activities.

You will find descriptions of the major class assignments as well as all course materials on Eagle Online Canvas for this class. You can also keep track of my comments on your submitted assignments and your grades in the Canvas Gradebook. HCCS Open Lab locations may be used to access Eagle Online Canvas or the Learning Web. When accessing the Internet, it is recommended that you use [FIREFOX](#) or [CHROME](#).

Moreover, you will upload all your assignments—weekly homework assignments to the appropriate Assignments link—to Canvas and email me your workshop pieces. I, in turn, will email your workshop pieces to the rest of the class. I will make comments on your homework assignments in Canvas, and you will email your workshop critiques to your classmates and to me using the email feature in Canvas.

HCCS Open Lab locations may be used to access Eagle Online Canvas or the Learning Web. When accessing the Internet, it is recommended that you use [FIREFOX](#) or [CHROME](#).

This semester, there are three modalities for English courses: Online Anytime, Online on a Schedule, and Flex Campus. Online Anytime classes are traditional online courses; coursework is online, and there are no meetings at specific times. Online on a Schedule classes are online courses with traditional meeting components; coursework is online, and there are specific times to log in for scheduled class meetings. Flex Campus are in-person classes; coursework is online, and students have the choice to come to campus or to participate online during scheduled class meetings.

This section of ENGL 2307 is Online on a Schedule and meets on MW 12.30-1.50 p.m.

### **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. You will find these in Canvas for this class. <https://eagleonline.hccs.edu/courses/139914>

## **Instructional Materials**

### **Course Reader Information**

All readings for the class will be made available on Eagle Online Canvas.

### **Other Instructional Resources**

#### **Tutoring**

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the [HCC Tutoring Services](#) website for services provided.

#### **Libraries**

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

#### **Supplemental Instruction**

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided

by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at <http://www.hccs.edu/resources-for/current-students/supplemental-instruction/>.

## Course Overview for ENGL 2307

English 2307 is a practical experience in the techniques of imaginative writing. May include fiction, nonfiction, poetry, screenwriting, or drama. Core curriculum course.

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

ENGL 2307 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.
- **Social Responsibility:** Students will demonstrate intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
- **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 2307

Upon successful completion of ENGL 2307, the student will be able to:

- Understand literary tropes and points of craft.
- Apply terms to specific examples and written exercises.
- Analyze representative works of published writers.
- Analyze and evaluate other students' works.
- Write creative works in a variety of genres.

### 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 assigned texts, attending class (in this case, logging into Canvas and being present during class hours for our online lectures and discussions), completing assignments in Eagle Online, and participating in online discussions during class hours. There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as your guide.

### Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:

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

As a student, it is your responsibility to:

- Attend class and participate in class discussions and activities
- Read and comprehend the texts
- Complete the required assignments
- Ask for help when there is a question or problem
- Keep copies of all documents, including this syllabus, handouts, and all assignments
- Be aware of and comply with academic honesty policies, including plagiarism, in the [HCCS Student Handbook](#)

## **Assignments**

### **Written Assignments**

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

You will upload all your assignments to the appropriate Assignments tab in Canvas by their due dates.

### **Homework**

You will have 10 weekly homework assignments (10 poems) due on Monday before class. You will upload your homework assignments to the appropriate Assignment tabs in Canvas by the relevant deadline.

Any serious attempt that fully responds to the writing prompt will receive full credit.

The homework is vitally important to this class as it is a safe space for you to hit breakthroughs. Sometimes it takes a student four or five homework assignments to write an amazing piece. If you skip the weekly assignments, you will simply not develop as well as the other writers in the class.

I will provide feedback on your weekly homework assignments on Canvas. Please use my feedback to revise and refine your work.

### **Workshop**

Over the course of the semester you will submit your work at least once to be workshopped by me and the rest of the class. You will sign up for the date when you'd like your piece to be workshopped, and a week before your workshop date, you will email me your piece as a PDF. I will then forward it to your classmates.

You will receive written feedback on your piece via email from your classmates and me before your workshop. You will also receive interactive feedback from me and your classmates in the form of the workshop discussion on the day when your work is discussed in class.

You will submit an original poem (it may be one that you write in response to a homework or in-class writing prompt) for your workshop.

## Class Participation

Every class period will consist of a significant amount of open discussion—of assigned readings, in-class writing, and workshop pieces. When you log into Canvas and join Zoom each class period, you will need to be prepared, having done the assigned readings before class. In terms of participation, I reward quality over quantity.

I reserve the right to drop a student for immature and disruptive behavior.

Before we start workshopping student pieces, you can earn up to 10 points for participation each class period.

On days when we workshop student pieces, you can earn up to 20 points for participation each class period. Your participation in the class will be graded as follows:

1. Being present in class: 2 points/day.
2. Being on time for class: 2 points/day.
3. Participating in and contributing to class activities—speaking up, sharing in-class written work, etc.: 6 points/day.
4. Participating in and contributing to workshop discussion: 10 points/day. I grade your contributions to workshop discussions based on the depth and specificity of your comments which demonstrate how well you have read and thought about your classmates' works. Simply repeating what someone else has already said, without further qualifying or adding to it in a clearly thoughtful and specific way does not add to your participation grade. So make sure that you have read carefully and thought critically about the workshop pieces on any given day.

NOTE: The unexpected happens. I understand this. If you are unable to make it to class, please contact me (via email as soon as possible and in person to follow up on the email) so we can discuss how you can catch up.

## Written Comments

After we start workshopping each other's pieces, each of you will be required to write at least 250 words of specifically-argued evaluation and email it to me and to the writer before their workshop. I will NOT accept late comment sheets.

Generally, I expect a paragraph about what is working well in the piece and what needs to be improved. The more specific your comments are, the better. You must put the word count at the top of the comment sheet.

## Exams

There are no exams in this class.

## In-Class Activities

Every class period we will discuss the assigned readings (which will be posted on Canvas)—typically, poems of varying length. We will use these to understand the various elements of creative writing. You should come prepared to class, having read the assigned pieces for the day.

I will also assign in-class individual and collaborative writing assignments.

Once we start our workshops, we will discuss the assigned workshop pieces in class; you should have read and commented on them before their workshop date.

### Grading Formula

Homework	40%
Workshop	20%
Participation	20%
Written Comments	20%

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

<http://www.hccs.edu/resources-for/current-students/student-handbook/>

### Course Calendar

<b>Week</b>	<b>Dates</b>	<b>Topic / Assignments Due</b>
1	8.24 & 8.26	Course Introduction & Syllabus
2	8.31 & 9.2	Apostrophe
3	9.7 & 9.9	Labor Day (Holiday) & Concrete Imagery
4	9.14 & 9.16	Concrete Imagery (continued)
5	9.21 & 9.23	Persona
6	9.28 & 9.30	Sonnet
7	10.5 & 10.7	Imitation
8	10.12 & 10.14	Repetition
9	10.19 & 10.21	Narrative
10	10.26 & 10.28	Found Poetry
11	11.2 & 11.4	Collaboration
12	11.9 & 11.11	Revision
13	11.16 & 11.18	Workshop
14	11.23 & 11.25	Workshop
15	11.30 & 12.2	Workshop & Course Wrap-up

### 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/>

My Webster's New World Dictionary defines plagiarism as "the appropriation or imitation of the language, ideas, or thoughts of another, and the representation of them as one's original work." Penalties for plagiarism range from failure of the course to academic probation or expulsion. Intentional or unintentional plagiarism is an offense; whether it is a paragraph or an entire paper that has been plagiarized, that assignment will receive a 0. A student who is academically dishonest is, by definition, not showing that the coursework has been learned. And that student is claiming an advantage not available to other students. I am responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, I have teaching, grading, and enforcement roles. You are expected to be familiar with the College's policy on Academic Honesty, found in the catalog. What that means is: If you are charged with an offense, pleading ignorance of the rules will not help you. Do your own work and you'll have nothing to worry about.

As a student at Houston Community College, you are expected to exhibit honesty, integrity, and high standards in your academic work. Members of the college community benefit from an open, honest educational environment. We are all responsible for encouraging and promoting academic integrity, a code of moral and artistic honesty. In a class in which you are enrolled for the love of writing, ideally plagiarism should not be a problem; however, there have been instances in which students have represented the work of others as their own. This is a serious offense and I do not tolerate instances of this. Please respect your own artistic integrity as well as that of your classmates and professor. Submit only your OWN work. If you borrow something from another source, be sure to acknowledge it—if you are unsure how to do that, please ask me.

**\*\*\* You must NOT use any work that you've done for another class in this class. All work done for this class must be work done by you during this semester, just for this class. \*\*\***

## Attendance Procedure

Attending class regularly is the best way to succeed in this class. Research has shown that the single most important factor in student success is attendance. Simply put, going to class greatly increases your ability to succeed. In order to support your ability to succeed, I have made attendance a factor in your final grade (through class discussions and in-class assignments that cannot be made up later). This should be the easiest outcome for you to achieve in this class.

Since this class meets Online on a Schedule, you must log into Canvas each class period—Mondays and Wednesdays at 12.30 p.m.—and participate in the online Zoom call (the link I provide on Canvas is the same one for each class period). I will take attendance at the beginning of each Zoom call. Joining the Zoom call late counts as a tardy; not joining the Zoom call counts as an absence.

You should understand that your in-class grade will suffer as a result of unexcused absences and tardiness, and of course, your ability to do the work required in the course will also be impaired and grades on that work will naturally be lower. The Houston Community College policy on absences is that you will be dropped if you miss 12.5% of instruction time (which is equivalent to 6 hours or **4 class periods**). If you know that you want to drop the class, I strongly urge you to withdraw yourself by the official class drop date (**October 30<sup>th</sup>**). Every student whose name is on my class roster by the end of the semester will receive a grade for the class.

We begin class on time every period. As college students, as you chose to sign up for an **12.30 p.m.** course, it is your responsibility to make sure that you are present (by joining the Zoom call) and on time. This is not a lecture class. I respect the intelligence of my students and expect them to analyze, synthesize, and create.



Students do critical thinking in this class individually and in collaborative groups; as each student is a valuable member of our class, it is important for you to be present and ready to think. **Three tardies** (logging into the Zoom call late or leaving before I dismiss class) will earn you **one unexcused absence**. You will be responsible for finding out what you missed in class as a result of absence or tardiness. Repeated lateness or absences reflect poorly on your professionalism, so plan around any issues such as professional responsibilities which may stand in the way of your attendance and timeliness.

I understand that sometimes things happen that are beyond your control, so when that happens, I would appreciate it if you talk to me about them as soon as possible. I will do my best to be flexible when such things occur. However, I also ask that you do your best to be in class when you are supposed to be so that you do not miss out on valuable information. If I find that you are repeatedly missing class or joining late, then we will have to talk to figure out a solution so that you get the most out of this class.

If for any reason you wish to withdraw from this course (and therefore receive a grade of W, as opposed to F), you must formally initiate the withdrawal process yourself (through the proper channels in the Registrar's Office) and/or communicate that request directly to me—sufficiently in advance of the deadline designated by HCC for the current term (**October 30<sup>th</sup>**).

(NOTE: A student who simply ceases attending, without formally withdrawing from this course, may be assigned a grade of F.)

### Student Conduct

As a student active in the learning community of this course, it is your responsibility to be respectful of the learning atmosphere in this class. To show respect of your fellow students and professor, please be sure to log into class (on Canvas and in Zoom) on time. Please come prepared to each class by having done the assigned readings and the assignments due that day. Please refrain from using your electronic device/s for anything other than class work during the class period.

As your professor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. I take this responsibility very seriously and will inform members of the class if their behavior makes it difficult for me to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist me in achieving this critical goal.

We'll spend a significant amount of class time having open discussions; please be respectful of your classmates— try not to interrupt, and please refrain from holding side conversations. While you are encouraged to challenge both your own opinions and those of your peers, please do so with respect for different ideas. I will promise to do my best to try to keep the virtual classroom a safe place to share ideas, even tentative, uncertain ideas. In discussions, making connections with the readings, with topics discussed in previous classes, and with the comments that others have made in class is especially helpful to you and to everyone else and therefore is especially noted and appreciated. Inappropriate behavior can result in dismissal. I follow the guidelines in the *Student Handbook* closely, so please be aware that any unprofessional, discourteous, or inappropriate behavior will have its consequences. Please follow the Golden Rule and be respectful of others and their values and beliefs.

I will expect you to contribute actively in the Zoom class discussions (which will be a major part of each class period); in order to do that, you will have to be prepared to class. Being prepared for class includes joining the Zoom call and logging into Canvas on time, having done the assigned reading/s for the day, jotted down notes or ideas, done any assigned homework, and being prepared to contribute your thoughts and ideas to the class discussion. I am not interested in what you know, but rather, in what you think; "I don't know" is never an acceptable response.

## Instructor's Course-Specific Information

### Turnitin.com:

All assignments that you upload to Canvas will automatically be submitted to Turnitin.

Be sure that when you are uploading your work you have created it in a format such as Word (.doc or .docx files). I prefer Word documents, so please try to use to this format. Also, remember to save your work on an external source such as a USB or CD so that you may upload your work from any computer.

### Electronic Devices

To show respect of your fellow students and professor, you will use your electronic device/s just to participate in the class. Since all the course materials for this class are online on Canvas, and all assignments for this class will be uploaded to Canvas, you should be logged into Canvas while you are on our Zoom call. Any electronic devices used in class should be used solely for this purpose. Please refrain from using your electronic devices for uses other than this during class hours.

### Workshop Etiquette

1. In this class you will not only write poems, but you will also workshop your writing. This means that you will each submit at least one poem during the semester which will be read by me and your classmates and then discussed in terms of its strengths and weaknesses. The point of the workshop is to give you valuable feedback in terms of what you do well in your writing and what you could do to make it stronger. This will allow you to revise your work and shape it to the purpose you intended for it. You can sign up for the date on which you would like your work to be discussed. One full week before the date you signed up for is when you will email me—through Canvas—a PDF of your work. I will then forward your file to your classmates, who will read it and email you comments on it before your workshop date. On your workshop date, the class will discuss your work.
2. This is a setting in which student work is *critiqued*, *not criticized*. This means that even though you will read your peers' work with a critical eye, you need to phrase your comments in constructive language. Tell them what is working well in their writing, and what needs to be worked on. Also tell them what they can do to make those aspects of their writing stronger. Remember: it is just as important to let someone know what they are doing well, as it is to tell them what needs more work.
3. Please read each work a few days before it is to be workshopped. Read it at least twice—the first time for pleasure, and the second and subsequent times with a critical eye.
4. Please be sure to respect the views and feelings of your peers and treat their work as you would have your own work treated. This is not a place to moralize, criticize, or proselytize. The subject matter of the work is up for discussion, but not for judgment. In this workshop we discuss the ways in which a writer can sharpen his/her skills so that his/her ideas can be conveyed well.
5. Your comments should be directed to the writer *about* their work. Never assume that a first-person narrator is the author him/herself. Never assume that the work is an autobiographical account. Treat each piece as its own entity. Do not attack the person of the author. Do not project moral issues or view points onto the author as his/her own views, beliefs. Each piece should be considered and treated as the products of a person's imagination. So please address the works as such.
6. Workshop comments should be at least 250 words. Your comments should address larger issues as well as details of the work. You need to discuss what worked in the piece, as well as what needs more work, and suggestions for how the writer can address those issues. You need to email your comments to the writer and to me; you may do this any time before the piece is to be workshopped. Be sure to put the word count on your email. (This section is 87 words.)
7. Given that this is a workshop in which writers hold their work up to the critical eyes of their peers and

instructor, please understand that you need to develop a degree of “thick-skinnedness” with regard to your own work. Trust that your peers read your work with the idea of helping you hone your craft; therefore, take their *constructive* criticism seriously, and use it to make your work sharper. Do not take comments about work personally (if you follow the guidelines of this workshop, no comment should come across as such, anyway), or as an attack on your character or personality.

8. When a person’s work is being workshopped, they do not speak until I direct them to. During a workshop other students and I will discuss the various elements of the work and address comments to the author as well as to one another. The author must pay attention to these comments and take notes. At the end of the discussion, the author will have the opportunity to speak, answer questions, or comment on the discussion.
9. Getting defensive about your work before, during, or after a workshop is counter-productive to the workshop. Again, take comments for what they are: to help you see what is working and what is not, and how to address that which is not working in order to make your work stronger.
10. Words that can be used in the workshop to describe someone's writing: Strong, effective, novel, original, convincing, funny, beautiful, emotional, not convincing enough, weak, unclear, confusing, etcetera. Every adjective or qualifier must be backed up by clear and logical supporting statements. “I don’t know” is not an acceptable statement to use in terms of clarifying your opinions, ideas, statements.
11. Words that may NOT be used in the workshop to describe someone's writing: Crap, sucks, bad, I don’t like this, etcetera. You know the kinds of words that are ineffective, which neither inspire, nor are constructive. Avoid them when discussing any work.
12. Please follow the Golden Rule and be respectful of others and their values and beliefs. I will expect you to contribute actively in class discussions (which will be a major part of each class period); in order to do that, you will have to come prepared to class. Being prepared for class includes having done the assigned reading/s for the day, jotted down notes or ideas, done any assigned homework, and being prepared to contribute your thoughts and ideas to the class discussion. I am not interested in what you know, but rather, in what you think; “I don't know” is never an acceptable response.

## HCC Policies

Here’s the link to the HCC Student Handbook <http://www.hccs.edu/resources-for/current-students/student-handbook/>. In it you will find information about the following:

- Academic Information
- Academic Support
- Attendance, Repeating Courses, and Withdrawal
- Career Planning and Job Search
- Childcare
- disAbility Support Services
- Electronic Devices
- Equal Educational Opportunity
- Financial Aid TV (FATV)
- General Student Complaints
- Grade of FX
- Incomplete Grades
- International Student Services
- Health Awareness
- Libraries/Bookstore
- Police Services & Campus Safety
- Student Life at HCC
- Student Rights and Responsibilities
- Student Services
- Testing

- Transfer Planning
- Veteran Services

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

The EGLS<sup>3</sup> ([Evaluation for Greater Learning Student Survey System](#)) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS<sup>3</sup> surveys are only available for the Fall and Spring semesters. EGLS<sup>3</sup> surveys are not offered during the Summer semester due to logistical constraints.

### **HCC Email Policy**

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go [to HCC Eagle ID](#) and activate it now. You may also use Canvas Inbox to communicate.

### **Office of Institutional Equity**

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

### **Ability Services**

<https://www.hccs.edu/support-services/ability-services/>

### **Title IX**

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

### **Office of the Dean of Students**

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

### **Department Chair Contact Information**

Dr. Alan Ainsworth, [alan.ainsworth@hccs.edu](mailto:alan.ainsworth@hccs.edu), 713.718.7591