



WACO, TEXAS

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**COURSE SYLLABUS  
AND  
INSTRUCTOR PLAN**

**British Literature I: Up to Romantics**

**ENGL 2322.D003**

**Nicholas Webb**

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

**Course Description:**

“A survey of the development of British literature from the Anglo-Saxon period to the Eighteenth Century. Students will study works of prose, poetry, drama, and fiction in relation to their historical, linguistic, and cultural contexts. Texts will be selected from a diverse group of authors and traditions.” Prerequisite: ENGL 1301 or ENGL 2311. Semester Hours 3 (3 lec)

**Prerequisites and/or Corequisites:**

Prerequisite: ENGL 1301 or ENGL 2311.

**Course Notes and Instructor Recommendations:**

Students will be required to access MCC’s email system, MCC’s Brightspace system, Brightspace’s TurnItIn feature, and the MCC library’s collection of databases.

All student essays and writing assignments will be typed and submitted in electronic form. *No hardcopies* will be submitted. The electronic copy is due to TurnItIn before 11:59 p.m. of the due date.

All written responses (homework, quizzes, in-class writing assignments, essays, tests, etc.) must be three things. 1) They must be presented in complete, grammatically correct sentences. 2) They must conform to standard style. 3) They must be the original work of the student-author who is submitting them.

**Course Concept:**

We study literature to study ourselves. Literature is humanity’s record of what we value, what we fear, what we revere, what we scorn, and what we strive to better understand. It is our opportunity to view earlier versions of our society while also assessing how these ancestral texts might still echo—quite meaningfully—present-day concerns.

Toward this end, we will read and compare a variety of early English writings. We will emphasize the literary techniques employed by the authors as well as their recurring thematic concerns. In doing so, we will also explore the specific cultural contexts that helped to shape and to inform these authors’ texts.

**Course Techniques:**

Our primary method of exploration will be group discussions of assigned readings during face-to-face class meetings. In most class sessions, students will participate in group discussion as either Discussion Leaders (DL), Discussion Analysts (AS), or Discussion Participants (DP). These roles will be assigned in advance and will be graded via a holistic rubric that is available in our course's Brightspace shell.

This means that students must come to class prepared. Prepared means having read the assigned works—more than once—and having prepared a series of possible questions to raise or observations to be offered during discussion. Unprepared students will earn zero points for that class session.

Also, to participate at the highest levels, students must bring their textbooks to each class session.

Finally, these in-class discussions will build students' comfort with and facility in producing literary analysis. Student will further demonstrate their literary-analysis skills via written (both a midterm and a final) exams.

**Instructor Information:**

Instructor Name: Nicholas Webb

MCC E-mail: [nwebb@mcclennan.edu](mailto:nwebb@mcclennan.edu)

Office Phone Number: 254-299-8945

Office Location: FOB 105

Office/Teacher Conference Hours: Available by appointment via email or Zoom

**Required Text & Materials:**

Title: *The Norton Anthology: English Literature, 10e, The Major Authors, Vol. 1,*

Editor: Stephen Greenblatt

Edition: Tenth Edition

Publisher: W. W. Norton and Co.

ISBN: 978-0393603088

**[Click here to see the book at the MCC Bookstore.](#)**

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

**Methods of Teaching and Learning:**

Class lectures, group discussions, and instruction will prepare the student to successfully manage research and writing tasks that he or she will accomplish outside of class. Primarily, students will participate in in-class explorations of assigned readings. In these explorations, students will fulfill pre-assigned roles as either Discussion Leaders (DL), Discussion Analysts (DA), or Discussion Participants (DP). The goal of group discussion is to read a text deeply as well as to make connections among multiple texts being analyzed. Students will need to be active in participating in these discussions.

Because of the variety of genres and time periods covered in literature classes, all grading will be direct and will assess the following skills:

- critical thinking, on the basis of interpretation, analysis, and synthesis of texts using primary and secondary sources;
- communication skills, on the basis of interpretation and expression of ideas through written, oral, and visual communication;
- social responsibility, on the consideration of other cultures and time periods, leading to awareness of civic responsibility in regional, national and global communities, as well as the consequences of failure to adopt or to apply standards of social responsibility;
- and personal responsibility, based on the consequences of interconnected choices and actions related to ethical decision-making, as demonstrated in the wide variety of texts covered in literature classes.

**Course Objectives and/or Competencies:**

This course offers a broad survey overview and a foundational basis for general education within the liberal arts. It also prepares students for further study within the academic area of literature.

- **Critical Thinking (CT):** Requires creative innovation in interpretation, inquiry, and analyses of a wide variety of texts and a synthesis of texts with secondary sources.
- **Communication Skills (COM):** Require effective development, interpretation, and expression of ideas through written, oral, and visual communication.
- **Social Responsibility (SR):** Requires consideration of other cultures and other time periods, which in turn leads to knowledge of civic responsibility in regional, national and global communities. This knowledge prepares students for an understanding of the effects of good social responsibility, as well as the consequences of the lack thereof in communities, nations, and the world.

- **Personal Responsibility (PR):** Includes skills in connecting choices, actions, and consequences to ethical decision-making, as demonstrated in the wide variety of texts covered in these classes.

### **Learning Outcomes:**

While successfully completing literature courses, students will:

1. Identify key themes, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the cinematic literature of different periods or regions.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different cinematic literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various literary-criticism techniques modelled throughout the semester.

### **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.

**Basic Paper and/or Presentation Rubric**

<b>Criteria</b>	<b>Outstanding</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Expectations</b>
<b>Critical Thinking</b>	-Shows originality of thought and logical connections. -Demonstrates excellent ability to describe, analyze, interpret, evaluate, and engage in intellectual inquiry with regard to course materials.	-Shows less originality and may have minor flaws in logic. -Demonstrates good ability to describe, analyze, interpret, evaluate, and engage in intellectual inquiry with regard to course materials.	-Understands readings but limits focus to ideas discussed in class. -Demonstrates inconsistent ability to describe, analyze, interpret, evaluate, and engage in intellectual inquiry with regard to course materials.	-Fails to comprehend basic and other course concepts. -Unable to describe, analyze, interpret, evaluate, or engage in intellectual inquiry with regard to course materials.
<b>Communication</b>	-Clear main idea with supporting organization and developed examples and explanation. -Communication shows excellent awareness of communication situation, including the audience, topic, and position as speaker/writer.	-Shows a clear main idea but might have minor lapses in organization, less developed examples and explanation. -Communication shows good awareness of rhetorical situation and matches the work to that need.	-Shows competence but has weaker or unfocused main ideas, organization, and few developed examples and explanation. -Communication shows awareness of rhetorical situation but does not fully meet needs.	-Fails to show basic competence in developing, organizing, and/or presenting ideas and supporting content. -Fails to adapt language, content, and structures to match rhetorical situations.
<b>Mechanics</b>	-Demonstrates thorough command of format and language, with few or no grammar, spelling, and diction errors.	-Shows competent command of format and language, with few and generally minor grammar, spelling, and diction errors.	-Shows basic competence with format and language but may have frequent minor or occasional major grammar, spelling, and diction errors.	-Fails to show basic competence with format and language, exhibiting many grammar, spelling, and diction errors.
<b>Social Responsibility</b>	-Consistently recognizes and connects choices, actions, and consequences to outcomes affecting others.	-Frequently recognizes and connects choices, actions, and consequences to outcomes affecting others.	-Acknowledges and understands connections between choices, actions, and consequences to outcomes affecting others.	-Fails to recognize or acknowledge connections between choices, actions, and consequences to outcomes affecting others.
<b>Personal Responsibility</b>	-Completes all assigned tasks by deadlines; work is thorough, insightful, and comprehensive.	-Completes almost all assigned tasks by deadlines; work is generally thorough but may show minor shortcomings or gaps.	-Makes most deadlines with occasional major or frequent minor lapses in responsibility; work	-Fails to connect choices, actions, and consequences with ethical responsibilities; work is often late and/or of poor quality.

			meets minimum requirements.	
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**Course Outline or Schedule:**

The following table outlines the semester's major due dates. Please note, however, that additional assignments, readings, and quizzes (not listed below) may be added to this schedule as the semester progresses. Further, adjustments to due dates—if determined to be necessary by the instructor—may also occur. If changes are made, these will be communicated to students both in class and via Brightspace announcements.

**NOTE:** You will be responsible for specific discussions (assigned as either Discussion Leader [DL] or Discussion Analyst [DA]). Further, you will also be responsible for participating in discussions when not designated as a DL or a DA.

<b>WEEK 1</b>		<b>Tuesday, Aug. 22 and Thursday, Aug. 24</b>
<b>Tuesday, Aug. 22</b>		<u>Unit 1: Overview of Poetry Analysis and In-Class Discussion</u> Poetry Packet: Silverstein, Swift et al.
<b>Thursday, Aug. 24</b>		Overview of Brightspace Requirements Poetry Packet: Silverstein, Swift et al.
<b>WEEK 2</b>		<b>Tuesday, Aug. 29 and Thursday, Aug. 31</b>
<b>Tuesday, Aug. 29</b>		Overview of Poetry Techniques and Tropes: Packet Poems
<b>Thursday, Aug. 31</b>		<u>Unit 2: Song Analysis Is the Same as Literary Analysis; Common Themes, Common Structures</u> Thomas Gray, "Ode on the Death of a Favorite Cat" (1465-6) Thomas Gray, "Elegy Written in a Country Churchyard" (1466-9) William Cowper, "The Castaway" (1470-2)

<b>WEEK 3</b>	<b>Tuesday, Sept. 5 and Thursday, Sept. 7</b>
<b>Tuesday, Sept. 5</b>	<u>Unit 3: Tropes and Allusions</u> Aemilia Lanyer, "Eve's Apology" (719-21) Aemilia Lanyer, "The Description of Cookham" (721-6)
<b>Thursday, Sept. 7</b>	Ben Johnson, "Queen and Huntress" (737) Ben Johnson, "On My First Son" (730) Ben Johnson, "To My Book" (729)
<b>WEEK 4</b>	<b>Tuesday, Sept. 12 and Thursday, Sept. 14</b>
<b>Tuesday, Sept. 12</b>	<u>Unit 4: The Self in Relation to Others</u> Katherine Philips, "A Married State" (767-8) Katherine Philips, "Upon the Double Murder of King Charles" (768-9) Katherine Philips, "Friendship's Mystery" (769-70)
<b>Thursday, Sept. 14</b>	John Donne, "The Flea" (687) John Donne, "Song" (688-9) John Donne, "The Sun Rising" (690)
<b>WEEK 5</b>	<b>Tuesday, Sept. 19 and Thursday, Sept. 21</b>
<b>Tuesday, Sept. 19</b>	<u>UNIT 5: Love and Philosophical Inquiry</u> John Donne, selected sonnets 1, 5, 7, 9, 10, 18, 19 (708-12)
<b>Thursday, Sept. 21</b>	Ben Johnson, "To the Memory of . . . Beloved Shakespeare" (737-9) Samuel Johnson, "Othello" (1410-1)
<b>WEEK 6</b>	<b>Tuesday, Sept. 26 and Thursday, Sept. 28</b>
<b>Tuesday, Sept. 26</b>	<u>Unit 6: Virtue and Villainy</u> William Shakespeare, <i>Othello</i> , Act I (572-89)



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<b>Thursday, Sept. 28</b>	<i>Othello</i> , Act II (589-606) <i>Othello</i> , Act III (606-24)
<b>WEEK 7</b>	<b>Tuesday, Oct. 3 and Thursday, Oct. 5</b>
<b>Tuesday, Oct. 3</b>	<i>Othello</i> , Act IV (625-40)
<b>Thursday, Oct. 5</b>	<i>Othello</i> , Act V (641-53)
<b>WEEK 8</b>	<b>Tuesday, Oct. 10 and Thursday, Oct. 12</b>
<b>Tuesday, Oct. 10</b>	Review for Midterm Essay Exam
<b>Thursday, Oct. 12</b>	Review for Midterm Essay Exam
<b>Sunday, Oct. 8</b>	<b>Midterm Essay Exam due to Brightspace <i>prior to 11:59 p.m.</i></b>
<b>WEEK 9</b>	<b>Tuesday, Oct. 17 and Thursday, Oct. 19</b>
<b>Tuesday, Oct. 17</b>	<u>Unit 7: Virtue and Villainy</u> John Milton, <i>Paradise Lost</i> , excerpts from Book 1 (822-41)
<b>Thursday, Oct. 19</b>	John Milton, <i>Paradise Lost</i> , excerpts from Book 2 (842-64)
<b>WEEK 10</b>	<b>Tuesday, Oct. 24 and Thursday, Oct. 26</b>
<b>Tuesday, Oct. 24</b>	<i>Paradise Lost</i> , excerpts from Book 3 (864-77)
<b>Thursday, Oct. 26</b>	<i>Paradise Lost</i> , excerpts from Book 4 (877-93)

<b>WEEK 11</b>	<b>Tuesday, Oct. 31 and Thursday, Nov. 2</b>
<b>Tuesday, Oct. 31</b>	<i>Paradise Lost</i> , excerpts from Book 9 (911-36)
<b>Thursday, Nov. 2</b>	Geoffrey Chaucer, "The Nun's Priest's Tale" (282-96)
<b>WEEK 12</b>	<b>Tuesday, Nov. 7 and Thursday, Nov. 9</b>
<b>Tuesday, Nov. 7</b>	<u>Unit 8: Intersecting Themes, Structures, and Styles</u> Edmund Spenser, <i>The Faerie Queene</i> , excerpts from Book 1 (415-30) and Book 2 (476-87)
<b>Thursday, Nov. 9</b>	Andrew Marvell, "To His Coy Mistress" (772-3) Andrew Marvell, "The Garden" (776-8)
<b>WEEK 13</b>	<b>Tuesday, Nov. 14 and Thursday, Nov. 16</b>
<b>Tuesday, Nov. 14</b>	Follow-Up / Comparative Analysis of Milton, Chaucer, and Spenser
<b>Thursday, Nov. 16</b>	Follow-Up / Comparative Analysis of Milton, Chaucer, and Spenser
<b>WEEK 14</b>	<b>Tuesday, Nov. 21 and Nov. 23</b>
<b>Tuesday, Nov. 21</b>	Independent Reading: Scholarly Articles
<b>Thursday, Nov. 23</b>	NO CLASS: Thanksgiving Holiday
<b>WEEK 15</b>	<b>Tuesday, Nov. 28 and Nov. 30</b>
<b>Tuesday, Nov. 28</b>	Review for Final-Exam Essay
<b>Thursday, Nov. 30</b>	Review for Final-Exam Essay

<b>WEEK 16</b>	
<b>Tuesday, Dec. 5</b>	<b>Final-Exam Essay due to Brightspace <i>prior to 11:59 p.m.</i></b>

**Course Grading Information:**

By the end of the semester, students will have participated (as DL, DA, and/or DP) in up to 50 group discussions. Students will have also completed a written midterm essay and a final exam essay. Each essay is expected to develop a 5-7 page exegesis, which is supported with multiple textual references and will include outside scholarly criticism.

The following guidelines serve as the ratio for determining final grades:

- 60% of the grade will come from serving as Discussion Leaders (DL) and Discussion Analysts (DA).
- 15% of the grade will come from serving as Discussion Participants (DP).
- 25% of the grade will come from written essays (one midterm exam and one final exam).

**MCC Grading System**

A	Excellent.....	100%-90%
B	Good.....	89%-80%
C	Fair.....	79%-70%
D	Poor.....	69%-60%
F	Failing.....	below 60%
W	Withdrew — This grade is given for an instructor- or student-initiated course withdrawal through the 9th week of a semester (fourth week, Summer day term; sixth week, Summer nine-week term).	
I	Incomplete — This grade is given when a course is incomplete because of student's absence caused by illness or other reasons acceptable to the instructor. To be eligible for this grade, the student must have essentially completed the course. The work remaining should be of such a nature as to not require class attendance. If the work is not made up within the following long semester, the I will be changed to an F and the course must be repeated if credit is to be given.	

The first time a student submits plagiarized work to the instructor, that assignment will receive a score of zero points. The second time a student submits plagiarized work to the instructor, that student will earn an F in the course. For further details, see Academic Integrity Statement below.

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

In-class discussion must be accomplished in-class. Students who are absent from a class in which that have assigned roles (as DL, DA, and/or DP) will earn scores of zero points for that day's work.

However, students will be given two make-up opportunities during the semester to recoup points that were lost due to absence or tardiness.

For the midterm and final exams, each essay is due on the date it is assigned to be turned in. Late submission of the midterm exam will automatically earn a 10% deduction for each calendar day that it is late. After three days, the midterm exam will not be accepted and the student will earn a score of zero points for the midterm exam. For the final exam, late submissions will not be accepted. Students who fail to submit an on-time final exam will earn a score of zero points for the final exam.

For students who are retaking this course, you may *not* reuse essays written in a previous semester, in part or in whole. All writing that you submit must be new and original work.

**Student Behavioral Expectations or Conduct Policy:**

Students are expected to adhere to MCC's General Conduct Policy in terms of behavior in and out of the classroom. In addition to avoiding classroom disruptions and obeying state and federal laws, students are expected to avoid acts of dishonesty, such as cheating, plagiarism, or other forms of academic dishonesty. 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 education opportunity.

Any behavior that disrupts the learning process will be grounds for dismissal from the class for that day. Unacceptable behavior includes (but is not limited to) excessive lateness, walking out of class without the instructor's permission, talking in class, reading or doing outside work in class, listening to music, making and/or receiving phone calls and/or text messages, wearing earphones or any type, and eating in class. Students who are sleeping, who appear to be sleeping, or who refuse to participate in assigned class activities will be counted absent for the day. Student who use smartphones in class, or who appear to be using smartphones (as determined by the instructor), will be marked absent for the day. Additionally, two tardies will be counted as an absence.

Student use of electronic devices is prohibited in class, unless prior approval from the instructor is granted. The use of a non-approved device, or the appearance of use (as determined by the instructor), will result in a recorded absence for the student for that day.

**ENGL 2341 Academic Integrity Statement:**

Students are expected to adhere to MCC's General Conduct Policy in terms of behavior in and out of the classroom. In addition to avoiding classroom disruptions and obeying state and federal laws, students are expected to avoid acts of dishonesty, such as cheating, plagiarism, or other forms of academic dishonesty:

The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the MCC faculty or staff.

The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Students who submit plagiarized work (in part or in whole) will receive a grade of zero on that work. Further, students who allow their work to be plagiarized will also receive a zero on the work in question. Students who submit plagiarized work (in part or in whole) a second time, or who allow their work to be plagiarized a second time, will receive a grade of F for the course.

Some plagiarism is determined very objectively, that is to say, the instructor finds matching sequences of text (phrases, sentences, paragraphs) published by another author. Other plagiarism is determined more subjectively, that is to say, the instructor will evaluate the text's authenticity and originality. One tool the instructor may apply to determine authenticity and originality is comparing and contrasting the text to other work the student has generated in the class. This includes, but is not limited to, discussion, homework, quizzes, in-class writings, essays, and exams. Additionally, a meeting with the student to discuss the paper may be another tool the instructor employs to assess a text's authenticity and originality.

Use of artificial-intelligence programs, such as—but not limited to—ChatGPT, to generate any content that is submitted for a grade shall be considered plagiarism. This applies whether the AI-generated content comprises a part or all of the work submitted for a grade. Such determinations of plagiarism apply to both written work as well as to work that is part of in-class discussions and/or presentations.

All texts that contain plagiarism will be presented to MCC's Coordinator of Discipline. The Coordinator may determine additional penalties.

\* [Click Here for the MCC Attendance/Absences Policy](#)

([www.mclennan.edu/highlander-guide/policies](http://www.mclennan.edu/highlander-guide/policies))

Click on the link above for the college policies on attendance and absences. Your instructor may have guidelines specific to this course.

**ENGL 2327 Attendance Policy:**

Regular and punctual attendance is expected of all students, and each instructor will maintain a complete record of attendance for the entire length of each course, including online and hybrid courses. Students will be counted absent from class meetings missed, beginning with the first official day of classes. Students, whether present or absent, are responsible for all material presented or assigned for a course and will be held accountable for such materials in the determination of course grades. Please refer to the [Highlander Guide](#) for the complete policy.

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.

After the census date but before the 60% point of the semester (Week 10 of a 16-week semester or Week 4 of a summer semester), students who miss 25% of a face-to-face or blended course or who fail to complete 25% of the total work required for an online course will be withdrawn from that course with a grade of W.

After the 60% point of the semester, the instructor may

1. Honor a student's request to withdraw (if the student is passing) or,
2. When posting course grades, assign the grade the student has earned.

Additionally, students who fail to attend three consecutive classes or fail to submit three consecutive assignments (in a 16-week course) or two consecutive classes or two consecutive assignments (in a hybrid, summer, or minimester course) without communicating valid reasons (as determined by the instructor) in writing for each absence or assignment will be withdrawn from the class. This applies to both face-to-face and online courses.

## McLennan Community College Guidelines for Avoiding Plagiarism

**Plagiarism** is the intentional—or unintentional—use of someone else’s work without adequate documentation. Whenever writers want to include another’s ideas, key terms, or copied text into their own papers, they must always use that borrowed information accurately and ethically.

**Documentation**, an agreed upon style of providing credit to others’ work, is necessary in order to avoid plagiarism. Plagiarism is a serious offense in college-level writing, for it is intellectually dishonest, robbing authors of their property.

All documentation styles include internal citations, a works cited list, and **quotation marks** around copied terms and information.

To consider: As we would never borrow one of our neighbor’s possessions without asking permission, we should never use someone’s words or ideas without permission. Correctly documenting someone else’s material permits us legal use of words and ideas not belonging to us.

It should be obvious that buying papers, using someone else’s papers, and similar activities are plagiarism at its worst.

Each instructor will determine penalties for plagiarized work.

**Tip:** As many documentation styles exist (MLA, APA, and Chicago are used in colleges and universities), be certain to ask your professor which type of documentation style is required for the class.

Document when

- You use someone’s ideas from any traditional or web source
- You copy sentences and phrases from a source
- You copy a key term from a source
- You use information from an interview or survey
- You copy pictures, charts, and diagrams from sources
- You use information you did not originate

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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.