



WACO, TEXAS

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**COURSE SYLLABUS  
AND  
INSTRUCTOR PLAN**

**Freshman Composition 2**

**ENGL - 1302 - O081**

**S. SWANSON**

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

**NOTE: This is an Online course.**

## **Course Description:**

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:**

ENGL 1301 or its equivalent with a grade of C or better, or consent of Division Chair.

## **Course Notes and Instructor Recommendations:**

**Google Apps/Mail:** Please familiarize yourself with this software, since this class will use it for delivering coursework and maintaining an updated course syllabi and calendar. Instructional courses about Google Docs/Drive/Classroom are available through Google and YouTube, but you should also contact Prof. Swanson for questions about use and the Information Systems office (299-8077 or [www.mclennan.edu/tech-support/](http://www.mclennan.edu/tech-support/)) for help.

**Brightspace Grades:** While I do use Brightspace's gradebook, it can be behind or calculate the overall grades incorrectly. Therefore, I am always available to answer questions about grades via e-mail. You just have to be sure to e-mail my MCC account from your MCC account to ensure the greatest account security.

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

**Google Classroom:** We will use Google Classroom for some course assignments and for providing access to course materials. To access, go to [classroom.google.com](https://classroom.google.com/), just make sure that you are logged out of personal Gmail(s) and logged into your MCC student email and use this link:

<https://classroom.google.com/c/NjE3Mjk2NzQ2MTMz?cjc=z7sc2dm>

In the "Stream", you will find course announcements and general questions/discussions. In the "Classwork" section, I will put resources and essay assignments as I add them.

## **Instructor Information:**

Instructor Name: Stephen Swanson

E-mail: [sswanson@mclennan.edu](mailto:sswanson@mclennan.edu); [sswanson@students.mclennan.edu](mailto:sswanson@students.mclennan.edu)

Office Phone Number: 299-8922

Office Location: Faculty Office Building 222

Office/Teacher Conference Hours: TBD; there will be at least one virtual/Google Meet office hour per day M-Th. They will be posted in the Classroom Stream and Classwork sections

Other Instruction Information:

## **Required Text & Materials:**

Title: They Say, I Say

Author: Gerald Graff & Cathy Birkenstein

Edition: 5th

Publisher: WW Norton & Co.

ISBN: 9780393538700

Title: Understanding Rhetoric

Author: Losh

Edition: 3rd

Publisher: Bedford/St. Martins

ISBN: 9781319244996

Title: The Little Seagull Handbook

Author: Bullock and Weinberg

Edition: 4th

Publisher: WW Norton and Co

ISBN: 9780393536980 or 9780393877939

**MCC Bookstore Website:** <http://www.mclennan.edu/bookstore/>

## **Methods of Teaching and Learning:**

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

Students will also have to use their MCC student email/ID for email, Google Docs/Drive, and Google Classroom.

## **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**

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.).

## **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.

### **Online/Hybrid Attendance (if applicable):**

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

**Students who fail to complete at least one required assignment for the unit by the deadline will be counted as “absent” for that unit, regardless of whether they are physically in-class (for hybrid courses) or logged in (for hybrid or online courses).**

### **Course Outline or Schedule:**

#### **ENGL 1302 Schedule for Fall 2023**

(The schedule is subject to change. Any schedule changes will be given in class and/or posted on this syllabus.)

**Note: “TSIS” indicates pages in *They Say, I Say*, “LSH” indicates pages in *Little Seagull Handbook*, and “UR” indicates pages in *Understanding Rhetoric*.**

Please feel free to ask if you are not sure when something is due or what is due on a certain date.

**Important Note:** Assignments are due before 11:59p on the last day of the Unit. Please note that Units generally begin on Fridays and end on Sunday night so that students who work can have two weekends to work on a unit when/if needed.

Please email me BEFORE a unit is complete if something comes up and you need accommodations to due dates. Where I can give small extensions, I will.

### **Unit 01: 8/21 - 8/25**

#### **Topics:**

- Using MCC Student Email to log in to Drive and Google Classroom
- What expectations do we have for the course?
- How do we define success?
- How should we learn effectively?
- Syllabus and Expectations

#### **Assignments:**

- Join Google Classroom (

<https://classroom.google.com/c/NjE3Mjk2NzQ2MTMz?cjc=z7sc2dm> : Make sure you use your MCC Student Account to join, or you will get an error)

- Read Syllabus & How to... content (Brightspace)
- Extra Credit Practice (5 pts each):
  - E-mail Prof. Swanson from your student email
  - Practice Welcome Discussion (On Classroom)
  - Practice Quiz (Brightspace)
  - Practice file creation and submission on Classwork section of Classroom
- Discussion 01 (Classroom)
- Quiz 01\_A (Brightspace)

## Unit 02: 8/25 - 9/3

### Topics:

- Approaching reading as a process
- Identifying writing contexts & rhetorical situation
- Introduction to claim, reasons, evidence, and warrants
- Reading & Arguing

### Assignments:

- Read TSIS "What's Motivating This Writer" (187-198)
- Read LSH "Reading Strategies" & "Arguments" (9-17 & 53-63)
- Read UR Intro (1-36)
- Read/view Unit 02 Lectures (Brightspace)
- Discussion 02 (Classroom)
- Unit 02 quizzes (Brightspace)

## Unit 03: 9/1 - 9/10

### Topics:

- Writing as a process that includes reading process.
- Understanding the process of writing in terms of multiple drafts.

### Assignments:

- Read UR Chaps. 1, "Why Rhetoric," & 2, "Strategic Reading," (37-118)
- Read [Anne Lamott's "\[Bad\] First Drafts"](#)
- Read Essay 1 Assignment Sheet (Classroom)
- Read/view Unit 03 Lectures (Brightspace)
- Discussion 03 (Classroom)
- Unit 03 quizzes (Brightspace)

## Unit 04: 9/8 - 9/17

### Topics:

- Understanding and locating rhetorical situation and CREW in chosen text

- The Conversation

**Assignments:**

- Read TSIS "Preface" & "Entering the Conversation" (x-18), "I Take Your Point" (172-176), & "Don't Make Them Scroll Up" (177-186)
- Read LSH "Rhetorical Contexts" through "Writing Processes" (2-26)
- Read/View Unit 04 Lectures (Brightspace)
- Discussion 04 (Classroom)
- Unit 04 quizzes (Brightspace)

**NOTE- Week 4 is the FINAL period to make and keep the student conference for the full 50 pts, before 9/15, 5p.**

**Unit 05: 9/15 - 9/24**

**Topics:**

- Generating ideas for Essay 1
- Drafting first, full draft based on critical reading using templates.
- Sources

**Assignments:**

- Read TSIS "Her Point Is" (32-46), "They Say" (19-31), and Chap 11 "What I Really Want to Say Is" (149-171)
- Read LSH "Integrating Sources" through "Avoiding Plagiarism" (138-149)
- Read/View Unit 05 Lectures (Brightspace)
- Discussion 05 (Classroom)
- Unit 05 quizzes (Brightspace)
- Essay 1 First Full draft (Classroom)

**Unit 06: 9/22 - 10/1**

**Topics:**

- Using specific focus to begin introduction and set up organization
- Drafting and Explaining
- Intro to Peer Review

**Assignments:**

- Read UR Chap 3 "Writing Identities" (119-152)
- Read TSIS Chap 3 "As He Himself Puts It" (47-56), Chap 7 "So What, Who Cares" (96-106)
- Read/View Unit 06 Lectures (Brightspace)
- Discussion 06 (Classroom)
- Unit 06 quizzes (Brightspace)

## **Unit 07: 9/29 - 10/8**

### **Topics:**

- Revise for organization using strong topic sentences.
- Revise content to include specific evidence and explanation of what "They Say"
- Preparing for and completing Essay 1 peer review.

### **Assignments:**

- Read LSH "Developing Paragraphs" (27-40)
- Read TSIS Chap 8 "As a Result" (107-122)
- Read UR Chap 7 "Rethinking Revision" (261-289)
- Read/View Unit 07 Lectures (Brightspace)
- Discussion 07 (Classroom)
- Unit 07 quizzes (Brightspace)
- Complete E1 RD
  - Submit Essay 1 RD (Classroom)
  - Share copy of Essay 1 RD with me and partner correctly (due before 11:59p on 10/10)
  - Complete peer review of partner's draft (due before 11:59p on 10/13; if you shared correctly, you do not need to share or email again)

## **Unit 08: 10/6- 10/15**

### **Topics:**

- Revision focused on common grammar and style errors.
- Revising for correctness and clarity.

### **Assignments:**

- **REMINDER:** Share peer review document with me and partner correctly (due before 11:59p on 10/10)
- **REMINDER:** Complete peer review of partner's draft (due before 11:59p on 10/13; if you shared correctly, you do not need to share or email again)
- Read Essay 2 Assignment Sheet (Classroom)
- Read TSIS Chap 9 "You Mean I Can Just Say it That Way?" (123-137); Chap 10 "But Don't Get Me Wrong" (138-148)
- Read/Skim/Review LSH "Edit" (300-460); Pay close attention to areas of grammar that you know you struggle with. Use Post-Its to mark summary pages that you will refer back to.
- Read/View Unit 08 Lectures (Brightspace)
- Discussion 08 (Classroom)
- Unit 08 quizzes (Brightspace)
- Submit Essay 1 Final to Classroom (2 files: Final and PR attached on Classroom assignment)



### **Unit 09: 10/13 - 10/22**

#### **Topics:**

- Using reading and writing processes in a timed essay assignment.
- Mid-term Essay In-Class

#### **Assignments:**

- Read Mid-term Reading. (<https://ww2.kqed.org/mindshift/2017/02/20/is-it-time-to-go-back-to-basics-with-writing-instruction/> )
- Read/View Unit 09 Lectures (Brightspace)
- Discussion 09 (Classroom)
- Unit 09 quizzes (Brightspace)
- Submit Mid-term, timed essay (Classroom)

### **Unit 10: 10/20 - 10/29**

#### **Topics:**

- Differences between opinion, critique/rhetorical analysis, and argument.
- Developing a judgment claim based on criteria, logic, and evidence.
- Using templates to make your life easier.

#### **Assignments:**

- Read TSIS Chap 4 "Yes/No/Okay, But" (57-71) & Chap 5 "And Yet" (72-81).
- Read LSH "Rhetorical Analyses" (63-72)
- Read/View Unit 10 Lectures (Brightspace)
- Discussion 10 (Classroom)
- Unit 10 quizzes (Brightspace)
- Submit Essay 2 First Full draft (Classroom)

### **Unit 11: 10/27 - 11/5**

#### **Topics:**

- Revision of Critique/Rhetorical Analysis for claim, reasons, and evidence
- Inclusion of Skeptics/Counter-Arguments
- Peer Review

#### **Assignments:**

- Read UR Chap 4 "Argument Beyond Pro and Con" (153-191).
- Read/View Unit 11 Lectures (Brightspace)
- Discussion 11 (Classroom)
- Unit 11 quizzes (Brightspace)
- Submit Essay 2 RD (Classroom)
- Share PR copy with partner and professor (due before 11:59 on 11/7)
- Finish peer reviewing partner's essay (due before 11:59 on 11/10)

## **Unit 12: 11/3 - 11/12**

### **Topics:**

- Evaluating subjects and topic ?s in light of differences between inquiry, reports, and opinions
- Preliminary research and working bibliographies
- Evaluating sources for credibility and usefulness
- Narrowing subject and topic ?s

### **Assignments:**

- **Read Essay 3 Assignment Sheet**
- **Read UR Chaps 5 & 6 "Composing Together" and "Research: More Than Detective Work" (193-259)**
- **Read/View Unit 12 Lectures (Brightspace)**
- **Discussion 12 (Classroom)**
- **Unit 12 quizzes (Brightspace)**
- **Submit Essay 2 Final to Classroom (2 files: Final and PR attached on Classroom assignment)**

## **Unit 13: 11/10 - 11/19**

### **Topics:**

- Turning topic questions into a first, full research draft

### **Assignments:**

- **Read TSIS Ch 16 "On Closer Examination" (232-249), Ch 17 "The Data Suggests" (250-268), and Ch 17 "Analyze This" (269-288)**
- **Read/View Unit 13 Lectures (Brightspace)**
- **Discussion 13 (Classroom)**
- **Unit 13 quizzes (Brightspace)**
- **Submit Essay 3 First Full draft on Classroom**

## **Unit 14: 11/17 - 11/26**

### **Topics:**

- Focusing research from first, full draft and preliminary research
- Finding and critically reading focused research sources
- Completing an annotated bibliography
- Revising claim and reasons to develop thesis and topic sentences
- Using templates to organize and clarify structure for a research/inquiry essay
- Drawing from annotated bibliography to develop Revised draft

### **Assignments:**

- **Read LSH "Proposals" (98-101), "Annotated Bibliographies" (106-110), "Doing Research" (116-128), and "Evaluating Sources" (129-135)**

- Read/View Unit 14 Lectures (Brightspace)
- Discussion 14 (Classroom)
- Unit 14 quizzes (Brightspace)
- Submit Annotated Bibliography (8+ sources) (Classroom)

## **Unit 15 & Final: 11/24 - 12/4**

### **Topics:**

- Demonstrating revision ideals for claim/thesis, reasons/organization, content/evidence, and grammar/mechanics/style
- Synthesis of sources

### **Assignments:**

- Read LSH "Synthesizing Ideas" (136-138)
- Read/View Unit 15 Lectures (Brightspace)
- Discussion 15 (Classroom) (due before 11:59p on 11/28)
- Unit 15 quizzes (Brightspace) (due before 11:59p on 11/28)
- Submit Essay 3 Revised Draft (Classroom) (due before 11:59p on 11/28)
- Share copy for PR (before 11:59 on 11/30)
- Complete peer review (due before 11:59p on 12/2)
- Submit Essay 3 Final (including Peer Review) in Classroom. (Due before 11:59p on 12/3)
- Submit Final, timed, reflection essay in Google Classroom before 11:59p on 12/4)

## **Course Grading Information:**

### **Course Grading Scale**

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

### **Planned Assignments/Graded Content:**

1. **Summary Essay (First Full: 25 + Revised: 25 + Final: 50=100 pts.):** The first essay project consists of a shorter (600 word min.) essay that focuses on the student's ability to summarize a reading's claim and reasons while also giving insight into the importance and meaning of the essay within its context.
2. **Critique Essay (FF: 25 + RD: 25 + FD: 100=150 pts.):** The second essay project (800 word min.) will focus on students demonstrating their abilities to dissect and evaluate the argument of a chosen reading in terms of its effectiveness as an argument.
3. **Research Essay (FF & AB: 50 + RD: 50 + FD: 150=250 pts.):** The third essay will provide an opportunity for the student to show their mastery of developing a

research project from beginning to end (1500 word min.).

4. **In-Class Essays (50+100 pts.):** We will have a mid-term and final consisting of in-class, timed essays.
5. **Weekly Discussions (on Google Classroom) (150 pts.):** Every week, I will post a discussion post with an out-of-class writing assignment. These will encourage students to think and reflect more deeply as well as to make connections between readings, class discussions, and essay projects that we're working on. Instructions for each will be contained in the post, but in general, posts should be made in the "comments" for the discussion post, meet minimum expectations for college-level writing, and exceed a minimum of 200 words (unless otherwise noted).
6. **Quizzes (100 pts.):** We will have quizzes in almost every unit over the readings or work due for the class period. Only the top 10 quizzes will count towards the final grade.
7. **Student/Instructor Conference (50 pts.):** Students must make and keep one out-of-class appointment with Professor Swanson before the deadline on the schedule. We can conference via Google Meet/chat/email. Please email me ahead of time to set up a time and method of conference that works for you.
8. **Participation (50 pts.):** Students will receive a grade reflecting how well they demonstrate their out-of-class preparedness and willingness to engage, constructively, to class discussions and projects.

### **Quizzes:**

- Each unit, we will have a set of quizzes that make up that Unit's "Quiz" grade. Quizzes work to get our brains started on how prepared we are for beginning the material of a section of the course. They are NOT the end or completion of learning.
- Each quiz section will state what it covers before beginning. So, make sure that you've read, taken notes, and reviewed before beginning.
- While students ARE allowed to use books, notes, Google, etc during their quiz time, the time limits and variety of questions mean that students need to prepare for the quiz or they will not be as successful as they can be.
- The time limits for the quizzes are indicated in the instructions and the timer while taking the quiz, but if students go just 1-2 minutes over, please complete and submit. I generally allow a bit of grace for students to get used to quizzes, especially in the first few units.
- Only the top 10 units' quizzes will count towards the final grade, and each quiz usually has more points available to earn the base 10 pts/unit. So, I will add up all of sections for a unit and input that as your grade. The top 10 units' quizzes get counted towards the overall final grade. So, between extra points available (built-in extra-credit questions) and dropping the lowest few quizzes, students do NOT need to ace all of their quizzes to do well in the class.
- However, students who struggle consistently should probably reach out and email/chat with me about their reading, notes, and study habits so that we can

figure out what's going on.

### **Turning In Your Work Online:**

Since it is becoming increasingly important for workers to manage electronic information, students must follow the following guidelines when submitting electronically or risk a loss of 10% off of the top of the assignment's worth.

- Students should generally create their assignments in Google Docs and attach them to the appropriate assignment immediately. (Or, the option in Classroom exists to create the document in the assignment and have it saved automatically in the Classroom assignment. I recommend *strongly* that students use it.)
  - In the event that Google Docs is down for a prolonged period, you should e-mail your work as an attachment to me before the required time and date to avoid losing full credit.
- Assignments must be titled/saved so that their file name follows the general format: Last name first name filename.
  - So, I would title the file for this syllabus: Swanson Stephen Syllabus Fall 2020.
  - Do not use special characters such as “#” or “/” or “\$” in the title, as they can cause problems in storage and recovery.
- Assignments must be submitted as Google Docs. If you need help converting your document to a Google Doc, please contact me significantly before an assignment is due.

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

### **Grading Guidelines for All Assignments:**

- All graded work must be typed and submitted electronically (in the case of essays), double-spaced, in standard font size, no larger than 12-pt Verdana, and follow all conventions of an MLA paper. **There will be a sample paper written in standard MLA form available in “Samples” on Google Classroom.**
- Assignments must **ALWAYS** meet the minimum length & source requirements and address the prompt/assignment.

### **Revised/First Full Draft Grading**

- Revised and First Full drafts must always meet the minimum expectations for the assignment in terms of formatting, topic, length, and source requirements.
- **Think of Revised drafts as close to final drafts.** They should represent a significant mid-point in the writing process, not the beginning.
- Revised drafts that fail to meet minimum requirements in terms of topic, length, or source requirements can be immediately reduced by 5% for each requirement missed.
  - Those that fail to meet minimum length requirements by more than 25%

will immediately receive an additional 20% reduction. (ie. A 3 page draft for a 4 page assignment will only be able to earn a maximum of 75% of the available points.)

### **Final Draft Grading**

- When submitting final drafts, students must always include the files of their peer reviewed Revised draft along with the final draft itself. Missing these will result in a 10% deduction per missing element.
- Final drafts that do not meet MLA formatting or citation guidelines in any way will lose an immediate 10% of the available points and, depending on the severity of the citation errors, could be turned over for consideration for academic dishonesty.
- Final draft submissions that clearly do not meet the assignment in respect of length, topic, or source requirement can immediately be reduced by 10% of the available points.
  - Those that fail to meet the minimum length required by more than 25% will see an additional deduction of 40% off of the possible grade. (ie. A 300 word draft for a 400 word assignment will only be able to earn a maximum of 50% of the available points.)
- In all cases, you do have the right and responsibility to ask for clarification about why and how the assignment does not meet the basic, minimum standards for the assignment.
  - Final drafts of Essays 1-2 that lose 30% or more of their total score will be immediately returned with a zero, pending revision. Students will have to meet with me, as per revision requirements, and revise their paper by the assigned revision time. Students who do not revise will earn an automatic zero.

### **Revisions:**

Students have the opportunity to rewrite the Final Drafts for Essays 1 and 2

#### **To earn a higher grade on a rewrite, you must:**

1. Make an appointment and meet with me before completing a rewrite,
2. Have originally submitted a draft on time,
3. Revise and/or reorganize a significant portion of the essay,
4. Resubmit the revision on time, no later than two weeks from the day returned, and
5. Points lost for being late cannot be made up for any reason, and points for peer reviews will have a limited ability to earn those points depending on the situation and time restraints.

### **Writing Grading Rubric:**

The rubric, below, is what I use to guide my grading of all written assignments. It describes my standards for grading. This is a prose-style description of the qualities

required for each grade level. We will be discussing the specific aspects and their worth as the semester progresses, but you should become familiar with what each grade represents.

If you have questions about what I mean or am looking for, then please schedule an appointment early in the semester to talk to me. Here is my rubric:

- **An A paper** (90-100%) is excellent in nearly all respects. It shows originality of thought that goes well beyond material presented in class. It is well argued and well organized with a clear, specific, and ambitious thesis. It is well developed with content that is specific, interesting, appropriate, and convincing. It has logical and artful transitions and is marked by stylistic finesse and varied sentence structures. It demonstrates command of mature diction and has few, if any, mechanical, grammatical, spelling, or diction errors.
- **A B paper** (80-89%) is excellent in several respects but may have a less sophisticated thesis, a less distinguished style, some minor lapses in organization and development, some ineffective sentence structures, and some minor mechanical, grammatical, spelling, or diction problems.
- **A C paper** (70-79%) is generally competent, but compared to a B paper, it may have a weaker thesis and less effective style and development. It may contain some lapses in organization, poor or awkward transitions, less varied sentence structures that tend toward choppy or monotony, significant problems with mechanics, grammar, spelling, and diction.
- **A D paper** (60-69%) is below average and may present a thesis that is too vague or too obvious to be developed effectively. It generally exhibits problems with organization, support, transitions, sentence structures, mechanics, grammar, spelling, and diction that impede understanding.
- **An F paper** (59% and below) is far below average and may have no clear thesis or central topic. It may display a lack of organization, support, and development. It may contain major and repeated problems with mechanics, grammar, spelling, and diction and may fail to fulfill the assignment or may be unacceptably brief.

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

## **Late Work and Make Up Work Policies:**

### **Late Work:**

**No late work will be accepted.** “Late,” for this course is defined as after the deadline set for the assignment. The only exceptions will be made to students who contact me beforehand and receive a reply detailing the accommodations or students who meet the unforeseeable, excused absences as per MCC’s attendance policy.

### **Make Up Work Policies:**

In general, this course is designed to not require or allow for late or “make up” work, particularly of weekly quizzes or reflections. Let’s have discussions to help learn and move forward, not to spend our limited time on things that have been missed.

Because of built-in revisions, dropping of lower quizzes, extra credit, and other features of the course, if you miss an assignment, focus on determining what caused the misstep, what you can do to address that, what I can do to help, and move forward with the current/upcoming unit.

Students can and will make mistakes. Individual errors will not define a student’s work through the course. I work very hard to make sure that the course assesses and empowers students to focus on growth and improvement. Students who reflect, persist, and adapt will see that reflected in their grades.

However, if you have a particular situation that requires additional accommodations, please let me know as soon as possible, preferably BEFORE it becomes a problem. The more time and information that I have, the more I can work with you, as much as possible and reasonable, to adapt to your circumstances and allow for and assess your growth fairly and equitably.

### **Student Behavioral Expectations or Conduct Policies:**

#### **Use of Artificial Intelligence:**

Many students know that there now exist programs that use algorithms to get information from the internet and compose answers (or even whole essays) for their work.

I want to let you know that I’ve been using these tools myself for quite a while, and they have many, important uses. I’ve worked for about ten years with Google on improving their AI-supported tools for instructors and other educational needs.

However, I want to **WARN** you that the use of artificial intelligence to generate content that you turn in as your own is usually considered an act of academic dishonesty and can be punished pretty severely.

For **OUR** class, unlike some other instructors, I view AI as an important tool (like spellcheck and word processors and Google/Wikipedia/etc), that my students need to learn to use effectively but also not rely on to do the work FOR them.

I have ZERO problems with students using AI to help them get started or to ease their workload in some ways, but turning AI-generated work as yours will result in a warning, then a point reduction on the assignment (possibly to a zero), and then a report to student affairs and a zero in the course.



**MORE IMPORTANTLY**, AI cannot do an effective job of actually completing your work. I deliberately write questions, discussions, and prompts that require actual humans to think, read, and write critically in ways that AI cannot (yet).

If you would like to use AI as a part of your process, please let me know, and I'm happy to work with you individually and share some of the materials and processes that I'm developing and including in my upcoming classes as I rewrite and re-record the materials for the coming school year. I'd be thrilled to show you more about what AI can and cannot help you with.

Again, I don't want to "ban" or "hunt down" AI content. I want to help you learn and practice the skills that will prove useful in future classes and careers. I want to help you become flexible and strong in your abilities.

Let me know how I can help and be VERY careful how much you rely on these tools for any of your classes.

### **Other Forms of Academic Dishonesty:**

#### **PLAGIARISM:**

the use of someone else's work without crediting or properly adapting materials from that work. If you use quotes, ideas, opinions, arguments, examples, summaries, paraphrases, statistics, outlines, graphics, etc., you must cite your sources. Info not cited is considered plagiarized unless it is all common knowledge or your own observations or ideas. Plagiarism is easy to detect and almost as easy to prove. Please cite sources.

#### **MULTIPLE SUBMISSION OF PAPERS FOR COURSES:**

Normally, a paper done for one class may not be submitted in another class. However, if work in two different classes is similar but differs in significant ways, it may be acceptable. To be safe, you should get written approval first (by showing me the work done for the other class), before revising your work for this class.

#### **COLLUSION:**

getting someone else to do your work. You should get help outside of class, and I encourage everyone to make at least one visit to the Writing Center to see what type of tutoring assistance is offered. After all, the goal in this course is that you learn to write better. But if you let others actually do your work, I will probably notice and you may fail the course. **Note: Large discrepancies in quality between writing assignments may result in the requirement of additional timed or proctored work,**

### **Violations of the Academic Integrity Policy:**

will lead to an automatic zero for the assignment and can lead to an "F" for the course, depending on the level of the violation. All violations will be submitted to Student Development and will be recorded in the case that students have further problems with

academic integrity.

It is **MUCH** better to ask for help than to beg for forgiveness. I'm here to help, and we have lots of resources to assist students who are struggling and think that cheating might be a way out. It is not worth getting caught and penalized.

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

([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.

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Updated 07/18/2023



## **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](http://www.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) 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](mailto: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/](http://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](mailto: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](mailto:crew@mclennan.edu) or a Success Coach by calling (254) 299-8226 or emailing [SuccessCoach@mclennan.edu](mailto: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](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](https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf).

### **MCC Academic Integrity Statement:**

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