



**INRW 0311: Integrated Reading & Writing**  
**CRNs 22230, 22231, and 22232**  
**Spring 2022**  
**Syllabus**

**Instructor:** Kelli Wood

**Email:** [kwood@epcc.edu](mailto:kwood@epcc.edu)

**Talk/Text:** [505-437-1948](tel:505-437-1948)

**Web:** [www.kelli.ninja](http://www.kelli.ninja)

**Office/Contact Hours:** See <https://chatwith.kelli.ninja>

**For quick questions,** just call or text during [reasonable hours](#)

**In-Office hours:** MWF 11-12, Transmountain Campus, Room 1101

**Online Conferences:** M/W 2-5, T/Th 2-5, Sat 10-2. [Schedule a conference now.](#)

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"You don't have to be great to get started,  
but you do have to get started to be great." --Les Brown

### **Instructor's Course Requirements**

#### **I. Texts and Materials**

##### **A. Text Book**

We will be using online sources listed below and linked in your schedule. You do not need to purchase books for this course. You are expected to have the required texts for the co-requisite ENGL 1301 course.

##### **B. Supplements**

1. My website: [www.kelli.ninja](http://www.kelli.ninja)
2. [Writing down the Basics](#): Available on my website as a pdf file.
3. Purdue Online Writing Lab (OWL): [Site Map \(table of contents\)](#)

##### **C. Materials**

Access to a good Word processor like Word, Google Docs, or Apple Pages

1. Access to Microsoft Word: You have access to Microsoft Word through OneDrive at [MyEPCC](#).
2. If you use Google Docs or Apple Pages, make sure to save your documents in Word format: doc or docx. [See this link for help with Apple Pages](#), and [this one for help with Google Docs](#).

#### **II. Online Components**

This course uses online components, and making sure you have the necessary tools and access to our media outlets is key.

##### **A. "What's Going On?" Videos**

1. "What's Going On" videos orient you to key things going on during the week. These are important and considered part of our course and lessons.
  - a) *Online Courses*: Posted on Mondays unless something crazy happens

- b) *Face-to-Face, Hybrid or Blended Courses*: Posted as needed when we are having conferences or doing other work where we may not meet as a whole class for a few days.
- 2. I will post links to these as an announcement/message on Blackboard and it will be sent to your college email. Additionally, the link to the class playlist is posted on our Blackboard classroom menu. You can also [visit my YouTube channel](#).

## **B. Online Access & Tools**

- 1. You will need consistent internet access. While online courses have been successfully completed just using a smartphones, I do not suggest you follow that route and suggest you have at least a tablet if not a laptop or computer.

## **C. Computer Labs**

- 1. The college computer labs not only house computers, but also are staffed by people who are knowledgeable and there to help you. Please don't hesitate to **give them a call when you need support** with college related computing issues. If they can't help you, they can help find someone who can. **The labs also have a limited number of laptops and internet hotspots you can check out.** [EPCC computer lab locations and hours](#).

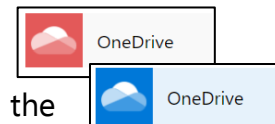
## **D. Blackboard**

- 1. We will use Blackboard as a place to do the quizzes and exams and to turn in work. *We will not use it as a daily communication device.* See the discussion of contacting me later in these policies. Access Blackboard at <https://online.epcc.edu/ultra/stream>
- 2. Contact the EPCC Blackboard Help Desk at [1-888-296-0863](tel:1-888-296-0863) if you experience technical issues with Blackboard or if you need assistance with alternative formats.
- 3. Blackboard Ally: You can now download your course files in different formats that fit your device, need, and learning preference. Click the "A download" icon next to your course files to view "Alternative Formats" of your course files. The file may take a few minutes to download, so continue with your work while you wait. The quality of the alternative formats can vary based on the original file, so if something looks out of place, consult the original file. Depending on the type of file, you will see the following options:
  - a) An OCR'd PDF improves the quality of scanned PDFs
  - b) A Tagged PDF for Word and PowerPoint documents or for improved navigation with screen readers
  - c) An HTML version that will be a simple and responsive to mobile devices with zoom-in capabilities
  - d) An ePub version for use with ePub readers that allows for font customization, contrast adjustment, and annotation/highlighting
  - e) An Electronic Braille version for your Refreshable Braille Display
  - f) An Audio MP3 for listening to your content on the go

## E. OneDrive

I will create a OneDrive folder for responses I do to your major works. I will upload written responses and videos there depending on the assignment and need. I will let you know about responses done either in the weekly "What's Going On?" video or in class, depending on our class type.

You can access your OneDrive folders through [MyEPCC](#).



Really Important Stuff!

## III. Attendance & Participation

(10% of total grade) Attendance is expected and essential in any classroom environment.

### A. Attendance

#### 1. Drops for Non-Attendance

- a) Online Classes: If you have not logged in within the first two weeks of the course, I will drop you, and if you do not participate in class for two consecutive weeks without notifying me and discussing your situation, I may drop you.
- b) Face-to-Face, hybrid, or blended classes: If you do not attend class or submit work during the first two weeks, I will drop you.

#### 2. Working around Planned and Unforeseen Personal Events

We follow the college schedule. Look ahead to make plans as needed. *When possible*, I'm more than willing to work with you to get things done early to work around planned events, but you must give me sufficient notice and communicate with me about this.

- a) If you anticipate being absent or without computer access for a week or more (military, work, or out-of-town commitment), you must contact me at least a week beforehand so that we can work out a schedule, otherwise I may drop you.
- b) If you are active-duty military or national guard, I appreciate you're letting me know that so that I can keep it in mind if you are called away with no notice.
- c) If you should contract a contagious illness or have a medical or mental event during the semester and experience symptoms that affect your ability to continue working on the class, please contact me as soon as possible so that we can discuss options for completion or continuation of the class. Be assured that I will work with you to provide support and the opportunity to succeed in this class, however, note the next point:
- d) I will only work out an alternate schedule for you as describe above if you are in good standing—getting your work done and participating in the course. Prolonged absence from the course to the extent you've missed major lessons and multiple assignments will necessitate retaking the course from the start.

### **3. Registration Issues**

It is your responsibility to let me know if your name ever disappears from Blackboard or Banner. Your name not being there indicates a registration problem you need to deal with quickly. I can help direct you to staff who can assist you with those issues. If this happens and you don't let me know you may be counted absent for the term of your unenrollment.

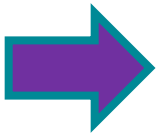
### **4. Final Drop/Withdrawal Responsibility**

Ultimately, it is your responsibility to drop the course if you are not going to be able to complete it.

## **B. Participation**

Part of your grade is based on participation in your active learning, class discussions, reading, asking questions about feedback from me, and participating in any collaborative/group work we do. If you expect to accomplish passing level writing by the end of the semester, it is important for you to actively participate in class by doing/keeping in mind the following:

1. Be prepared for class.
2. Read/watch all assignments and submit your assignments on time.
3. Ask questions about assignments and work in a timely manner—not leaving things until the last minute.
4. Participate in discussions at a professional, engaged level.
  - a) When communicating online, remember that you convey tone with word choice and the use of emoticons, bold, all caps, etc. Be polite, proofread your writing, and do not write in all caps.
  - b) Pay attention to your grammar and spelling.
  - c) Be respectful of your peers and instructor at all times and follow the guidelines of [netiquette](#).
  - d) Avoid making prejudicial remarks regarding anyone's race, ethnicity, social class, gender, sexual orientation, physical appearance, age, disability, or any other kinds of differences. Avoid activities that could be perceived as sexual harassment.
    - (1) That does not mean we do not discuss these issues; it just means we do so respectfully.
  - e) Discussions cannot be re-created and therefore cannot be made up after the due date. You should participate in a timely manner. The class works best when everyone works together. If you wait until the last minute, you are not really participating and your classmates have no obligation to respond to your posts at the last minute.
5. I will drop students for disorderly conduct, abusive or disruptive behavior as defined in the student code of conduct, or if their behavior disrupts the learning environment. This includes but is not limited by items on the list above.



6. Most importantly, come to class with a good attitude, a sense of humor, and a willingness to work and learn.

#### **IV. Pursuit of Course Objectives**

- A. If you are not working on and turning in the major writings for the course, you will be deemed as not pursuing course objectives and may be dropped.
- B. If you have not completed at least 50% of the Major Assignments by the final withdrawal date, you will be dropped.

#### **V. Cheating, Plagiarism, and Collusion**

Cheating, plagiarism, and collusion are both intellectual theft and academic dishonesty. They will not be tolerated in this class.

- A. Any instance of cheating, plagiarism, or collusion will result in failure of the course. This does not negate your right of appeal as described in the Student Handbook.

#### **VI. Assignments**

Your grade in this class is based on the work we do here as well as the work we do in the co-requisite class. We will discuss the specifics of each assignment as we go through the course.

##### **A. Course Engagement (15%)**

The assignment for this section will vary depending on the type of class (online, hybrid, blended, face-to-face, etc.). It may include regular conferences and class notes as well as discussions or group work.

##### **B. Summary Responses (25%)**

These responses will generally be based on the readings for the co-requisite course, though other readings may be included.

##### **C. Final Portfolio (25%)**

The final portfolio for the course will include revised copies of essays written in the corequisite course as well as an introductory reflective writing.

#### **VII. Extra Credit for Essay/Writing Assignments**

You may earn up to 5 extra credit points on the Annotated Bibliography, Research Draft, Research Final, and all Critical Analysis Essay Drafts and Final versions if you [go to the writing center](#).

- A. Access the rules for essay extra credit on my [Extra Credit webpage](#), and carefully read the rules and instructions.
- B. If you take your first major writing assignment (1/2 Annotated Bibliography) to the writing center, you may earn up to 10 extra credit points. *This only applies to the that assignment.* After that, you will still get 5 points extra credit.

## VIII. Late Work

Each assignment will have a specified due date and will be due on that date. It is important that you attend and meet all deadlines.

- A. Quizzes/Exams *cannot* be done after the due date (see above)
- B. In general, I will not accept work that is more than one week late. In addition, you will lose five (5) points for each day the work is late.
- C. Some assignments have different late-work periods. Make sure to read carefully.
- D. With work that gets personal feedback from me, you may not receive the feedback you would have gotten had the assignment been submitted on time.
- E. The only time I will accept works beyond the late due date is if you meet the following conditions:
  - 1. Your work is late due to catastrophic circumstances beyond your control. (Unexpected injury, a serious accident, etc. It must be credibly documented.)
  - 2. You must be in good standing in the class at the time of the incident. (Consistent attendance, work, and participation.)
  - 3. You must notify me as soon as possible and arrange to meet with me to discuss plans for catching up. (In extreme circumstances, have someone notify me on your behalf.)
  - 4. I reserve the right to determine whether or not your circumstance qualifies for this exception and whether or not you meet the conditions listed above.
- F. NO LATE WORK WILL BE ACCEPTED DURING FINALS WEEK.

## IX. Course Evaluation

In order to earn a passing grade of C you must attend class, participate in class activities, and complete assignments at a minimal level of proficiency. Higher grades will require a more noteworthy performance on your part. As we go through the course, we will review the specific criteria for each assignment; however below is a breakdown of points in the class. We will follow a traditional grade scale, dispersed as follows.

Point distribution		Grade Scale	
Attendance and Participation	10%	A	90-100
Course Engagement	15%	B	80-89
Summary Responses	25%	C	70-79
Final Portfolio	25%	D	60-69
ENGL 1301 Final Grade	25%	F	0-59

## X. Grade Considerations

If you expect to transfer this course, you generally must make a C or better.

## XI. Record-Keeping

Keep copies of all the work you do for this class until final grades have been posted. In the event of fire, theft, or loss of my grade book, you may need to produce all work you've done. Additionally, we may have projects that require you to use past course work. Make sure to save your major writing assignments, and as a backup, I suggest you email a copy of them to yourself or use some other method to assure you have an extra copy.

## XII. Literary Content

Some of the works we read or watch in this course may contain racial slurs, curse words, nudity, sexual situations, drug use, violence, or adult situations. As adults and students of literature, we need to study these in their context and work to understand the underlying themes or points made by employing these techniques.

## XIII. Course Calendar & Schedule

- A. The full schedule is linked on the [schedule page](#) of my website and in Blackboard.
- B. The schedule is tentative and subject to change. I will change it only to best support our learning throughout the semester. Changes will be announced on Blackboard and in weekly "What's Going On?" videos.
- C. You should make sure and refresh the digital version of the schedule on a regular basis.
- D. In general, this is our basic calendar but it may be modified to best suit learning:

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Week 1	Intro to the course and technology	Week 9	Media Analysis Essay sources and study
Week 2	Emblematic Essay introduction	Week 10	Media Analysis Essay sources and study
Week 3	Emblematic Essay prewritings	Week 11	Media Analysis Essay prewritings
Week 4	Emblematic Essay prewritings	Week 12	Media Analysis Essay prewritings
Week 5	Cover letter & Essay drafts	Week 13	Media Analysis Essay prewritings
Week 6	APA format/documentation	Week 14	Media Analysis Essay drafting
Week 7	Introduction to the Media Analysis Essay	Week 15	Essay of Revision
Week 8	Media Analysis Essay sources and study	Week 16	Finals

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## XIV. Contacting Me

My contact information is listed at the top of this syllabus and at the top of your schedule.

### A. Text or Call ([1-505-437-1948](tel:1-505-437-1948)) *during Reasonable Hours*

1. Make sure you let me know your name and which course you're in the first time you leave a message/text.
2. **What are Reasonable Hours?** Generally, between 9 am and 6 pm MST. **NOT** between 10 pm and 8 am. Between 7 and 10 at night? I won't find them horribly offensive, but I might not get back to you until the next day.
  - a) Also, I don't answer calls/texts during class or other appointments, so while I'll often text right back, sometimes I won't.
  - b) Basically, be conscious of the fact I too am human and also deserve to try and maintain a decent work/life balance.

3. **Text:** Have a really quick question and just want to text? I'll generally answer those pretty quickly.
4. **Call:** Do you prefer to talk about things or are there too many words for a text? If I don't answer, please leave a message or send a quick text and I'll get back to you as soon as I can.

## **B. Schedule an Online Conference**

1. [Click here](#) to schedule an online conference to work on your writing together. We can meet via Zoom, Blackboard Collaborate, MS Teams, Google Meet, Discord, or if you want, just talk on the phone. See the top of your [syllabus or schedule](#) for times. If none of those work for you, text or email and we can find something that will work for both of us.
2. You will be able to sign up for an online conference up to 10 days in advance. If there are not options shown for a conference, nothing is available for that 10-day period. You'll have to check back over the next few days.
3. No ideas? That's okay. We can talk about that and come up with some.
4. Got stuff to look at? Make sure you have a copy of what you're working on so we can "look" at it together. It doesn't have to be finished, or it may be something you're revising and working on.
  - a) However, I will not go over your essays or major writing assignments with you *before* you turn in the draft. The point of the draft is for you to turn it in and allow me time to give you thoughtful, helpful feedback. That said, I am happy to answer general questions and help you with some basic brainstorming and direction on specific parts.

## **C. In-Office hours: Transmountain Campus, Room 1101**

1. See the top of your [syllabus or schedule](#) for the semester's in-office hours.
2. If you want to come by for a quick question, please feel free to do so.
3. If you'd like to schedule time to sit down together and work on something during my in-office hours, please email me a few days in advance so we can double check schedules. I may have meetings or other appointments.
  - a) However, I will not go over your essays or major writing assignments with you *before* you turn in the draft. The point of the draft is for you to turn it in and allow me time to give you thoughtful, helpful feedback. That said, I am happy to answer general questions and help you with some basic brainstorming and direction on specific parts.

Slow down and read this stuff!

**D. Email: IMPORTANT!**

1. DO NOT EMAIL ME ON BLACKBOARD. Use [kwood@epcc.edu](mailto:kwood@epcc.edu)
2. I expect you to use your EPCC account for all communication related to your course work. I do, however, understand that you may need to use an alternate email if the college email isn't working.
3. When you email me, or any of your teachers for that matter, you need to make sure that you identify **who you are** and **which class you're in**.
4. Always include a subject line and a message.
5. Any attachment sent without a subject line *and* message will be deleted.
6. Use the class and course length in the subject line or the CRN/Section. For example, "1302 16 week" is fine, as is "ENGL 1302 12345 A1," "ENGL 1301 mini-mester," or "1301 MWF 9am."
7. [Read about these 10 best email practices.](#)
8. As this class is practice in your professional communication, I expect you to use proper English—no text-speak. You do not need to be overly formal, but proofread your writing and state your message clearly.
9. I will always do my best to respond to you in a timely manner, but remember that I teach a number of other classes in addition to my other duties at the college.
10. I generally don't check email on after 5 pm, and I'm sporadic on weekends.

**XV. Agreement to Instructor Policies**

By continuing to be enrolled in this class, you are indicating that you understand and accept the class policies as explained above.

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I DO NOT ACCEPT: "I don't know how to do this."

You are here to learn and experience new things.

I RESPECT: "I wasn't sure how to do this, but I tried."

It is only by trying that you get an opportunity to succeed.

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## Helpful Links



When you see this link on any college webpage, you can click on it to connect with someone via Blackboard Collaborate (audio and/or video) if they're "in the office" then.

- [Academic Calendar](#)
- [Counseling](#)
- [Distance Learning Support Services \(DLSS\)](#)
- [Financial Aid](#)
- [Libraries](#)
- [Mental Health Resources](#)
- [Password recovery link](#)
- [Registration Collaborate Link](#)
- [Student Handbook](#)
- [Tejano Food Pantry](#)
- [Veterans' Resource Center](#)
- [Writing Center](#)

## Helpful Numbers

- Blackboard Helpdesk: [\(888\) 296-0863](tel:8882960863) (Call them for trouble with Blackboard issues)
- Distance Learning Support Services (DLSS): [\(915\) 831-3111](tel:9158313111)
- EPCC Operator: [\(915\) 831-3722](tel:9158313722)
- IT Help Desk: [\(915\) 831-6440](tel:9158316440) (Call them for help with your college password, but [try this first](#))
- Registrar (registration and withdrawal help): [\(915\) 831-2161](tel:9158312161)

**El Paso Community College**  
**Syllabus**  
**Part II**  
**Official Course Description**

<b>SUBJECT AREA</b>	<u><b>Reading and English</b></u>			
<b>COURSE RUBRIC</b>	<u><b>INRW 0311</b></u>			
<b>COURSE TITLE</b>	<u><b>Integrated Reading &amp; Writing</b></u>			
<b>COURSE CREDIT HOURS</b>	<u><b>3</b></u>	<u><b>3</b></u>	<u><b>:</b></u>	<u><b>0</b></u>
	<b>Credit</b>	<b>Lec</b>		<b>Lab</b>

**I. Catalog Description**

Integrates developmental Reading and Writing designed to prepare students for college credit level classes by reinforcing essential knowledge of reading and writing strategies. Topics include 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. This course integrates fundamental reading comprehension skills, vocabulary, and rate, with foundational skills in writing a variety of academic essays. Successful completion of the course includes a portfolio, and a grade of "C" or better. May not be counted toward graduation requirements. **Prerequisite: Placement by TSIA2 or equivalent; OR completion of INRW 0310 with a "C" or better. (3:0)**

**II. Course Objectives**

Upon satisfactory completion of this course, the student will be able to:

- A. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information across and within multiple texts of varying lengths.
- B. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
- C. Identify and analyze the audience, purpose, and message across a variety of texts.
- D. Describe and apply insights gained from reading and writing a variety of texts.
- E. 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.
- F. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
- G. Utilize content area reading through exposure to contextualized reading and writing instruction and strategies.
- H. 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.
- I. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
- J. Develop and use effective reading, grammar, and revision strategies to strengthen the writer's ability to compose college-level writing assignments.

- K. Recognize and apply the conventions of Standard English in reading and writing.
- L. Apply contextualized reading and writing strategies to increase success in content area courses.

### **III. THECB Learning Outcomes (ACGM)**

Upon successful completion of this course, students will:

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-level writing assignments.
10. Recognize and apply the conventions of standard English in reading and writing.

### **IV. Evaluation**

#### **A. Pre-assessment**

Proof of having attained a passing grade in INRW 0310 or by placement exam, as requested by the instructor. Students with questions regarding their placement in this course should contact their counselors.

#### **B. Post-assessment**

1. The faculty member will support students in the companion/co-requisite ENGL 1301 course to maximize students' likelihood of successfully completing ENGL 1301.
  - a. Students must demonstrate mastery of reading and writing skills through a variety of methods, such as essays and other written texts based on reading assignments and composed in a portfolio, reader responses, reading logs, projects, presentations, quizzes, or exams. Faculty members may also answer follow-up questions from the ENGL 1301 course.
  - b. Students must complete at least four writing assignments of at least 700 words, such as essays. These are the same essays assigned in ENGL 1301. Faculty members will assist students with their ENGL 1301 essays in this course, including brainstorming ideas for writing and guiding students to revise and edit as appropriate. Faculty members may require students to write additional short papers that reinforce ENGL 1301 content or prepare students for what will be discussed in ENGL 1301.
  - c. Reading selections will be used for writing assignments and writing assignments will be used to gain reading skills. The majority of reading selections and writing assignments will originate from the ENGL 1301 course. Faculty can facilitate discussions and activities of these reading selections and writing assignments to help students gain mastery of the ENGL 1301 content.
  - d. Faculty members will emphasize successful college student behaviors and provide just-in-time interventions to help students progress in ENGL 1301.
  - e. An online lab application may be used by the faculty member's discretion.

- f. **Final Examination:** All INRW 0311 instructors must meet their classes during the scheduled two-hour final examination period and administer an appropriate activity.
  - g. **The INRW Portfolio:** All faculty members are required to assign students a portfolio documenting their semester's work. Along with housing their ENGL 1301 essays (and any other class content such as notes and in-class assignments), portfolios provide an occasion for students to reflect on what they learned in the course. By identifying specific readings and assignments, this reflection invites an introspective examination of how their writing process, reading comprehension, and analytical skills evolved over the course of the semester. The portfolio's overall grading methodology, grade percentage, and design (e.g., an electronic portfolio instead of a binder or notebook, aesthetic elements, etc.) are at the faculty member's discretion.
2. To receive credit for the course, students must have a passing average of C or better in the course.
- C. **Plagiarism** is both intellectual theft and academic dishonesty and will not be tolerated. Any work that is plagiarized could result in failure of the course. See the Student Handbook.
- D. **Remediation**

At the faculty member's discretion, students may be allowed to rewrite papers or retest for higher grades. Make-up work and retakes of quizzes may be provided at the faculty member's discretion.

The EPCC Writing Centers: Students are encouraged to visit EPCC Writing Centers for writing assistance throughout the semester. The centers' goal is to help students grow and improve as writers during any stage of the writing process. Tutors work one-on-one with students to provide guidance, feedback, and help students find their voice through the written word. For more information about writing tutoring services and resources at all campuses, visit: [www.epcc.edu/Services/WritingCenter](http://www.epcc.edu/Services/WritingCenter)

E. **Grading Scale**

**Note: This course must be passed with the grade of "C" or better before it can be used as a prerequisite for English 1301.**

A=	90-100	I=	Incomplete
B=	80-89	W=	Withdrew/Withdrawn
C=	70-79		
F=	below 70 in coursework		

V. **Disability Statement (Americans with/Disabilities Act [ADA])**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentations are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NW Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

VI. **6-Drop Rule**

Students who began attending Texas public institutions of higher education for the first time during the fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.

**VII. Title IX and Sex Discrimination**

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "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." The Violence Against Women Act (VAWA) prohibits stalking, date violence, sexual violence, and domestic violence for all students, employees and visitors (male and female). If you have any concerns related to discrimination, harassment, or assault (of any type) you can contact the Assistant to the Vice President for Student and Enrollment Services at 915-831-2655. Employees can call the Manager of Employee Relations at 915-831-6458. Reports of sexual assault/violence may also be reported to EPCC Police at 915-831-2200.