

# McLennan

C O M M U N I T Y

# COLLEGE

WACO, TEXAS

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## COURSE SYLLABUS

AND

## INSTRUCTOR PLAN

Forms of Literature (Children's Literature)

ENGL 2341.088

Jeremy Land, Ph.D.

**NOTE:** This is a 16-week course.

### **COVID 19 Notice:**

McLennan Community College is committed to providing you with every resource you need to reach your academic goals including your safety. We will continue to monitor the evolving situation with COVID 19 and adjust our safety guidelines to make sure we offer a safe environment for you and our faculty. Please make sure to consult your faculty and the MCC website at <https://www.mclennan.edu/crisis-management/coronavirus-updates/index.html> on any changes to these guidelines.

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### COURSE DESCRIPTION:

This course is an intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

### PREREQUISITES AND/OR COREQUISITES:

Students must have met the requirements for ENGL 1301 and ENGL 1302 before taking this class.

### INSTRUCTOR INFORMATION:

Instructor Name: Jeremy Land

MCC E-mail: jland@mclennan.edu

Office Phone Number: 8962

Office Location: FO 107

Office/Teacher Conference Hours: By Appointment via Zoom

### REQUIRED TEXT & MATERIALS:

Title: Children's Literature, Briefly (7 <sup>th</sup> Edition)	Title: Harry Potter and the Sorcerer's Stone
Author: Young, Bryan, Jacobs, and Tunnell	Author: J.K. Rowling
Publisher: Pearson's	Publisher: Scholastic Press
ISBN-13: 978-0135185872	ISBN-10: 0590353403
ISBN-10: 0135185874	ISBN-13: 978-0590353403

Title: From a Whisper to a Rallying Cry: The Killing of Vincent Chin and the Trail that Galvanized the Asian American Movement.

Author: Paula Yoo

Publisher: Norton Young Reader

ISBN-10 : 1324002875

ISBN-13 : 978-1324002871

Title: March: Book One Author: John Lewis & Andrew Aydin

Publisher: Top Shelf Production

ISBN-10: 1603093001

ISBN-13: 978-1603093002

Title: The House on Mango Street

Author: Sandra Cisneros

Publisher: Vintage

ISBN-10: 9780679734772

ISBN-13: 978-0679734772

A Text Share Library Card from the MCC Library

[https://mclennan.libguides.com/ill\\_textshare/txshrcd](https://mclennan.libguides.com/ill_textshare/txshrcd)

MCC BOOKSTORE WEBSITE: <http://www.mclennan.edu/bookstore/>

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### **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](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)**

(<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.

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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.

#### **CLASSROOM PROCEDURES AND EXPECTATIONS:**

I consider this room a professional working environment and, as such, I expect you to treat it in the same manner. Below I've broken down some of the more common scenarios in which we will interact with one another in this classroom, and I have included my expectations for appropriate behavior.

#### **CLASS DISCUSSIONS GUIDELINES:**

Discussions in this course can touch on subjects that evoke strong responses from people. As colleagues we will respect differences of opinions and academic freedom of expression so long as those opinions and ideas are based on strong evidence and /or logically reasoning.

#### **ZOOM MEETING ETIQUETTE:**

Due to the COVID-19 pandemic, this course will have weekly meeting via Zoom. Even though we are conducting these meetings from our home or some other place outside the traditional classroom, there are certain expectations for these meetings. They are as follows:

- Your camera must be on, and I must be able to see your face.
- You may have a virtual background, if you like, to maintain your privacy.
- If you choose to have a virtual background, it must be appropriate for class.
- You must be dressed as if you are attending class.
- Your full name must be visible.

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### COURSE GRADING INFORMATION:

Grades for the class are divided into the following categories and are weighted as follows:

Content Quizzes	15%	A = 100 – 90 points
Genre Analysis Papers	30%	B = 89 – 80 points
Discussion Boards	15%	C = 79 – 70 points
Class Participation	10%	D = 69 – 60 points
Final Exam	10%	F = 59 points and below
Reading Log	20%	

**Content Quizzes** – with each unit there are a series of multiple-choice quizzes designed to assess your understanding of the basic history of children's literature and the genre that make it up.

**Genre Analysis Papers** – this semester we will study 6 different genres of children's literature. You will be responsible for writing 3 short analysis papers, 2-3 pages apiece, over any 3 different genres of your choice.

**Discussion Boards** – throughout this semester we will have two different types of discussion boards. The first are video interviews with experts connected with the study of children's literature. The second will be a discussion about the application of children's literature in the classroom.

**Reading Log** – Beginning with unit 2, you will be responsible for reading a variety of literature within that given genre. These logs will require you to provide a bibliographic entry and a short annotation for the story. Instructions will follow each unit.

**Class Participation** – while this class is designated as an online course, I do expect us to meet via Zoom throughout the semester. Over the next 15 weeks, I would like you to meet with me 12 times. I will hold Zoom meetings on Tuesday nights at 6:30 pm. If you can't make the meeting you can watch a recording and receive credit.

**Final Exam Presentation** – your final exam will be a recorded presentation over a children's book read its application in the classroom.

### LATE WORK, ATTENDANCE, AND MAKE-UP WORK POLICIES:

**LATE WORK IS NOT PERMITTED.** If unforeseen events prevent you from completing a task on time, you need to **CONTACT ME BEFORE THE DEADLINE** with an explanation and a timeline to complete the assignment if you need an **EXTENSION**.

All work is turned in via Brightspace. Unless otherwise noted, **EMAILING ME AN ASSIGNMENT** when you are finished **IS NOT CONSIDERED TURNING IN AN ASSIGNMENT**.

Unfortunately, some students may suffer a familial tragedy during the semester that prevents them from completing an assignment on time. If this is the case, please contact the MCC Student Counseling Services and ask them to contact your professors. Doing so will save you time, document your situation for your

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professors, and prevent you from repeatedly having to explain a painful situation.

MCC Student Counseling Center

[counseling@MCC.edu](mailto:counseling@MCC.edu)

254.299.8210

Hours of operation

Monday – Friday, 8:00 am – 5:00 pm

Because this is an online class, **ATTENDANCE IS ALSO TAKEN BY COMPLETING AND SUBMITTING THE WEEKLY ASSIGNMENTS**. If you do not complete and submit the weekly assignments, you will be counted absent for the day it was due and **DROPPED FROM THE COURSE IF YOU MISS 25% OF THE CLASS**.

**\* [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.

### **A SPECIAL NOTE ON PLAGIARISM:**

You are responsible for generating original content for all your assignments in this class. Plagiarized papers, quizzes, and discussion questions will not be accepted and will automatically be counted as a zero. Likewise, particularly egregious offenses will be turned over disciplinary action.

To help remind you of what constitutes plagiarism, each student is required to submit the results of the Indiana University plagiarism certification test.

**\* [Click Here for the MCC Academic Integrity Statement](#)**

([www.mclennan.edu/academic-integrity](http://www.mclennan.edu/academic-integrity))

The link above will provide you with information about academic integrity, dishonesty, and cheating.

### **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](http://mclennan.edu/disability).

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

[disabilities@mclennan.edu](mailto:disabilities@mclennan.edu)

254-299-8122

Room 319, Student Services Center

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\* [Click Here for more information about Title IX](#)

([www.mclennan.edu/titleix](http://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](mailto: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.

Week 1: 08/22 – 08/28	
<b>Unit 1: Defining Children's Literature and Knowing its History</b> Over the first few weeks our primary is become familiar with the history of children's literature, some of its earliest examples, and develop a working knowledge of what constitutes good children's literature.	
<b>Quiz 1 due on Thursday 8/25 by 11:59 pm.</b>  <b>Post initial response to class discussion board 1 on Sunday 8/28 by 11:59 pm.</b> (See Brightspace for instructions)	<b>Objective:</b> <ul style="list-style-type: none"><li>• Learn the basics history of the development of children's literature</li><li>• Explore some historical examples of children's literature</li></ul> <b>Class Assignment Part 1:</b> <ul style="list-style-type: none"><li>• Read chapter 5 of <i>Children's Literature, Briefly</i></li><li>• Take and submit quiz 1 over chapter 5</li><li>• Complete paperwork for library card</li></ul> <b>Class Assignment Part 2:</b> <ul style="list-style-type: none"><li>• Review historical examples</li><li>• Class discussion board 1</li></ul>
Week 2: 08/29 – 09/04	
<b>Quiz 2 due on Wednesday 08/31 by 11:59 pm.</b>  <b>Respond to class discussion board 1 by 11:59 pm on Sunday 09/04</b>	<b>Objective:</b> <ul style="list-style-type: none"><li>• Learn to distinguish well written children's literature from less effective children's literature.</li></ul> <b>Class Assignments Part 1:</b> <ul style="list-style-type: none"><li>• Read chapters 2 &amp; 3</li></ul>

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	<ul style="list-style-type: none"> <li>• Take quiz 2</li> </ul> <p><b>Class Assignments Part 2:</b></p> <ul style="list-style-type: none"> <li>• Hear from experts on the quality children's books.</li> <li>• Respond to class discussion 2</li> </ul>
<b>Week 3: 09/05 – 09/11</b>	
<p>Unit 2: Traditional Fairytales and Folklore</p> <p>In this two-week unit we will learn what makes traditional fairytales and folklore so unique in the cannon of children's literature. You will also focus on reading fairytales and folklore from a variety of different cultures and time periods.</p>	
<p><b>Quiz 3 due to Brightspace by 11:59 pm. on Wednesday 09/07</b></p> <p><b>Post to discussion board 2 by 11:59 pm on Sunday 09/11</b></p>	<p>Objective:</p> <ul style="list-style-type: none"> <li>• Review the basic elements of fairytales and folklore</li> </ul> <p>Class Assignment Part 1:</p> <ul style="list-style-type: none"> <li>• Read Bruno Bettelheim's "The Struggle for Meaning"</li> </ul> <p>Class Assignment Part 2:</p> <ul style="list-style-type: none"> <li>• Read chapter 10</li> <li>• Watch video on Folklore and Fairytales</li> <li>• Take quiz 3</li> <li>• Read selections of fairytales and folklore from sources on Brightspace</li> </ul>
<b>Week 4: 09/12 – 09/18</b>	
<p><b>Reading log 1 due to Brightspace by Sunday (09/20) at 11:59 pm.</b></p> <p><b>Post responses to discussion board 2 by Sunday (09/20) at 11:59 pm.</b></p>	<p>Objective:</p> <ul style="list-style-type: none"> <li>• Continue reading fairytales and folklore</li> </ul> <p>Class Assignment Part 1:</p> <ul style="list-style-type: none"> <li>• Begin either paper 1: Snow White (see prompt on Brightspace)</li> <li>• Begin reading journal 1 (see prompt on Brightspace)</li> </ul> <p>Class Assignment Part 2:</p> <ul style="list-style-type: none"> <li>• Post to discussion board 3</li> </ul>
<b>Week 5: 09/19 – 09/25</b>	
<p>Unit 3: Picture Books</p> <p>In this two-week unit, we will explore the genre most commonly associated with children's literature, the picture book. We will explore the distinct qualities of picture books and draw a distinction between various examples in order to best choose the books for our future students and children.</p>	
<p><b>Quiz 4 due to Brightspace by Wednesday 09/21 at 11:59 pm.</b></p>	<p>Objective:</p> <ul style="list-style-type: none"> <li>• Review elements of picture books</li> </ul> <p>Class Assignments Part 1:</p> <ul style="list-style-type: none"> <li>• Read chapter 4: Recognizing Well Illustrate</li> </ul>



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<b>Post initial response to discussion board 3 by Sunday 09/25 at 11:59 pm.</b>	<p>Books</p> <ul style="list-style-type: none"> <li>• Read chapter 8: Picture Books</li> </ul> <p>Class Assignment Part 2:</p> <ul style="list-style-type: none"> <li>• Take and Submit Quiz 4 to Brightspace</li> <li>• Begin either reading log or genre analysis essay.</li> </ul>
<b>Week 6: 09/26 – 10/02</b>	
<p><b>Submit reading log or paper to Brightspace by 11:59 pm on Sunday 10/02.</b></p> <p><b>Post reply to discussion board to 3 by Sunday 10/02 at 11:59 pm.</b></p>	<p>Objective:</p> <ul style="list-style-type: none"> <li>• Work on reading logs or paper.</li> </ul> <p>Class Assignment Part 1:</p> <ul style="list-style-type: none"> <li>• Work on reading logs or paper</li> </ul> <p>Class Assignment Part 2:</p> <ul style="list-style-type: none"> <li>• Post to discussion board 4</li> </ul>
<b>Week 7: 10/03 – 10/09</b>	
<p><b>Unit 4: Fantasy Fiction:</b></p> <p>In this three-week study we will explore both the fantastic elements of children's fiction, and the psychological attraction many children have with this genre. We will be primarily reading Harry Potter and the Scorer's Stone.</p>	
<p><b>Submit quiz 5 to Brightspace by Wednesday 10/05 at 11:59 pm.</b></p> <p><b>Post initial response to discussion board 4 by Sunday 10/09 at 11:59 pm.</b></p>	<p>Objective:</p> <ul style="list-style-type: none"> <li>• Review elements of modern fantasy literature</li> </ul> <p>Class Assignment Part 1:</p> <ul style="list-style-type: none"> <li>• Read chapter 11 of your textbook</li> <li>• Take and submit quiz 5</li> </ul> <p>Class Assignment Part 2:</p> <ul style="list-style-type: none"> <li>• Begin reading Harry Potter and start either reading log or genre analysis paper</li> </ul>
<b>Week 8: 10/10 – 10/16</b>	
<b>Respond to class discussion board 4 by Sunday 10/16 by 11:59 pm.</b>	<p>Objective:</p> <ul style="list-style-type: none"> <li>• Read and watch fantasy literature</li> </ul> <p>Class Assignment Part 1 &amp; 2</p> <ul style="list-style-type: none"> <li>• Read Harry Potter</li> <li>• Read and watch other examples of fantasy literature</li> </ul>
<b>Week 9: 10/17 – 10/23</b>	
<b>Submit reading log or paper by 11:59 pm on Sunday 10/23</b>	<p>Objective:</p> <ul style="list-style-type: none"> <li>• Work on genre analysis paper or reading log</li> </ul> <p>Class Assignment Parts 1 &amp; 2</p> <ul style="list-style-type: none"> <li>• Finish reading logs or paper</li> </ul>
<b>Week 10: 10/24 – 10/30</b>	
Unit 5: The Comic Book and Graphic Novel as Children's Literature	

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<p>In this unit we will learn the basic skills needed to interpret the various elements graphic novels and comic books. Moreover, we will discuss the history and development of the genre as well as the benefits of reading in this genre.</p>	
<p><b>Quiz 6 due to Brightspace by 11:59 pm on Wednesday 10/26.</b></p> <p><b>Post initial response to discussion board 5 by Sunday 10/30 at 11:59 pm.</b></p>	<p>Objective</p> <ul style="list-style-type: none"> <li>Review presentation on graphic novels and begin readings.</li> </ul> <p>Class Assignment pt. 1</p> <ul style="list-style-type: none"> <li>Review elements of a graphic novel and supplemental material about graphic novels.</li> </ul> <p>Class Assignment pt. 2</p> <ul style="list-style-type: none"> <li>Take and submit quiz 6</li> <li>Begin reading March</li> </ul>
<b>Week 11: 10/31 – 11/06</b>	
<p><b>Respond to class discussion board 5 by Sunday 11/06 by 11:59 pm.</b></p> <p><b>Submit reading log or paper by 11:59 pm on Sunday 11/06</b></p>	<p>Objective:</p> <ul style="list-style-type: none"> <li>Finish reading March and turn in reading log or essay</li> <li>Class discussion board</li> </ul> <p>Class assignment pt. 1</p> <ul style="list-style-type: none"> <li>Finish readings</li> </ul> <p>Class assignment pt. 2</p> <ul style="list-style-type: none"> <li>Submit reading log or essay</li> </ul>
<b>Week 12: 11/07 – 11/13</b>	
<p>Unit 6: Historical Non-Fiction and Children's Literature</p> <p>As the educational needs of children continue to shift into the 20<sup>th</sup> century, non-fiction is becoming an increasingly important part of a young student's educational background. This unit will explore those needs.</p>	
<p><b>Quiz 7 due to Brightspace by 11:59 pm on Wednesday 10/26.</b></p> <p><b>Post initial response to discussion board 6 by Sunday 10/30 at 11:59 pm.</b></p>	<p>Objective:</p> <ul style="list-style-type: none"> <li>Review chapter on historical non-fiction</li> <li>Begin reading <i>From a Whisper to a Rallying Cry</i></li> </ul> <p>Class assignment pt. 1</p> <ul style="list-style-type: none"> <li>Take and submit quiz 7</li> </ul> <p>Class assignment pt. 2</p> <ul style="list-style-type: none"> <li>Submit to class discussion board</li> </ul>
<b>Week 13: 11/14 – 11/20</b>	
<p><b>Respond to discussion board 6 by Wednesday 11/16 by 11:59 pm.</b></p>	<p>Objective:</p> <ul style="list-style-type: none"> <li>Finish reading <i>From a Whisper to a Rallying Cry</i></li> <li>Finish class discussion.</li> </ul> <p>Class Assignment pt. 1</p>

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Submit reading log or paper by 11:59 pm on Sunday 11/27	<ul style="list-style-type: none"> <li>• Finish reading <i>From a Whisper to a Rallying Cry</i></li> </ul> <p>Class Assignment pt. 2</p> <ul style="list-style-type: none"> <li>• Finish reading <i>From a Whisper to a Rallying Cry</i></li> </ul>
<b>Week 14: 11/21 – 11/27</b>	
Please begin reading <i>The House on Mango Street</i>	<p>Objective</p> <ul style="list-style-type: none"> <li>• Thanksgiving Break</li> </ul>
<b>Week 15: 11/28 – 12/04</b>	
Submit reading log or paper by 11:59 pm on Sunday 12/04	<p>Objective:</p> <ul style="list-style-type: none"> <li>• Review chapter on realistic fiction</li> <li>• Finish reading <i>The House of Mango Street</i></li> </ul> <p>Class Assignment pt. 1</p> <ul style="list-style-type: none"> <li>• Finish reading log</li> </ul>
<b>Week 16: 12/05 – 12/06</b>	
	<b>FINAL EXAM</b>

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## ACADEMIC RESOURCES/POLICIES

### **Accommodations/ADA Statement:**

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[disabilities@mclennan.edu](mailto:disabilities@mclennan.edu)

254-299-8122

Room 319, Student Services Center

### **Title IX:**

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](mailto:titleix@mclennan.edu) or by calling Dr. Drew Canham (Chief of Staff for Diversity, Equity & Inclusion/Title IX) at (254) 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC at (254) 299-8210. The MCC Student Counseling Center is a confidential resource for students. Any student or employee may report sexual harassment anonymously by visiting <https://www.lighthouse-services.com/mclennan/incidentLandingPageV2-MCC.asp>.

Go to McLennan's Title IX webpage at <https://www.mclennan.edu/titleix/>. It 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.

**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 or want to explore strategies for balancing life and school, we encourage you to contact a Success Coach by calling (254) 299-8226 or emailing [SuccessCoach@mclennan.edu](mailto:SuccessCoach@mclennan.edu). Students may visit the Completion Center Monday-Friday from 8 a.m.-5 p.m. to schedule a meeting with a Success Coach and receive additional resources and support to help reach academic and personal goals. Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff based on household size. Text (254) 870-7573 to schedule a pantry appointment. The Completion Center and pantry are located on the Second Floor of the Student Services Center (SSC).

**MCC Foundation Emergency Grant Fund:**

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**MCC Academic Integrity Statement:**

Go to <https://www.mclennan.edu/academic-integrity/> for information about academic integrity, dishonesty, and cheating.

**Minimum System Requirements to Utilize MCC's D2L|Brightspace:**

Go to <https://www.mclennan.edu/center-for-teaching-and-learning/Faculty-and-Staff-Commons/requirements.html> for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

**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 notified via 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.

**Email Policy:**

McLennan Community College would like to remind you of the policy regarding college email, which can be found at <https://www.mclennan.edu/employees/policy-manual/docs/E-XXXI-B.pdf>. 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. For more information about your student email account, go to <https://www.mclennan.edu/student-email/>.

**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 their 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. If you need assistance with set-up, you may email [Helpdesk@mclennan.edu](mailto:Helpdesk@mclennan.edu) for help.

You can find help on the McLennan website about connecting your McLennan email account to your mobile device:

- [Email Setup for iPhones and iPads](#)
- [Email Setup for Androids](#)

**Forwarding Emails:**

You may forward 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 be lost or placed in junk or spam filters.

For more helpful information about technology at MCC, go to [MCC's Tech Support Cheat Sheet](#) or email [helpdesk@mclennan.edu](mailto:helpdesk@mclennan.edu).

**Disclaimer:**

The resources and policies listed above are merely for informational purposes and are subject to change without notice or obligation. The College reserves the right to change policies and other requirements in compliance with State and Federal laws. The provisions of this document do not constitute a contract.