WACO, TEXAS

COURSE SYLLABUS

AND

INSTRUCTOR PLAN

BIOLOGY FOR NON-MAJORS I

BIOL 1408_007

MARY SIDES

NOTE: This is a 16-week course.
NOTE: This is a Face-to-Face course.

This Instructor Plan is tentative, and changes may be made at the instructor's discretion.

Course Description:
Provides a survey of biological principles with an emphasis on humans, including chemistry of life, cells, structure, function, and reproduction. Laboratory activities will reinforce a survey of biological principles with an emphasis on humans, including chemistry of life, cells, structure, function, and reproduction. Semester Hours 4 (3 lec, 3 lab)

Prerequisites and/or Corequisites:
None.

Course Notes and Instructor Recommendations:
A few hints for doing well in this class:

1. Cultivate a growth mindset.
In her 2006 book, *Mindset*, research psychologist Dr. Carol Dweck described two types of mindsets: growth mindset and fixed mindset. With regard to intelligence/education/learning, individuals with a growth mindset believe that intelligence is a characteristic that can be grown/increased/developed through effort in the form of effective learning strategies. These individuals tend to embrace challenge as a vehicle for growth and will persist in an endeavour even when it becomes difficult or setbacks crop up. In contrast, individuals with a fixed mindset believe that intelligence is innate and static; they think that no amount of effort will lead to an increase or improvement.

As there are numerous research studies that support the effectiveness of the growth mindset in learning (Click here to access one of them described in an article published in the scientific journal Nature.), one of the primary recommendations for success in this course is to adopt and cultivate a growth mindset. This is a challenging course for a number of reasons (compressed time frame, amount of content that has to be covered, the nature of the content), but I recommend that you approach it as an opportunity: an opportunity to increase your knowledge of the scientific study of life, to improve some existing skills, and to perhaps gain some new ones.

Here are some suggested resources if you are interested in learning more about Dr. Dweck's work:
Mindset: The New Psychology of Success (Updated Edition) by Carol S. Dweck, PhD. 2016. Ballantine Books. ISBN: 978-0-345-47232-8

Click here to access a TedTalk by Dr. Carol Dweck on "The Power of Believing You Can Improve".

2. Learning takes time and effort. Give yourself the time you need to put in the effort required for success.

As mentioned above, this is a challenging course due to the large volume of material covered in a very short period of time. While you may have studied this material in your high school science courses, we generally go into more detail and the pace of the course is much, much faster (at least 2.4 times faster for a 15 week college course when compared to a school year (36 weeks) for a high school course).

This class is a combination of lecture and lab; it terms of time and workload, it is like taking two classes. In this face-to-face class, you will spend about six (6) hours per week in class and lab. In order to be successful, you also need to plan on spending *at least* another six to eight hours per week outside of class reading and studying the material. This means a total of 12 to 14 hours per week.

3. Carefully read and follow instructions.

In a paper published in the Americal Journal of Pharmaceutical Education (https://www.ajpe.org/content/84/8/ajpe7779), the authors state that "Within an academic setting, following instructions can influence grades, learning subject matter, and correctly executing skills." This is very true for this class. Following instructions can lead to improved scores on assessments and greater opportunities for learning. Not following instructions can lead to missed learning opportunities and a loss of points (ranging from minor to significant) on assessments.

Fortunately, following instructions is a skill that can be developed and improved through practice, and there will be plenty of opportunities for practice in this course. Each assessment has a set of instructions, and carefully reading and following them will help you be more successful in the course.

4. Read the textbook and all course materials for content and comprehension. Spend some time reviewing the material every day.

You will complete and submit sets of multiple-choice reading questions based on the material in your textbook prior to each class day's lecture. These questions will also help you study for the multiple choice section on your exams.

You should review your graded assessments (both the reading questions and the lab assignments) and spend time analyzing the questions, your responses, and the correct responses. Looking over the questions answered correctly is helpful, but analyzing those questions answered incorrectly can be even more helpful, even though it may not be comfortable to do. You can learn as much (if not more) from mistakes as you can from successes. Making mistakes is okay; it is part of the learning process. Analyzing mistakes made on low stakes assignments such as reading quizzes, lab assessments, and exam review quizzes can help you learn the material and hopefully, not have the same errors on the exams.

Most of the information in the lectures is taken from your textbook; however, I do add information from sources outside the textbook as well. The textbook and the lecture documents complement each other. Therefore, you will be responsible for learning all the information (the material in the lectures as well as that taken from your textbook).

5. Attend class regularly.
Research indicates a direct relationship between class attendance and course grades. Here are a few references if you are interested:

Credé, M., Roch, S. G., & Kieszczynka, U. M. (2010). Class Attendance in College: A Meta-Analytic Review of the Relationship of Class Attendance With Grades and Student Characteristics. Review of Educational Research, 80(2), 272–295. https://doi.org/10.3102/0034654310362998
Click here to access a copy of the article.

Randy Moore, Murray Jensen, Jay Hatch, Irene Duranczyk, Susan Staats, Laura Koch; Showing up: The Importance of Class Attendance for Academic Success in Introductory Science Courses. The American Biology Teacher 1 May 2003; 65 (5): 325–329. doi: https://doi.org/10.2307/4451508

Devadoss, S. and Foltz, J. (1996), Evaluation of Factors Influencing Student Class Attendance and Performance. American Journal of Agricultural Economics, 78: 499-507. https://doi.org/10.2307/1243268

While I have not done so for a while, I used to survey students at the end of the semester with the following scenario: You have a friend who wants to take this class next semester. What is one

suggestion that you would make to help them be successful in class? The overwhelming response each time was to attend class and pay attention while there.

6. Pay attention in class and supplement the notes with material heard in lecture.
Even though the lectures are based on the content of the textbook chapters, they are two different sources of information and are complementary documents. There may be more detail in the textbook, but it may be phrased a little differently in the lecture. There may be additional worked sample problems in the lecture that are not present in the textbook. There may be information from additional sources in the lectures that is not found in the textbook. You will be responsible for learning the information in both documents.

7. Prepare for exams by utilizing the review materials (reading questions, potential general knowledge/critical thinking/analysis topics, completed lab assignments, exam review quizzes) provided by the instructor. Review the reading questions and try answering them without looking at the answers. Use the list of potential general knowledge/critical thinking/analysis topics to compose a review sheet with the information on each topic. Start with the information in the lectures and then fill in additional information using the textbook. You can use this as a study guide and reference for the exam. Once you have studied, make up your own questions and try to answer them without using the notes.

8. If you ever have questions or concerns, please contact me. Remember: I can't answer the questions you don't ask, and I can't address your concerns if you don't let me know about them. If there is something that is unclear to you, please ask for clarification. I will be happy to provide additional explanation. If it is outside class time or office hours, please contact me via e-mail anytime (day or night, weekday or weekend) with any questions or concerns you have about the course. I am here to help.

9. Remember, you are learning and honing skills as well as mastering content.
In addition to learning more about the fascinating study of life, you will also be practicing skills that you will find useful in your future academic and professional endeavors. These skills include:

- critical thinking and analytical reasoning (more about these later),
- problem solving,
- carefully following both simple and complex sets of instructions,
- finding and utilizing information provided in a given set of resources (an important part of information literacy),
- attention to detail, as well as others.

10. Remember that college is much, much different than high school. There are no exam re-takes or extensive extra credit, and late submission of multiple assignments at the end of the semester is not allowed. Those of you who have been in college more than one semester already know this fact very well. Southern Methodist University (SMU) has a website that provides a nice summary of the differences between the two educational levels. Here is the web address:

http://www.smu.edu/Provost/ALEC/NeatStuffforNewStudents/HowIsCollegeDifferentfromHighSchool

I strongly encourage all of you, especially those of you who are new to college, to look at this website. It will give you an idea of what is expected of you as a college student and will (hopefully) help decrease the culture shock.

When all is said and done, I **do not GIVE** you a grade for this course, you **EARN** the grade you receive. Earning the grade involves not only working hard and completing assignments by their due dates; it involves understanding and mastering the material. Learning is an ACTIVE process that is more than simple memorization; learning requires gaining an understanding of the information and concepts involved. Learning the material takes more time and effort than just coming to class and passively listening to the lecture and working through the lab assignment as quickly as possible without engaging with the materials. Like most of life's endeavors, you will get out of this class what you put into it. Learning requires time, effort, focus, intent, resilience, perseverance, using effective learning strategies, and asking for help when you need it. I have provided some strategies to help you learn the material (and will be providing others throughout the course), but if you have questions about other study methods, please do not hesitate to ask.

Instructor Information:

Instructor Name: Ms. Mary Sides
MCC E-mail: msides@mclennan.edu
Office Phone Number: 254-299-8164
Office Location: Science Building – Room 208A. Room 124 - Highlander Ranch.
Office/Teacher Conference Hours: 2:15 – 3:30 pm on Tuesday (Science Building). 2:30 – 3:45 pm on Thursday (Highlander Ranch). 4:00 – 5:00 pm on Wednesday (Zoom). Other times by appointment by Zoom videoconference.
Other Instruction Information: The best way to reach me is through the e-mail address listed above. I may not be able to respond immediately, but I will try to respond within 24 hours. I am

generally online between 8:00 am and 8:00 pm on most days, but please feel free to e-mail me anytime, day or night, weekday or weekend, when you have any questions or concerns. Please include the following information in your message:

- **Your name and the course name and number in the subject line.** For this class, the course name and number is BIOL 1408_007.
- **Your purpose for writing.** Please state the purpose of the message in the subject line.
- **Please utilize correct spelling and grammar.** Proper spelling and grammar are vital to clear communication.

<u>You need to use your MCC e-mail account when contacting me.</u> Please do not attach files or e-mail assignments without prior authorization. Also, please do not put me on your e-mail lists for inspirational, funny, or chain e-mails. E-mails should be confined to class-related issues.

I only reply to telephone messages when I am on campus. I live over 1.50 hours from campus, and I am on campus for a few hours only on Tuedays and Thursdays. If you do need to call me, please leave me your e-mail address in addition to your phone number.

<u>Required Text & Materials:</u>
For our textbook for this course, we will be using selections from three open educational resources (OERs) as well as other provided readings. I will be providing the relevant chapters and readings to you through Brightspace. Therefore, you will not need to purchase a textbook. I am providing the information on the OERs below.

Title: Biology, 2nd edition.
Author: Mary Ann Clark, Jung Choi, and Matthew Douglas
Edition: 2nd
Publisher: OpenStax
ISBN: 978-1-947172-52-4

Title: Concepts of Biology
Author: Samantha Fowler, Rebecca Roush, and James Wise
Edition: 1st
Publisher: OpenStax
ISBN: 978-1-947172-03-6

Title: Principles of Biology
Editors: Robert Bear, David Rintoul, Bruce Snyder, Martha Smith-Caldas, Christopher Herren, and Eva Horne.
Publisher: OpenStax

Other readings as assigned.

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

Methods of Teaching and Learning:
This section is in the traditional, face-to-face format. Learning will be achieved through lectures, lab exercises, reading quizzes, and lecture exams. Material is presented in classroom lectures, labs, and via Brightspace.

Course Objectives and/or Competencies:
Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

- **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
    - Assessed through the use of laboratory exercises, case studies, writing assignments, and/or lecture examinations.
- **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication.
    - Assessed through the use of written assignments, laboratory exercises, case studies, class discussions, and/or poster or PowerPoint presentations. Lab results or student projects by individuals or small groups will be presented with oral, written, and visual elements.
- **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
    - Assessed through the use of lecture examinations, laboratory exercises, and/or case studies.
- **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

- Assessed through the use of group laboratory exercises, group assessment of case studies, class discussions, and/or poster or PowerPoint presentations. Small groups of students will work together to complete lab experiments, case study assessments, or group projects and present their results using oral, written, and visual elements.

Course Objectives and/or Competencies:

Upon successful completion of lecture and lab portions of this course, students will:

1. Distinguish between prokaryotic, eukaryotic, plant and animal cells, and identify major cell structures.
2. Identify stages of the cell cycle, mitosis (plant and animal), and meiosis.
3. Interpret results from cell physiology experiments involving movement across membranes, enzymes, photosynthesis, and cellular respiration.
4. Apply genetic principles to predict the outcome of genetic crosses and statistically analyze results.
5. Describe karyotyping, pedigrees, and biotechnology and provide an example of the uses of each.
6. Identify parts of a DNA molecule, and describe replication, transcription, and translation.
7. Analyze evidence for evolution and natural selection.
8. Apply scientific reasoning to investigate questions and utilize scientific tools such as microscopes and laboratory equipment to collect and analyze data.
9. Use critical thinking and scientific problem-solving to make informed decisions in the laboratory.
10. Communicate effectively the results of scientific investigations.

Course Attendance/Participation Guidelines:

If a student is not in attendance in accordance with the policies/guidelines of the class as outlined in the course syllabus as of the course census date, faculty are required to drop students from their class roster prior to certifying the respective class roster. A student's financial aid will be re-evaluated accordingly and the student will only receive funding for those courses attended as of the course census date.

Before the 60% point of the semester, a student who is absent for 25% or more of a face-to-face or blended course or who misses 25% or more of assigned work for an online course will be withdrawn from the course with a grade of W. A student may also request to be withdrawn with a grade of W before the 60% point of the semester. After the 60% point of the semester, the

student may request to be withdrawn if the student is passing, or be assigned the final grade earned at the end of the semester after grades have been updated to reflect missing work.

Regular class attendance is expected. Seven (7) or more absences (25 percent of class meeting days) will be taken as evidence that a student does not intend to complete the course. In this case and in accordance with the policy outlined above, the student will be withdrawn from the course with a grade of W.

Each class meeting will consist of a lecture and lab portion. Students must be present for the **ENTIRE CLASS** to be counted present. This means that you must be in class for the entire class period (both lecture and lab). Attendance will be taken at the beginning of of the lecture and the end of lab. If you are present for the lecture portion but leave before the end of the lab portion without consulting the instructor, you will receive an absence for the entire class time. In addition, you will need to be present for the entire time in order to have access to the quiz link used to submit the lab.

Each absence will count toward attendance requirements in each course.

Course Outline or Schedule:
Week 1 (08/21/2023 – 08/27/2023): Introduction to the course. Introduction to Science.
Week 2 (08/28/2023 – 09/03/2023): Math in Non-Majors Biology. Begin Chemistry.
Week 3 (09/04/2023 – 09/10/2023): Conclude Chemistry. Begin Cell Structure and Function.
Week 4 (09/11/2023 – 09/17/2023): Conclude Cell Structure and Function. Energy and Metabolism. **Major Exam 1 (Introduction to Science, Math in Science, and Chemistry) – 09/14/2023.**
Week 5 (09/18/2023 – 09/24/2023): Cellular Respiration. Photosynthesis.
Week 6 (09/25/2023 – 10/01/2023): Molecular Biology. Mitosis. **Major Exam 2 (Cell Structure and Function, Energy and Metabolism, Cellular Respiration, and Photosynthesis) – 09/28/2023.**
Week 7 (10/02/2023 – 10/08/2023): Meiosis. Begin Mendelian Genetics
Week 8 (10/09/2023 – 10/15/2023): Conclude Mendelian Genetics. Modern Understanding of Inheritance. **Major Exam 3 (Molecular Biology, Mitosis, and Meiosis) – 10/12/2023.**
Week 9 (10/16/2023 – 10/22/2023): Biotechnology.
Week 10 (10/23/2023 – 10/29/2023): **10/23/2023 - Last day for student-initiated withdrawals with an automatic grade of 'W."** Natural Selection - Part I. Analysis Paper Intro. **Analysis Paper Prep quizzes due 10/29/2023.**

Week 11 (10/30/2023 – 11/05/2023): Natural Selection – Parts II and III. **Major Exam 4 (Mendelian Genetics, Modern Understanding of Inheritance, and Biotechnology) – 11/02/2023. Rough draft of first result for Analysis Paper due 11/05/2023.**
Week 12 (11/06/2023 – 11/12/2023): Microbes. Analysis Paper and associated assessments. **Analysis Paper and associated assessments due 11/12/2023.**
Week 13 (11/13/2023 – 11/19/2023): Introduction to Ecology.
Week 14 (11/20/2023 – 11/26/2023): Intro to Animal Systems. **Thanksgiving Holiday.**
Week 15 (11/27/2023 – 12/03/2023): **Major Exam 5 (Natural Selection, Microbes, Intro to Ecology, Intro to Animal Systems) –** Review for Final Exam.
Week 16 (12/04/2023 – 12/07/2023): **Final Exam (Thursday, 12/07/2023, 11:10 am).**

This schedule is tentative and may be changed at the instructor's discretion. Students will be informed of changes in class and announcements in Brightspace.

Course Grading Information:

Orientation Activities	5 percent
Major Exams	37.5 percent
Analysis Paper Project	10 percent
Lab Assessments	25 percent
Reading Questions	2.5 percent
Unit Review Quizzes	10 percent
Comprehensive Final exam	10 percent
Total	100 percent

The percentage needed for each letter grade are as follows:

90% or greater = A
80% – 89.99% = B
70% – 79.99% = C
60% – 69.99% = D
Less than 60% = F

There will be five (5) major (lecture) exams and a comprehensive final exam.

The major exams will be based on material from the textbook readings, the lectures, and any additional assigned readings and videos. These exams will have two sections. The first section will be a random selection from all the reading questions for the unit. The second section will have some written response questions as well as matching, ordering, and/or multi-select questions. A portion of these questions will be direct knowledge questions, but many will require you to use your critical thinking and analytical skills. The major exams in the course will be unproctored, timed, open book exams.

The exams will be taken online through Brightspace during the lab section of the Thursday class time the week following the conclusion of of the unit. Please see the schedule above. If you have testing accommodations and will be taking your exams at the Testing Center, you will need to schedule them on the same day that the rest of the class is taking the exams.

Now, before you get too excited about the prospect of open-book exams, there are some conditions that will be in place to maintain academic integrity. The first condition is that these exams will have a very strict time limit. You will not be allowed to enter additional answers once the time limit is reached. So, you will still need to study and prepare for the exams. There will not be enough time for you to look up every single answer on the test, so you will still need to learn the material.

The second condition is that each test will be a random draw of questions. This means is that each student's exam will be slightly different.

The third condition is that you will asked to provide the course materials reference (chapter name and page number or lecture name and slide number) where the information is located that will help you answer the written response questions on the exam. All the answers for the assessments in the course can be found in the course materials, and looking for answers in a Google search or in a ChatGPT inquiry is not permitted. Information found on Google or ChatGPT is likely to be incorrect, incomplete, or inconsistent with the course materials and can result in the loss of points.

There will be an analysis paper based on assessment of Internet sources of scientific information. Students will be assigned to teams. Each member of a team will be assigned a different search engine to be used to research the given topic. In addition to each student submitting a paper detailing the results of his or her research, there will also be a team discussion to analyze the reliability of each of the assigned search engines to provide reliable scientific content. The paper and associated assignments will be worth 10 percent (one letter grade) of your final course grade. The paper itself will be worth 8 percent of the final course grade, and students will have the opportunity to earn the remaining 2 percent of the 10 percent that the project is worth based on their participation in the team discussion and completion of preparatory quizzes and follow-up

questions. Additional information regarding this assignment will be provided later in the semester.

There will be reading questions based on the material in the textbook and other assigned readings. There will be a set of questions associated with each lecture. These are designed to help the student prepare for class. Answers to the reading questions will be submitted through quiz links in Brightspace. Unless otherwise notified, you will have a set of reading questions due before every class period.

There will be lab assessments designed to help you start interacting with the course materials. These assessments will consist of a combination of multiple choice, matching, ordering, and choose all that apply questions. You will have a printed copy of the lab assessment to use to to get your answers, and you will then submit your answers using a quiz link in Brightspace. The lab assignment for a Tuesday class will be due in Brightspace by 11:00 am on the Thursday following. The lab assignment for a Thursday class will be due by 11:00 am on the Saturday following.

There will be five exam review quizzes. They will be assigned at the end of each unit (materials for each major exam). These review quizzes will help you think about what you have learned in each unit and start preparing for the major exams.

Due to the rules of the Family Educational Rights and Privacy Act (FERPA), I cannot discuss your grades with your parents, spouse, children, significant other, employer, family pet, etc. without your written permission. This permission has to be in writing; consent furnished by e-mail is not acceptable. In addition, I cannot discuss your grades with you via e-mail since it is not considered a secure form of communication.

Late Work and Make Up Work Policies:

Late work is generally not accepted; however, it will sometimes be accepted in extenuating circumstances. If you are not going to be able to submit an assignment before the due date, please let me know **before** the deadline. Extensions may be granted if the request is made after the deadline, but only in extenuating circumstances; these will be considered on a case-by-case basis. If an extension is granted, you will need to submit the late work within 24 hours of due date.

Make-up exams will generally not be given. If a student misses one of the regularly scheduled major exams, the grades for the other four major exams will be averaged, and the average will be substituted for the missing grade.

Student Behavioral Expectations or Conduct Policy:

Students are expected to maintain classroom decorum that includes respect for other students and the instructor, prompt and regular attendance, and an attitude that seeks to take full advantage of the educational opportunity.

Professionalism. A casual and friendly atmosphere is encouraged. However, respect and civility towards the instructor and fellow classmates is required. This includes not talking while the instructor is talking. Talking while the instructor is talking is extremely discourteous and very distracting to the instructor and to other students who are trying to listen. A seating chart will be used, and I reserve the right to move students to other seats if needed. **Students who repeatedly disrupt class may be asked to leave and not be permitted to return until after meeting with the Student Conduct Coordinator and the Science Division Chair regarding the disruptive behavior.** All written and verbal communications (whether between students or between student and instructor) need to be clean, free of profanity, polite, and civil.

Cell phones and other electronic devices. Cell phones and other disruptive devices (pagers, MP3 players, etc.) will be turned off and stored in your purse/backpack during lecture. They may be used during lab if needed to access the textbook and lecture documents in Brightspace. Cell phone access during class time/lab time is permitted in certain cases (work requirement, family illness, etc.). If there is some reason why you would need to have access to your phone during class and lab time, please let me know.

Safety. We are not using a lab room this semester, but we might need to move to one for some reason during the semester (technology issues in our regular classroom, etc.) For reasons of safety, no food or drink is allowed inside the lab room; this includes gum. In addition, the application of make-up or insertion/removal of contact lenses is not allowed in the lab. Running, shoving, or any type of horseplay is not allowed in the classroom/lab, again for reasons of safety. While we do not perform traditional lab experiments in this course, we may be having to use a lab room where other sections might be. If you have known allergies to chemicals that may be used in this lab, iodine and latex in particular, please let me know as soon as possible.

Academic Honesty:
Academic honesty is very important. You should always do your own work. The tests are opportunities to demonstrate how much you have learned.

To put it plainly: Cheating is dishonest. It is also disrespectful; it is disrespectful of your classmates, your instructor, and most of all, yourself.

All the information you need for completing the course assessments can be found in the course materials (your textbook, course lecture documents, assigned additional readings, and any assigned videos). Looking for answers to specific questions on these assessments (particularly the exams) using a general web search or specific sites such as (including, but not limited to) ChatGPT, Chegg, Google Homework, Quizlet, and other similar websites is considered cheating as you are not doing your own work. Looking for tutorials and additional information on challenging topics and concepts on YouTube and Khan Academy while you are working on lab assessments and preparing for exams is acceptable as the answers to specific assessment questions are generally not found on those sites.

When you are taking your exams in class, there is no talking or consulting with your neighbors. You will need to keep your eyes on your own computer and do your own work. As each exam is a random draw of questions, your exam will not be like your neighbors and copying answers for similar questions will be very unlikely to yield a correct answer.

You are allowed and expected to use your textbook, lecture notes, and any review materials you have compiled while you are taking your exams, but using information from outside websites (including, but not limited to, ChatGPT and other artificial intelligence platforms) is NOT allowed. Information from outside sources is likely to be incomplete, inaccurate, irrelevant, or inconsistent with the information found in the designated class resources and will likely result in a loss of points if used. To put it plainly and simply: Using information from sources outside the course materials in Brightspace is a violation of the testing rules, and violations may be reported to Student Conduct for further action.

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 additional guidelines specific to this course.

Updated 07/18/2023

MCLENNAN COMMUNITY COLLEGE

ACADEMIC RESOURCES/POLICIES

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. For additional information, please visit www.mclennan.edu/disability.

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

disabilities@mclennan.edu 2542998122 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 acting Title IX Coordinator at titleix@mclennan.edu or by calling, Dr. Claudette Jackson, (Accommodations/Title IX) at (254) 299-8465. MCC employees are mandatory reporters and must report incidents immediately to the Title IX Coordinator. Individuals may also contact the MCC Police Department at (254) 299-8911 or the MCC Student Counseling Center 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 http://www.lighthouse-services.com/mclennan/. Go to McLennan's Title IX webpage at 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/

Academic Support and Tutoring is here to help students with all their course-related needs. Specializing in one-on-one tutoring, developing study skills, and effectively writing essays. Academic Support and Tutoring can be found in the Library and main floor of the Learning Commons. This service is available to students in person or through Zoom. You can contact the Academic Support and Tutoring team via Zoom or email (ast@mclennan.edu) by going to our website (https://www.mclennan.edu/academic-support-and-tutoring/).

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 either MCC CREW – Campus Resources Education Web by calling (254) 299-8561 or by emailing crew@mclennan.edu or a Success Coach by calling (254) 299-8226 or emailing SuccessCoach@mclennan.edu. Both are located in the Completion Center located on the second floor of the Student Services Center (SSC) which is open Monday-Friday from 8 a.m.-5 p.m.

Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff. To schedule an appointment, go to https://mclennan.co1.qualtrics.com/jfe/form/SV_07byXd7eB8iTqJg. Both the Completion Center and Paulanne's 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 at https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf.

MCC Academic Integrity Statement:

Go to www.mclennan.edu/academic-integrity for information about academic integrity, dishonesty, and cheating. The unauthorized use of artificial intelligence (AI) for classwork can be a violation of the College's General Conduct Policy. Whether AI is authorized in a course and the parameters in which AI can be used in a course will be outlined by each instructor.

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

Go to https://www.mclennan.edu/center-for-teachingandlearning/FacultyandStaffCommons/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 (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. For more information about your student email account, go to www.mclennan.edu/studentemail.

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 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.

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.