McLENNAN COMMUNITY COLLEGE

WACO, TEXAS

COURSE SYLLABUS

AND

INSTRUCTOR PLAN

FRESHMAN COMPOSITION II

ENGL 1302.012

Dr. ANNA IUSHCHENKO

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

Course Description:
Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis is 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:
ENGL 1301 or its equivalent with a grade of C or better, or consent of Division Chair.

Course Notes and Instructor Recommendations:
The best way to communicate with me is by e-mail. I usually respond to e-mails within 24 hours. Please feel comfortable to contact me if you have any questions or concerns about the course. When you send an e-mail, you should use your MCC e-mail account and include your name, last name, and section number. It is mandatory that students check MCC e-mail and Brightspace regularly.

This course is based on intensive writing practice with emphasis on research and data analysis. It is strongly recommended that students learn how to use the library and work with databases.

Instructor Information:
Instructor Name: Anna Iushchenko
MCC E-mail: aiushchenko@mclennan.edu
Office Phone Number: 254-299-8927
Office Location: FOB 109
Office/Teacher Conference Hours: M-TH 11:00-12:00 am;
T-TH 3:00-4:00 pm (via Zoom).
Zoom Personal Meeting ID: 555 930 4588
Other Instruction Information: Please send me an e-mail to schedule a conference.

Recommended Text & Materials:
Title: *Writing Arguments: A Rhetoric with Readings*
Author: John D. Ramage, John C. Bean, June Johnson
Edition: Eleventh Edition
Publisher: Pearson Education, Inc.
ISBN: 978-0-13-477057-4

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

Course Objectives and/or Competencies:
Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

- **Critical Thinking (CT) --** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communications Skill (COM) --** to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Teamwork (TW) --** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility (PR)** -- to include the ability to connect choices, actions and consequences to ethical decision-making

Learning Outcomes:
By the end of the course students will be able to:
1. Demonstrate knowledge of individual and collaborative research processes.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.).

Methods of Teaching and Learning:
Class sessions are mostly based on discussion, reflection, and sharing. This format allows students to provide insight into the readings, integrate their personal experiences, share diverse perspectives, and critically analyze various arguments / writing selections. Additionally, lectures, group work, writing stations, and class presentations will be integrated into the teaching process.

All course materials are posted in Brightspace: course syllabus, lecture slides, videos, assignments, quizzes, discussion boards, and other instructional resources. In addition, I will post class announcements, course grades, assignment guidelines, and other helpful tips. It is students' responsibility to check Brightspace regularly and complete all course work on time.

All English 1302 instructors will assign a research project with shared parameters that will be graded by a common rubric. The project will include both a written product and a presentation. To meet core objectives, students will accurately evaluate, compare, and integrate at least 5 primary and/or secondary sources; cite sources correctly and appropriately using MLA

documentation style; and work together to improve the product through shared data collection, peer review, and self and team member analysis.

Basic Research Project Rubric

Criteria	Outstanding	Proficient	Basic	Below Expectations
Critical Thinking	-Shows originality of thought and logical connections -Demonstrates excellent descriptive, analytic, interpretative, evaluative, and engaged intellectual inquiry.	-Shows less originality and may have minor flaws in logic. -Demonstrates good descriptive, analytic, interpretative, evaluative, and engaged intellectual inquiry.	-Expression mostly limited to ideas from class or readings. -Inconsistent description, analysis, interpretation, evaluation, and engagement in intellectual inquiry.	-Does not comprehend course concepts. -Inadequate description, analysis, interpretation, evaluation, and engagement in intellectual inquiry.
Communication	-Clear main idea with supporting organization and developed examples and explanation. -Excellent awareness of rhetorical situation, including audience, topic, and perspective as speaker/writer.	-Clear main idea but may have minor lapses in organization, less developed examples and explanation. -Good awareness of rhetorical situation and matches work to audience requirements.	-Shows competency but has weak or unfocused main ideas, organization, and few developed examples and explanation. -Awareness of rhetorical situation but work does not meet the need.	-Inconsistent competence in thesis, organization, and content development. -Does not consider or tailor content and structure to rhetorical situation.
Mechanics	-Demonstrates complete command of format with mature diction and shows few, if any, grammar, spelling, or diction errors	-Demonstrates competent command of format & diction. May have minor mechanical, grammar, spelling, or diction errors.	-Shows mostly competent command of format and diction but has some major mechanical, grammar, spelling, or diction errors.	-Fails to show competence in format, diction, mechanics, grammar, and/or spelling.
Teamwork	-Actively assists in meeting group goals. - Treats others respectfully at all times. - Consistently provides assistance and/or encouragement to all team members.	-Contributes to meeting group goals. -Treats others respectfully. -Assists and/or encourages other team members.	-Participates with teamwork requirements but does not actively work beyond the minimum required. -Treats group members respectfully but does not interact fully.	-Does not assist the group and/or fails to treat group members respectfully.
Personal Responsibility	-Completes all assigned tasks by deadlines; work is	-Completes most assigned tasks by the deadline; work	-Misses deadlines occasionally; work generally meets	-Sometimes fails to show the ability to connect choices,

	thorough and comprehensive. -Always shows the ability to connect choices, actions, and consequences to ethical decision-making.	is mostly thorough and shows only minor lapses in accountability. -Usually shows the ability to connect choices, actions, and consequences to ethical decision-making.	requirements; shows occasional major lapses in responsibility. -Often shows the ability to connect choices, actions, and consequences to ethical decision-making.	actions and consequences to ethical decision-making

ENGL 1302 Essay Guidelines:

By the end of the semester, students will have written at least 5 research-based essays totaling approximately 4000 words and/or 20 pages. Essay assignments should demonstrate a student's ability to analyze argumentative rhetoric and to construct an argumentative essay with research documented in MLA format. The following guidelines serve as the ratio for determining final grades:

- 40-50% of the grade will come from 3 essays (that may include preparatory drafts), at least one of which will be written in class with little or no preparation, prior to and in addition to the in-class essay required as part of the final exam
- 20-30% of the grade will come from another essay, one that is research-based (and may include preparatory drafts), of between 5 and 10 pages, utilizing at least 5 sources
- 10-20% of the grade will come from the final exam, of which at least one-half will be an in-class essay written at final exam time
- 10-20% of the grade will come from daily work, such as homework, quizzes, tests, journals, and participation

Course Outline or Schedule:

Week	Readings (Optional)	Assignments	Due dates
Week 1 08/21-08/27	*Writing Arguments*, Chapter 1, Chapter 7, pp. 104-109; Chapter 8, pp. 127-135.	Syllabus Quiz Quiz 1: Overview of Argument Assignment: **Believing and Doubting Exercise** Discussion: Individual Collages	11:59 pm Sunday 08/27
Week 2 08/28-09/03	*Writing Arguments*, Chapters 2-3.	Quiz 2: Argument and Its Structure Assignment: **Toulmin Exercise**	11:59 pm Sunday 09/03
Week 3 09/04-09/10	*Writing Arguments*, Chapter 4, Chapter 18.	Quiz 3: Using Evidence Assignment: **Rough Draft 1**	11:59 pm Sunday 09/10
Week 4 09/11-09/17	*Writing Arguments*, Chapter 17, pp. 371-374.	Quiz 4: Plagiarism. MLA Style Assignment: **Classical Argument Essay** Discussion: Peer Reviews 1	11:59 pm Sunday 09/17

Week 5 09/18-09/24	*Writing Arguments*, Chapter 6, Chapter 8, pp. 137-141; Chapter 11.	Assignment: **Summary / Response**	11:59 pm Sunday 09/24
Week 6 09/25-10/01	*Writing Arguments*, Chapters 11-13.	Quiz 5: Types of Claims Assignment: **Annotated Bibliography**	11:59 pm Sunday 10/01
Week 7 10/02-10/08	*Writing Arguments*, Chapters 17-18.	Quiz 6: Incorporating Sources Assignment: **Rough Draft 2**	11:59 pm Sunday 10/08
Week 8 10/09-10/15	*Writing Arguments*, Chapter 6, pp. 94-97; Chapter 17, pp. 371-374.	Assignment: **Plagiarism Game** Assignment: **Delayed-Thesis Argument Essay** Discussion: Peer Reviews 2	11:59 pm Sunday 10/15
Week 9 10/16-10/22	*Writing Arguments*, Chapter 5, Chapter 7.	Quiz 7: Moving Your Audience Assignment: **Analysis of Multimedia Argument**	11:59 pm Sunday 10/22
Week 10 10/23-10/29	*Writing Arguments*, Chapter 7, Chapter 9.	Assignment: **Rhetorical Analysis of a Visual Argument / Essay** Discussion: Visual Arguments	11:59 pm Sunday 10/29
Week 11 10/30-11/05	*Writing Arguments*, Chapter 16.	Assignment: **Issue Proposal**	11:59 pm Sunday 11/05
Week 12 11/06-11/12	*Writing Arguments*, Chapters 14-15.	Quiz 8: Types of Claims 2 Assignment: **Outline**	11:59 pm Sunday 11/12
Week 13 11/13-11/19	*Writing Arguments*, Chapters 17-18.	Quiz 9: MLA Style. Review Assignment: **Rough Draft 3**	11:59 pm Sunday 11/19
Week 14 11/20-11/26	*Writing Arguments*, Chapters 17-18.	Quiz 10: Arguments. Review Assignment: **Researched Argument Essay** Discussion: Peer Reviews 3	11:59 pm Sunday 11/26
Week 15 11/27-12/03	*Writing Arguments*, Chapter 15, pp. 322-323, 336-337.	Assignment: **Class Presentation**	in class 11/27-11/29
Week 16 12/04-12/08	**Finals Week**		

*Revision to course outline may be made at the discretion of the instructor. Students will be notified in advance about any changes made (in class and in Brightspace).

Course Grading Information:

Course grades will be posted in Brightspace regularly and will be calculated based on the weighted / percentage grade method as follows. Keep in mind that the class average / final calculated grade is the weighted grade based on item or category weighting; it will not be final until the last grade is entered.

#	Category / Assignment	Weighted / Percentage Grade
1	Daily Work	10 %
2	Quizzes	10 %
3	Major Essays: Classical Argument, Delayed-Thesis Argument, Rhetorical Analysis of a Visual Argument	40 %
4	Researched Argument	35 %
5	Class Presentation	5 %
	Total	100 %

Daily work category includes evaluation of various writing assignments (exercises, outlines, rough drafts) and online discussion posts. Weekly **writing assignments** will receive completion grades based on the accuracy of their completion. Grading of **discussion boards** will be based on quality and quantity of posts: the initial discussion post will be worth 80 points (8-10 sent.), 70 points (6-7 sent.), 60 points (4-5 sent.), or 50 points (1-3 sent.); two replies to your group mates will be worth 20 points (10 points each). Evaluation of *Peer Reviews Discussion Boards* will be done differently and will be explained in the assignment instructions. Discussion boards have availability dates and will NOT be available after availability ends.

Quizzes consist of ten multiple-choice questions (10 points each), which cover basic course concepts and are mostly based on class discussions and lecture slides. All quizzes are timed (10 minutes each) and allow TWO attempts with the highest score recorded. Each quiz has availability dates and after the due date, will no longer be available for the users. Students with registered accommodations will be granted additional time as required by their accommodations.

Students will prepare **three major essays** (3-4 pages) and **one research-based essay** (5-6 pages) during the course. Detailed instructions for each essay assignments and a corresponding evaluation rubric are posted in Brightspace. Students are expected to participate in *Peer Review Discussion Boards*, where they will have an opportunity to swap their papers and receive feedback from their peers. Students who do not participate in peer reviews may expect to have FIVE points deducted off the essay grade.

Final research project will include both a written product (a researched-based essay) and a **class presentation**. Students will have to design visual slides using computer software like Power

Point or Google Slides to present their argument. A grading rubric for evaluating a class presentation is posted in Brightspace. Students who are absent on the day of their presentation will receive a zero for this assignment.

Assignment Guidelines:

Please refer to the following guidelines to complete ALL course assignments:

- All course assignments should be submitted electronically in Brightspace BEFORE the due date. Assignments submitted by e-mail will not be accepted.

- All weekly assignments (quizzes, discussion boards, writing assignments) are due before **11:59 pm each Sunday**.

- **All assignments have availability dates.** After availability ends, the assignments will NOT be available for the users. Writing assignments, including major essays, will be available for THREE more days after the due date; however, late work policy will be applied on all late submissions.

- All writing assignments should be submitted as attached files (preferably a Word or PDF document). Failure to submit the proper file format may result in having a zero for assignment.

- All writing assignments should be TYPED and should follow MLA formatting standard (see *Formatting Guidelines* in Brightspace).

- All page limits refer ONLY to pages of written text and do not include Works Cited page. TEN points per page will be deducted for not meeting the essay length requirement.

- **Turnitin**, plagiarism detection software, will be enabled on all essay submissions. This software will show similarities to online sources and work submitted by other students. If you attempt to resubmit an essay you were writing for another class or submit somebody's paper, Turnitin will be able to detect that, and you will suffer serious academic consequences (see *Academic Integrity Statement* below).

- For each essay assignment, you are expected to select a brand new topic and develop it in accordance with assignment guidelines. You CANNOT write an essay on the same topic you were writing before for this class or any other classes. Failure to meet this requirement will result in having a zero.

- You may receive FIVE **bonus points** on an essay if you submit your rough draft to Smarthinking / Upswing and write a paragraph (140-150 words), explaining the tutor's three main recommendations and reflecting on how they helped you improve your paper.

You should turn in your writing and your Smarthinking draft (with tutor's comments) with the final draft in the same submission folder (see *Smarthinking Guidelines* in Brightspace). Each essay allows only ONE extra credit assignment.

- You may receive FIVE **points back** on the first two graded essay assignments if you identify five writing errors, write them out, and explain them. This assignment should be sent to me as an e-mail attachment and should be completed no later than TWO WEEKS after an essay grade was published (see *Error Analysis Guidelines* in Brightspace). Each essay allows only ONE extra credit assignment.

Late Work, Attendance, and Make-Up Work Policies:

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 receive funding only 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 and punctual class attendance is essential for a successful learning experience. Please notify me via e-mail in advance if you are unable to attend any given class session and provide the necessary documentation (a doctor's note or a letter from a College official). However, even excused absences count toward 25% attendance requirement. Accordingly, missing 25% or eight class sessions may result in being withdrawn from the course.

Each student whether present or absent in class should complete ALL weekly assignments in Brightspace BEFORE the due date. Patterns of late work will be reflected in lower grade for the course in fairness to others who have done their work on time and sometimes at a great sacrifice. If you need help in getting your course work done, please let me know as soon as possible.

All assignments have availability dates. After availability ends, the assignments will NOT be available for the users. Writing assignments, including major essays, will be available for THREE more days after the due date; however, late work policy will be applied on all late submissions.

Late writing assignments will receive only HALF credit (50 points). **Major essays** submitted after the due date will be marked down as follows: FIVE points will be deducted off submissions

up to 12 hours late (TEN points off submissions up to 24 hours late or per one calendar day). If an essay is late beyond three days, it will NOT be accepted and receive a zero. **Reading quizzes** and **discussion boards** will NOT be available for the users after availability ends. Incomplete quizzes and discussion boards will receive a zero.

Student Behavioral Expectations or Conduct Policy:
Students are expected to:
- arrive on time and be prepared to participate in class activities
- be courteous and turn off cell phones or put them on silent
- avoid eating during the class or leaving the classroom for personal needs
- support an environment conducive to learning
- respect differences of culture, nationality, values, opinions, styles

Academic Integrity Statement:
I take all cases of academic dishonesty seriously. I believe academic integrity is the fundamental virtue of any professional community. It is important that students adhere to high standards of professionalism and display academic integrity in their behavior. **No cases of plagiarism or other forms of dishonest conduct will be tolerated.** Anyone caught committing plagiarism on any assignment will be given a failing grade automatically without permission to make it up.

For further clarification, students will be given a zero for the assignment: 1) if they try to submit somebody else's paper; 2) if they try to submit a paper that was written for another course; 3) if they submit a paper written by someone else; 4) if they copy and paste from online sources with obvious intentions to deceive; 5) if they fail to paraphrase research sources properly and do not use quotation marks to indicate borrowed text ("patchwriting"); 6) if they fail to provide proper documentation for the sources they use; 7) if a paper is written on an unassigned or inappropriate topic; 8) if a paper (partially or completely) is prepared with the help of AI tools.

[Click Here for the MCC Academic Integrity Statement](www.mclennan.edu/academic-integrity)
(**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)
(**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.

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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.