McLennan
COMMUNITY
COLLEGE

WACO, TEXAS

COURSE SYLLABUS

AND

INSTRUCTOR PLAN

AMERICAN LITERATURE

ENGL - 2326.287

STEPHEN SWANSON

NOTE: This is an 8-week, online course.

COVID 19 Notice:

McLennan Community College is committed to providing you with every resource you need to reach your academic goals. We are also concerned for your safety. We are working through COVID-19 guidelines to make sure we offer a safe environment for you and our faculty. This will include smaller class sizes to manage social distancing and proper cleaning techniques. You will have the advantage of a physical classroom experience but may also need to work part of the time online as we adjust to limited classroom capacity. This will also allow us the flexibility to move online if so directed by federal, state and/or local COVID 19 guidelines. Faculty and staff are preparing now to ensure that you have the best experience in the midst of these uncertain times.

Course Description:

A survey of American literature from the period of exploration and settlement to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.

Prerequisites and/or Corequisites:

ENGL 1301 or ENGL 2311

Course Notes and Instructor Recommendations:

Google Apps/Mail: Familiarize yourself with Google Apps through your MCC student account/email. We use it for delivering coursework and maintaining an updated course syllabi and calendar. Use YouTube and Google for any general use problems, but you should also contact Prof. Swanson and/or the Information Systems office (299-8077) for account help.

To join the Google Classroom, you need to navigate to classroom.google.com, login with your MCC email and password, click to join a class, and enter the following code: "**wzsbk4r**".

Grades/Attendance: While I do use Brightspace's gradebook, the ways that they add and depict scores do not always reflect where you are at or your progress overall. Therefore, I recommend that you contact me whenever to answer questions/concerns about grades via e-mail. E-mail my MCC account from your MCC account to ensure the greatest account security.

Email: I use my MCC and Google email accounts as my primary means of contacting students. Students are responsible for 1) regularly checking their messages in this account (at least once per day), 2) ensuring that their inbox is not full so that they can receive messages, and 3) ensuring that they remember their username and password. Students should only use their MCC email accounts when sending me email.

Instructor Information:

Instructor Name: Stephen Swanson
MCC E-mail: sswanson@mclennan.edu and sswanson@students.mclennan.edu
Office Phone Number: 254-299-8922
Office Location: Faculty Office Building 222
Office/Teacher Conference Hours: I will be surveying class for best Google Meet office hours & feel free to email me for appt.

Required Text & Materials:

Title: 101 Great American Poems
Author: Negri
Edition: NA
Publisher: Dover Thrift
ISBN: 978-0486401584

Title: Great American Short Stories
Author: Negri
Edition: NA
Publisher: Dover Thrift
ISBN: 978-0-486-42119-3

NOTE on above books: Most of the poems and short stories are under public domain and free online. Students can feel free to use those if they work, but students are responsible for any errors or problems that might result from that.

Title: Their Eyes Were Watching God
Author: Hurston
Edition: NA
Publisher: Amistad
ISBN: 978-0061120060

Title: Parable of the Sower
Author: Butler
Edition: NA
Publisher: Headline
ISBN: 978-1472263667

Title: Binti
Author: Okorafor
Edition: NA
Publisher: Tor
ISBN: 978-0765385253

NOTE on above books & ebooks: Students can feel free to use Kindle or other ebook versions of these texts, but again, students retain responsibility for their functionality for all aspects of the course. I can try to help, but sometimes things happen.

Altogether, even brand new, these works are less than $50 and are well worth having on your shelf or lending to a friend/family member. Please consider buying them and doing so in physical copies if you can.

MCC Bookstore Website: http://www.mclennan.edu/bookstore/

Student Support/Resources:
MCC provides a variety of services to support student success in the classroom and in your academic pursuits to include counseling, tutors, technology help desk, advising, financial aid, etc. A listing of these and the many other services available to our students is available at http://www.mclennan.edu/campus-resource-guide/

College personnel recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources, we encourage you to contact a success coach by calling (254) 299-8226. Students can visit the Completion Center Monday-Friday from 8:00 a.m.-5:00 p.m. to meet with a success coach and receive additional resources and support to help reach academic and personal goals. Paulanne's Pantry (MCC's food pantry) is open 12:00 p.m.-1:00 p.m., Monday-Friday, without an appointment. The Completion Center and pantry are located on the Second Floor of the Student Services Center (SSC).

MCC Foundation Emergency Grant Fund:
Unanticipated expenses, such as car repairs, medical bills, housing, or job loss can affect us all. Should an unexpected expense arise, the MCC Foundation has an emergency grant fund that may be able to assist you. Please go to https://www.mclennan.edu/foundation/scholarships-and-resources/emergencygrant.html to find out more about the emergency grant. The application can be found here (https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf).

Minimum Technical Skills:
Students should have basic computer skills, knowledge of word processing software, and a basic understanding of how to use search engines and common web browsers.

Backup Plan for Technology:

In the event MCC's technology systems are down, you will be contacted/notified through your MCC student email address. Please note that all assignments and activities will be due on the date specified in the Instructor Plan, unless otherwise noted by the instructor.

*** Click Here for the Minimum System Requirements to Utilize MCC's D2L|Brightspace (https://www.mclennan.edu/center-for-teaching-and-learning/Faculty%20and%20Staff%20Commons/requirements.html)**
Click on the link above for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

Email Policy:
McLennan Community College would like to remind you of the policy (http://www.mclennan.edu/employees/policy-manual/docs/E-XXXI-B.pdf) regarding college email. All students, faculty, and staff are encouraged to use their McLennan email addresses when conducting college business.

A student's McLennan email address is the preferred email address that college employees should use for official college information or business. Students are expected to read and, if needed, respond in a timely manner to college emails.

Instructional Uses of Email:
Faculty members can determine classroom use of email or electronic communications. Faculty should expect and encourage students to check the college email on a regular basis. Faculty should inform students in the course syllabus if another communication method is to be used and of any special or unusual expectations for electronic communications.

If a faculty member prefers not to communicate by email with her/his students, it should be reflected in the course syllabus and information should be provided for the preferred form of communication.

Email on Mobile Devices:
The College recommends that you set up your mobile device to receive McLennan emails.

Forwarding Emails:
You may forward the emails that come to your McLennan address to alternate email addresses; however, the College will not be held responsible for emails forwarded to an alternate address that may become lost or placed in junk or spam filters.

Methods of Teaching and Learning:

Includes lectures, class discussion, in-class/out-of-class viewing & reading assignments, group work, regular discussions, quizzes, exams, and multiple essay projects.

For this course, we will be using Brightspace, Google Drive/Docs, and Classroom extensively.

To join the Google Classroom, you need to navigate to classroom.google.com, login with your MCC email and password, click to join a class, and enter the following code: "**wzsbk4r**".

In addition to the Stream, where I will make additional announcements and post discussions, you should also familiarize yourself with the "Classwork" tab, which we will use for essay drafts and additional resources and links for the course. I try to duplicate these in Brightspace. If something is missing or incorrect, email me asap so I can correct/add them.

Important Teaching and Learning Definitions:

"In-class": The term "in-class" refers to time spent engaging with Brightspace or Google Classroom in a manner similar to face-to-face courses: reading lectures, completing quizzes, or watching course videos.

"Out-of-class": The term "out-of-class" refers to time spent engaging with reading, homework, or writing and thinking similar to face-to-face courses' homework: reading, watching resource videos, doing research, writing and revising drafts.

Working Ahead:

In general, I've structured the course for students to complete each "unit" of work in conjunction with their classmates. Therefore, the course includes assignments (particularly course discussions on Google Classroom) that cannot be completed before the class progresses to that point in the course.

However, because I know that students often like to or need to work ahead, I've made all of the Units, Unit Overviews, and writing assignments accessible from the start of class. Students are welcome to read and work ahead as much as possible, but since this course focuses on skill development and skill development takes time, practice, and feedback, then the course deliberately expects students to slow down at points and reflect on and receive feedback on their writing, reading, and thinking skills from their instructor and peers.

Course Objectives and/or Competencies:

- Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
- Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.

- Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
- Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
- Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Course Outline or Schedule:

GASS = Great American Short Stories

101 = 101 Great American Poems

NOTE: The Units overlap to allow for students to work ahead. Make sure that all work is completed before 11:59p on the last day listed for a unit.

Unit 01 (10/19 - 10/25) - Course Introduction

1. Reading Assignments

• Syllabus/Essay Assignment Sheets
• How to Read, Write, and Think about Literature
• Iroquois Creation Story
(http://historymatters.gmu.edu/d/6375/)

2. Quizzes
3. Discussion - Unit 01
4. Writing Assignments

- email BOTH of Prof. Swanson's emails from your MCC student email (maybe set up that conference that's worth 50 points);
- start on RD of Lit. Analysis

Unit 02 (10/25 - 10/31) - Before Beginning to 1820

1. Reading Assignments

• Period Introduction
• Rowlandson, From *A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson*
(Intro, "The First Remove" through "The Third Remove"; ONLY available in https://www.gutenberg.org/files/851/851-h/851-h.htm)
• Equiano, From *The Interesting Narrative of the Life of Olaudah Equiano*, "Chapter V"

(beginning to "...it is no wonder that the decrease should require 20,000 new negroes annually to fill up the vacant places of the dead."; ONLY available in https://www.gutenberg.org/files/15399/15399-h/15399-h.htm#CHAP_V)
• Bradstreet, "To My Dear and Loving Husband"
(*101*: p. 1; https://www.poetryfoundation.org/poems/43706/to-my-dear-and-loving-husband)
• Wheatley, "From *To the Right Honourable William, Earl of Dartmouth*"
(*101*: p. 1; https://www.poetryfoundation.org/poems/47706/to-the-right-honorable-william-earl-of-dartmouth - 3rd stanza)
• Bryant, "Thanatopsis"
(*101*: pp. 2-4; https://www.poetryfoundation.org/poems/50465/thanatopsis)

2. Writing Assignment – Start Literary Analysis essay
3. Discussion – Unit 02
4. Quizzes

Unit 03 (10/31 - 11/6) – 1820 - 1865
1. Reading Assignments

• Period Introduction
• How to Submit to Smarthinking
• Poe, "The Tell-Tale Heart"
(*GASS*: 13-17; https://www.gutenberg.org/files/2148/2148-h/2148-h.htm#link2H_4_0019)
• Hawthorne, "Young Goodman Brown"
(*GASS*: 1-12; https://www.gutenberg.org/files/512/512-h/512-h.htm#goodman)
• Emerson, "Concord Hymn"
(*101* pp. 4-5; www.poetryfoundation.org/poems/45870/concord-hymn),
"The Snow-storm"
(*101* p. 5; https://www.poetryfoundation.org/poems/45872/the-snow-storm-56d22594aa595)
• Longfellow, "The Arrow and the Song"
(*101* p. 6; https://www.poetryfoundation.org/poems/44624/the-arrow-and-the-song),
"The Builders"
(*101* pp. 6-7; https://www.hwlongfellow.org/poems_poem.php?pid=118), &
"The Children's Hour"
(*101* p.7-8; https://www.poetryfoundation.org/poems/44628/the-childrens-hour-56d223ca55069)

• Whitman, "I Hear America Singing"
(*101* pp. 22-23; https://www.poetryfoundation.org/poems/46480/i-hear-america-singing),
"I Sit and Look Out"
(*101* p. 23; https://whitmanarchive.org/published/LG/1891/poems/129), &
"Miracles"
(*101* pp. 23-4; https://poets.org/poem/miracles)
• Dickinson, "Because I could not stop for Death"
(*101* p. 29; https://www.poetryfoundation.org/poems/47652/because-i-could-not-stop-for-death-479,
"Hope is the thing with feathers"
(*101* p. 30;
https://www.poetryfoundation.org/poems/42889/hope-is-the-thing-with-feathers-314),
"If I can stop one heart from breaking"
(*101* p. 31; http://www.yourdailypoem.com/listpoem.jsp?poem_id=2330)

2. Discussion – Unit 03
3. Quizzes
4. Writing Assignment - "Rough"/First Complete Draft of the Literary Analysis

Unit 04 (11/6 - 11/12) - 1865 - 1914
1. Reading Assignments

• Period Introduction
• Chopin, "A Pair of Silk Stockings"
(*GASS* pp.152-6;
https://www.katechopin.org/pdfs/Kate%20Chopin%2C%20A%20Pair%20of%20Silk%20Stockings.pdf)
• Bierce, "An Occurrence at Owl Creek Bridge"
(*GASS* pp. 171-8; https://www.gutenberg.org/files/375/375-h/375-h.htm)
• Lazarus, "The New Colossus"
(*101* p. 33;
https://www.poetryfoundation.org/poems/46550/the-new-colossus)
• Masters, "The Unknown"
(*101* p. 36;
https://www.poetryfoundation.org/poems/45926/the-unknown-56d225a6ba899)
• Dunbar, "The Lesson"
(*101* pp. 41-2; https://www.libraries.wright.edu/special/dunbar/poetry/207),
"Sympathy"

(*101* p. 42-3; https://www.poetryfoundation.org/poems/46459/sympathy-56d22658afbc0),
"We Wear the Mask"
(*101* p. 43; https://www.poetryfoundation.org/poems/44203/we-wear-the-mask)
• Frost "Fire and Ice"
(*101* p. 48; https://www.poetryfoundation.org/poems/44263/fire-and-ice),
`"Mending Wall"
(*101* pp. 48-9; https://www.poetryfoundation.org/poems/44266/mending-wall),
"Nothing Gold Can Stay"
(*101* p. 49; https://www.poetryfoundation.org/poems/148652/nothing-gold-can-stay-5c095cc5ab679), "The Road Not Taken"
(*101* pp. 49-50; https://www.poetryfoundation.org/poems/44272/the-road-not-taken)
• Sandburg "Chicago"
(*101* p. 53; https://www.poetryfoundation.org/poetrymagazine/poems/12840/chicago),
"Fog"
(*101* p. 54; https://www.poetryfoundation.org/poems/45032/fog-56d2245d7b36c) &
"I am the People, the Mob"
(*101* p. 54; https://www.poetryfoundation.org/poems/45036/i-am-the-people-the-mob)

2. Writing Assignment - Final Draft of the Literary Analysis
3. Discussion – Unit 04
4. Quizzes
5. Conference - if you haven't already set up and kept an individual conference, it's due before the end of Unit 05.

Unit 05 (11/12 - 11/18) - 1914-1945: Modernism & Hurston
1. Reading Assignments

- Period/Author Introduction
- *Their Eyes Were Watching God* (Pt. I: Chapters 1 - 10)

2. Writing Assignment – Start drafting Literary Theory Essay
3. Discussion Board – Unit 05
4. Quizzes
5. Conference - if you haven't already set up and kept an individual conference, it's due before the end of Unit 05.

Unit 06 (11/18 - 11/24) - Hurston (cont.)

1. Reading Assignment

    • *Their Eyes Were Watching God* (Pt. II: Chapters 11 - Afterword)

2. Writing Assignment - Rough Draft Literary Theory Essay
3. Discussion – Unit 06
4. Quizzes

Unit 07 (11/24 - 11/30) - 1945 - 1980: Mid-Late Modernism & Butler
1. Reading Assignments

    • Period/Author Introduction
    • *Parable of the Sower* (Pt. I: Chapters 1-13)

2. Writing Assignment - Continue Revising Literary Theory Essay
3. Discussion – Unit 07
4. Quizzes

Unit 08 (11/30 - 12/6)- Butler (cont.)
1. Reading Assignment

    • *Parable of the Sower* (Pt. II: Chapters 14-25)

2. Writing Assignment – Final Draft Literary Theory Essay due
3. Discussion – Unit 08
4. Quizzes

Unit 09 (12/6 - 12/11) - Postmodernism & Okorafor
1. Readings/Lectures:

    • *Binti*

2. Writing Assignment – Final Exam Essay
3. Discussion – Unit 09
4. Quizzes

****This syllabus is subject to change at the instructor's discretion. You will be notified of any changes via email/Classroom/Brightspace.****

Course Grading Information:

Course Grading Scale:

A = 895-1000 pts.
B = 795-894 pts.
C = 695-794 pts.
D = 595-694 pts.
F = 594 and fewer pts.

Assignments/Graded Content:

1. **Literary Analysis & Literary Theory Papers (1st Draft/RD: 50 + Revised Final: 125) x2 = 350 pts.):** You will need to write two, multi-draft essays over the course of this term. The assignment sheets folder on Classroom (Classwork tab) holds more specific information, but each essay will require…

- MLA format (including page layout and citations in-text and works cited page
- 1200 min - ~1500 words (If you're writing 2000+ words, you need to focus)
- a first/"rough" draft that meets all minimum requirements and represents what you might be used to turning in as a final,
- a Smarthinking review (students will need to submit their complete 1st/rough draft for tutor feedback and review and turn in the full review as a separate document in the Classroom assignment for the Final
- a revised final draft in which you take the feedback from the professor and Smarthinking tutor to rewrite and reorganize your essay towards significant improvement of clarity, content, and critical thinking.

3. **Discussion Questions/Responses (180 pts.):** For each Unit, discussion questions will be posted to the Google Classroom Stream. You should read the prompt (and any peer posts), complete the steps, and then write/paste your comment (200+ words MINIMUM) that demonstrates critical reading, thinking, and writing. Use and engagement with deeper level themes and ideas combined with use and explication of SPECIFIC examples are expected as minimum requirements. It's ok to not be sure, but discussions should at least show an effortful attempt to try to go beyond the surface and to stretch your and our understandings.
4. **Quizzes (270 pts.):** There will be quizzes in each unit that will assess your reading and attention to the lectures. Each unit's quiz or quizzes counts as a single Quiz assignment worth 30 points possible.
5. **Participation and Preparedness (50 pts.):** Students will receive a grade reflecting how well they demonstrate their out-of-class preparedness and willingness to engage, constructively, to class discussions and projects.

6. **Final Exam Essay (100 pts.):** During the last unit, the professor will post a comprehensive essay prompt on Classroom. Students will have until the stated due date/time to complete the essay using the works and readings from the course.
7. **Conference (50 pts.):** Before the end of Unit 05, students need to contact Prof. Swanson, set up, and keep a conference via email/Meet/Hangouts to discuss expectations, questions, papers, etc, on an individual level. To start this process, send an email to one of Prof. Swanson's emails from your MCC email and ask to set up a conference.

General Grading Philosophy:

Your grade will be based solely on the quality of your coursework, not on the amount of time or effort you claim you devoted to the class or the extent of any hardships you may have had to overcome. The grade will reflect outcomes and objectives in terms of product ***and*** process.

Readings/Quizzes:

- Quizzes will be given frequently on any assigned readings or activities. Daily readings should be done before the date scheduled. Not reading or not reading with adequate attention can result in significant loss of points.
- Missed quizzes ***cannot*** be made up for ***any*** reason, but only the top 6 units' quizzes will count towards the final grade.

Electronic Submission Policies:

Almost all assignments will be required to be submitted electronically via Google Classroom (with only quizzes on Brightspace). Since it is becoming increasingly important for workers to manage electronic information, students must follow the following guidelines when submitting electronically or risk a loss of 10% off of the top of the assignment's worth.

- Students should create their assignments in Google Docs and attach them to the appropriate assignment in Classroom immediately.

  (The option in Classroom exists to create the document in the assignment and have it saved automatically in the Classroom assignment. I recommend *strongly* that students use it.)

  - In the event that Google Docs is down for a prolonged period, you should e-mail your work as an attachment to me before the required time and date to avoid losing full credit.

- Assignments must be titled/saved so that their file name follows the general format: Last name first name filename.
  - So, I would title the file for this syllabus: Swanson Stephen ENGL 2326 Syllabus.

  - Do not use special characters such as "#" or "/" or "$" in the title, as they can cause problems in storage and recovery.
- Assignments must be submitted as Google Docs. If you need help converting your document to a Google Doc, please contact me significantly before an assignment is due.

***NOTE:** It can be hard to get used to a new electronic program. Please do not wait until the last minute to do things. Also, do not hesitate to ask for help (from me, IT (299-8077), and/or the Student Support Center/Writing Lab).

Writing Grading Standards:
The rubric, below, is what I use to guide my grading of all written assignments. It describes my standards for grading. This is a prose-style description of the qualities required for each grade level. We will be discussing the specific aspects and their worth as the semester progresses, but you should become familiar with what each grade represents.
If you have questions about what I mean or am looking for, then please schedule an appointment early in the semester to talk to me. Here is my rubric:

- **An A paper** (90-100%) is excellent in nearly all respects. It shows originality of thought that goes well beyond material presented in class. It is well argued and well organized with a clear, specific, and ambitious thesis. It is well developed with content that is specific, interesting, appropriate, and convincing. It has logical and artful transitions and is marked by stylistic finesse and varied sentence structures. It demonstrates command of mature diction and has few, if any, mechanical, grammatical, spelling, or diction errors.

- **A B paper** (80-89%) is excellent in several respects but may have a less sophisticated thesis, a less distinguished style, some minor lapses in organization and development, some ineffective sentence structures, and some minor mechanical, grammatical, spelling, or diction problems.

- **A C paper** (70-79%) is generally competent, but compared to a B paper, it may have a weaker thesis and less effective style and development. It may contain some lapses in organization, poor or awkward transitions, less varied sentence structures that tend toward choppiness or monotony, significant problems with mechanics, grammar, spelling, and diction.

- **A D paper** (60-69%) is below average and may present a thesis that is too vague or too obvious to be developed effectively. It generally exhibits problems with organization, support, transitions, sentence structures, mechanics, grammar, spelling, and diction that impede understanding.

- **An F paper** (59% and below) is far below average and may have no clear thesis or central topic. It may display a lack of organization, support, and development. It may contain major and repeated problems with mechanics, grammar, spelling, and diction and

may fail to fulfill the assignment or may be unacceptably brief.

NOTE: Notice how high the standards for "A", "B", and even "C" papers are. This might be significantly different from your experience in other classes or in high school.

Participation:

Participation does count for 5% of your final grade. The rubric also gives a clear idea of the expectations for the student behavior in the class. A student must meet all of the requirements to earn a particular grade level. For example, a student who "adds to the quality of the discussion…" (A-level) but has three absences classes over the term (C-level) will probably not earn above a C for participation.

A (90-100)

- Prepare before every class/unit – including clearly demonstrating that they've completed the work and reading the material necessary BEFORE that class period/unit.
- Ask questions if they do not understand the material.
- Add to the quality of the discussion by consistent out-of-class preparation and thoughtful and positive participation in class discussions and other assignments.
- Do all the homework assignments prior to their deadlines and, moreover, turn in thoughtful, detailed, thorough, and well-written homework assignments.

B (80-89)

- Prepare before every class assignment.
- Normally ask questions when they do not understand the material and goes beyond the minimum expectations for participation in assignments.
- The class benefits from their participation because they have prepared their work and demonstrate a fundamental understanding of the material. However, these students have not yet fully committed themselves to mastering the material.
- Do most of the work. Some of the assignments, however, are a bit sparse and a bit superficial.

C (70-79)

- Prepare before class assignments except on rare occasions.
- Although uncertain about the subject matter, they infrequently ask questions in class
- Rarely volunteer for discussion beyond the minimum requirements and often demonstrate superficial or insufficient engagement with the course material and process through a lack of preparation.
- Their participation, though mostly adequate in quantity, fails to demonstrate active participation and seems to default to a passive observation.
- Do not do some homework assignments and tend to do the bare minimum required to complete each assignment.

D (60-69)

- Often demonstrate a lack of preparation during the course period.

- Although uncertain about the subject matter, they rarely ask questions or engage with the instructor or peers.
- Participation is limited to completing only the minimum of work.
- Students participate in class discussions but sometimes they do so in disrespectful ways.
- Frequently miss assignments. Usually do the bare minimum needed to complete an assignment.
- Appear to place the responsibility for learning almost entirely on the course/instructor.
- Through their neglect of preparation, they fail to contribute significantly to course lectures, discussions or other assignments.

Failing

- Have more than 4 absences.
- Rarely prepare for class.
- Very infrequently ask questions and rarely engage with faculty or peers.
- Behave in inappropriate ways in the class discussion, or other assignments.
- These individuals deter other students from learning through disrupting the educational atmosphere.
- Have not turned in a significant amount of assignments.

Late Work, Attendance, and Make Up Work Policies:
Grading Guidelines for All Assignments:

- ***No late work will be accepted***. "Late," for this course is defined as after the deadline set for the assignment on the schedule above. The only exceptions will be made to students who contact me beforehand and receive a reply detailing the accommodations or students who meet the unforeseeable, excused absences as per MCC's attendance policy.
- All graded work must be typed and submitted electronically (in the case of essays), double-spaced, in standard 12-pt font and follow all conventions of an MLA paper. **There will be a sample paper written in standard MLA form available in "Samples" on Google Classroom.**
- Assignments must **ALWAYS** meet the minimum length & source requirements and address the prompt/assignment.

ESSAYS (READ ME!)

Rough/First Complete Draft Grading

- "Rough Drafts" in this class are different from what you might be used to.
- For this class, "Rough Draft" means a complete draft that you would expect to generally turn in without major feedback
- Rough drafts must always meet the minimum expectations for the assignment in terms of formatting, topic, length, and source requirements.
- **Think of rough drafts as very close to final drafts**. They should represent a significant mid-point in the writing process, not the very beginning.

- Rough drafts that fail to meet minimum requirements in terms of topic, length, or source requirements can be immediately reduced by 5% for each requirement missed.
    - Those that fail to meet minimum length requirements by more than 25% will immediately receive an additional 20% reduction. (ie. A 3 page draft for a 4 page assignment will only be able to earn a maximum of 75% of the available points.)
- The goal of "rough"/first drafts is to get you writing earlier and more than you think you should and to build in the need to revise and rewrite significantly.

Smarthinking:

For each of the two essay assignments, students need to submit a complete draft to Smarthinking, an online tutoring program accessed through our Brightspace page, for an "Essay Review" at least once between the rough and the final draft due dates.

(We will be taking time in the unit when your first complete/rough draft is due to go over the submission process and techniques for using the service to get additional help with your writing.)

However, there are a few general things that I want to apprise you of before you go into using the service:

- Make sure that you familiarize yourself with the interface *before* you have to submit a paper.
- When you fill out the "Submission Form", be as specific as possible about the description of the assignment and the kind of help you are requesting.
- Since Smarthinking can take 24-48 hrs. to read and respond to your essay draft, you need to make sure that you submit early enough. You will want to give yourself enough time to get the feedback, make changes, and possibly submit it again for additional review. This means that submissions later than a day or two before the final draft is due **will not** likely assist your writing to much degree.
- The Smarthinking review **MUST** be submitted with the final draft or risk losing 10% off of the total grade for the draft.

Final Draft Grading

- When submitting final drafts, students must always include the Smarthinking review along with the final draft itself. Missing this will result in a 10% deduction per missing element.
- Final drafts that do not meet either MLA formatting and/or citation guidelines in any way will lose an immediate 10% EACH of the available points for the assignment as a whole and, depending on the severity of the citation errors, could be turned over for consideration for academic dishonesty.
- Final draft submissions that clearly do not meet the assignment in respect of length, topic, or source requirement can immediately be reduced by 10% of the available points.
    - Those that fail to meet the minimum length required by more than 25% will see an additional deduction of 40% off of the possible grade. (ie. A 300 word draft for

a 400 word assignment will only be able to earn a maximum of 50% of the available points.)

- In all cases, you do have the right and responsibility to ask for clarification about why and how the assignment does not meet the basic, minimum standards for the assignment.

Student Behavioral Expectations or Conduct Policy:

Online Attendance:

Attendance in an online course obviously differs from a face-to-face course. However, in an online course, student preparation and participation become even more important in order for the course to encourage student development and grow in knowledge and skills.

Students who miss more than one assignment (writing/quizzes/discussion) per unit will be counted "tardy". Three tardies equal an absence.

Therefore, students who fail to complete two (or more) of the required assignments for the unit by the deadline (or miss a deadline for a rough or final draft) can be counted as "absent" for that unit.

Remember, there are only 9 units for this session, and students who earn absences for more than 25% of the units will generally be removed, as per the MCC attendance policy below.

*** Click Here for the MCC Academic Integrity Statement**
(www.mclennan.edu/academic-integrity)
The link above will provide you with information about academic integrity, dishonesty, and cheating.

*** Click Here for the MCC Attendance/Absences Policy**
(https://www.mclennan.edu/highlander-guide/policies.html)
Click on the link above for the college policies on attendance and absences. Your instructor may have guidelines specific to this course.

Accommodations/ADA Statement

Any student who is a qualified individual with a disability may request reasonable accommodations to assist with providing equal access to educational opportunities. Students should contact the Accommodations Coordinator as soon as possible to provide documentation and make necessary arrangements. Once that process is completed, appropriate verification will be provided to the student and instructor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification has been provided by the

Accommodations Coordinator. Instructors should not provide accommodations unless approved by the Accommodations Coordinator. For additional information, please visit mclennan.edu/disability.

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:

disabilities@mclennan.edu
254-299-8122
Room 319, Student Services Center

*** Click Here for more information about Title IX**

(www.mclennan.edu/titleix)

We care about your safety, and value an environment where students and instructors can successfully teach and learn together. If you or someone you know experiences unwelcomed behavior, we are here to help. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the Title IX Coordinator at titleix@mclennan.edu or by calling Dr. Drew Canham (Vice President for Student Success) at 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC by calling 299-8210. The MCC Student Counseling Center is a confidential resource for students. Any student or employee may report sexual harassment anonymously by visiting the following website: http://www.lighthouse-services.com/mclennan/.

McLennan's Title IX webpage (http://www.mclennan.edu/titleix/) contains more information about definitions, reporting, confidentiality, resources, and what to do if you or someone you know is a victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence or domestic violence.

* *You will need to access each link separately through your Web browser (for example: Internet Explorer, Mozilla, Chrome, or Safari) to print each link's information.*