McLennan COMMUNITY COLLEGE

WACO, TEXAS

COURSE SYLLABUS

AND

INSTRUCTOR PLAN

Freshman Composition II

ENGL 1302.015

STEPHEN SWANSON

NOTE: This is a 16-week, Hybrid course.

COVID 19 Notice:

McLennan Community College is committed to providing you with every resource you need to reach your academic goals. We are also concerned for your safety. We are working through COVID-19 guidelines to make sure we offer a safe environment for you and our faculty. This will include smaller class sizes to manage social distancing and proper cleaning techniques. You will have the advantage of a physical classroom experience but may also need to work part of the time online as we adjust to limited classroom capacity. This will also allow us the flexibility to move online if so directed by federal, state and/or local COVID 19 guidelines. Faculty and staff are preparing now to ensure that you have the best experience in the midst of these uncertain times.

AN EQUAL OPPORTUNITY INSTITUTION SPRING 2021

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/) 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, 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/MjUwMTgyNzM3NzQ5?cjc=gkst266

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; sswanson@students.mclennan.edu
Office Phone Number: 299-8922
Office Location: Faculty Office Building 222

Office/Teacher Conference Hours:
Google Meet: https://meet.google.com/tdo-bwzf-sjk or
Join by phone: (US) +1 402-986-3213 PIN: 477 151 581#)
M- 6:30-7:30p & TBD
Other Instruction Information:

Required Text & Materials:
Title: *They Say, I Say*
Author: Gerald Graff & Cathy Birkenstein
Edition: 4th
Publisher: WW Norton & Co.
ISBN: 9780393631678

Title: *Understanding Rhetoric*
Author: Losh
Edition: 2nd
Publisher: Bedford/St. Martins
ISBN: 978-1319042134

Title: *The Little Seagull Handbook*
Author: Bullock and Weinberg
Edition: 3rd
Publisher: WW Norton and Co
ISBN: 9780393602630

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 Outline or Schedule:

ENGL 1302 Schedule for Spring 2021

(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 Notes (READ ME): 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.

Week 1 (1/11 - 1/17)

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:

- **__Log in to their MCC student email**
- **__Join Google Classroom**
- **__Locate resources on Classroom**
- **__Email Prof. Swanson from MCC email**
- **__Read Syllabus**
- **__Discussion 01**
- **__Unit 01 Quiz**

Week 2 (1/15 - 1/24)
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" (176-186)**
- **__Read LSH "Reading Strategies" & "Arguments" (83-90 & 43-49)**
- **__Read UR Intro (1-35)**
- **__Discussion 02 in Google Classroom**
- **__Unit 02 quizzes**

Week 3 (1/22 - 1/31)
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," (36-117)**
- **__Read Anne Lamott's "[Bad] First Drafts"**
- **__Read Essay 1 Assignment Sheet**
- **__Discussion 03 on Google Classroom.**
- **__Unit 03 quizzes**

Week 4 (1/29 - 2/7)
Topics:

- Understanding and locating rhetorical situation and CREW in chosen text
- The Conversation

Assignments:

- **__Read TSIS "Preface" & "Entering the Conversation" (ix-18), "I Take Your Point" (162-165), & "Don't Make Them Scroll Up" (166-175)**
- **__Read LSH "Writing Contexts" through "Writing Processes" (2-17)**
- **__Discussion 04 on Google Classroom**

- **__Unit 04 quizzes**

NOTE- Week 4 is the FINAL period to make and keep the student conference worth 50 pts, before 2/7, 5p. Students make make/keep a conference by emailing Prof. S and/or coming to one of the course's Google Meet office hours.

Week 5 (2/5 - 2/14)
Topics:

- Generating ideas for Essay 1
- Drafting a sketch based on critical reading using templates.
- Sources

Assignments:

- **__Read TSIS "Her Point Is" (30-42), "They Say" (19-29), and Chap 11 "He -Says-Contends" (141-161)**
- **__Read LSH "Integrating Sources" through "Avoiding Plagiarism" (107-118)**
- **__Essay 1 Sketch on Classroom.**
- **__Discussion 05 on Google Classroom**
- **__Unit 05 quizzes**

Week 6 (2/12 - 2/21)
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" (43-52), Chap 7 "So What, Who Cares" (91-100)**
- **__Discussion 06 on Google Classroom**
- **__ Unit 06 quizzes**

Week 7 (2/19 - 2/28)
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" (17-30)**
- **__Read TSIS Chap 8 "As a Result" (101-116)**
- **__Read UR Chap 7 "Rethinking Revision" (260-287)**
- **__Discussion 07 on Google Classroom**

- **__Unit 07 quizzes**
- **__Submit Essay 1 draft for Smarthinking review**
- **__Complete and submit Essay 1 RD on Classroom**
- **__Share with me and partner correctly (due before 11:59p on 3/2)**
- **__Complete peer review of partner's draft (due before 11:59p on 3/4; if you shared correctly, you do not need to share or email again)**

Week 8: (2/26 - 3/7):

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 3/2)**
- **REMINDER: __Complete peer review of partner's draft (due before 11:59p on 3/4; if you shared correctly, you do not need to share or email again)**
- **__Read Essay 2 Assignment Sheet**
- **__Read TSIS Chap 9 "You Mean I Can Just Say it That Way?" (117-130); Chap 10 "But Don't Get Me Wrong" (131-140)**
- **__Read/Skim/Review LSH "Edit" (268-418); 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.**
- **__Discussion 08 on Google Classroom**
- **__Unit 08 quizzes**
- **__Complete and submit Essay 1 Final to Classroom**

SPRING BREAK (3/8 - 3/12)

Week 9: (3/12 - 3/21):

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/)**
- **__Complete and turn in Mid-term, timed essay in Google Classroom**
- **__Discussion 09 on Google Classroom**
- **__Unit 09 quizzes**

Week 10 (3/19 - 3/28)

Topics:

- Differences between opinion, critique/rhetorical analysis, and argument.

- Developing a judgement claim based on criteria, logic, and evidence.
- Using templates to make your life easier.

Assignments:

- **__Read TSIS Chap 4 "Yes/No/Okay, But" (53-66) & Chap 5 "And Yet" (67-76).**
- **__Read LSH "Rhetorical Analyses" (49-53)**
- **__Discussion 10 on Google Classroom**
- **__Unit 10 quizzes**
- **__Draft and submit a complete Essay 2 Sketch on Classroom**

<u>Week 11 (3/26 - 4/4)</u>

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).**
- **__Discussion 11 on Google Classroom.**
- **__Unit 11 quizzes**
- **__Complete Essay 2 RD and submit to Google Classroom.**
- **__Share PR copy with partner and professor (due before 11:59 on 4/6)**
- **__Peer review partner's essay (due before 11:59 on 4/8)**

<u>Week 12 (4/2 - 4/11)</u>

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 "Research: More Than Detective Work" (194-257)**
- **__Discussion 12 on Google Classroom**
- **__Unit 12 quizzes**
- **__Complete Essay 2 Final Checklist**
- **__Submit complete Essay 2 Final on Google Classroom**

<u>Week 13 (4/9 - 4/18)</u>

Topics:

- Turning topic questions into a research sketch

Assignments:

- **__Read TSIS Ch 15 "On Closer Examination" (187-204), Ch 16 "The Data Suggests" (205-223), and Ch 17 "Analyze This" (224-242)**
- **__Discussion 13 on Google Classroom**
- **__Complete and submit Essay 3 Sketch on Classroom**
- **__Unit 13 quizzes**

Week 14 (4/16 - 4/25)

Topics:

- Focusing research from sketch 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 rough draft

Assignments:

- **__Discussion 14 on Google Classroom**
- **__Unit 14 quizzes**
- **__Read LSH "Proposals" (66-70), "Annotated Bibliographies" (74-79), "Doing Research" (90-102), and "Evaluating Sources" (102-105)**
- **__Complete and turn in annotated bibliography (8+ sources) on Classroom**

Week 15 (4/23 - 5/2)

Topics:

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

Assignments:

- **__Read LSH "Synthesizing Ideas" (105-107)**
- **__Discussion 15 on Google Classroom**
- **__Unit 15 quizzes**
- **__Complete and submit Essay 3 Rough Draft in Classroom (Share w/ me and partner before 11:59 on 5/3)**
- **__Complete peer review (due before 11:59p on 5/4)**

Final Exam Week

- **__Complete and submit Essay 3 Final (including Smarthinking Review and Peer Review) in Classroom. (Due before 7:59a on 5/6)**
- **__Complete and submit timed final reflection essay in Google Classroom before 9:59a on 5/6)**

Course Grading Information:

Please NOTE (READ ME): All students start the course with zero points and must show the work/growth to earn points. This can seem very different from thinking about the course as starting with ALL the points and having the instructor have to show how the student's work misses the mark.

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:

Please NOTE (READ ME): Make sure to read the general descriptions and grading policies and criteria below.

1. **Summary Essay (Sketch: 25 + RD: 25 + FD: 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 (Sketch: 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 (Sketch & 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 150 words (unless otherwise noted).
6. **Quizzes (100 pts.):** We will have quizzes (made up of multiple parts) in every unit over the readings or work due for the class period. Only the top 10 quizzes will count towards the final grade. (See above note about quizzes)
7. **Student/Instructor Conference (50 pts.):** Students must make and keep one out-of-class appointment with Professor Swanson before the deadline (5p, 9/20). 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. **Discussion and 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.

Electronic Submission Policies:

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 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:

- ***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.
- 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 (including Sketches and Rough Drafts, see more below).

"Sketches" & "Rough" Drafts

- Rough drafts and sketches must always meet the minimum expectations for the assignment in terms of formatting, topic, length, and source requirements.
- **Think of sketch drafts as the first, real draft.** So, as soon as you are done outlining, brain-stormming, freewriting, or other idea-generating activities, you write your sketch, the first draft that completes all the parts of a collegiate essay (format, paragraphs, title, sources, length, etc)
- **Think of rough drafts as close to what you have probably turned in as final drafts in previous courses**. They should represent a significant mid-point in the writing process, not the beginning.
- Sketches and/or rough 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 rough draft and Smarthinking review 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.

VERY IMPORTANT- Required Revisions for Essays 1 and/or 2

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.

Smarthinking:
For every essay assignment as a whole (sketch, rough draft, and final), I require students to submit ONE complete draft to Smarthinking, an online tutoring program accessed through our Brightspace page, for an "Essay Review". So, at least once per essay assignment from as soon as you have a complete draft, you will need to submit a draft to Smarthinking. We will be taking time to go over the submission process and techniques for using the service to get additional help with your writing a bit later in the course content..

However, there are a few general things that I want to apprise you of before you go into using the service:

- Make sure that you familiarize yourself with the interface *before* you have to submit a paper.
- When you fill out the "Submission Form", be as specific as possible about the description of the assignment and the kind of help you are requesting.
- Since Smarthinking can take 24-48 hrs. to read and respond to your essay draft, you need to make sure that you submit early enough. You will want to give yourself enough time to get the feedback, make changes, and possibly submit it again for additional review. This means that submissions later than a day or two before the final draft is due **will not** likely assist your writing to much degree.
- A complete Smarthinking review **MUST** be submitted with the final draft or risk losing 10% off of the total grade for the draft.

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 Standards:
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 choppiness 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.

<u>Participation Grading/Expectations:</u>
Participation does count for 5% of your final grade. While it's not a TON, you should make sure that you make active and frequent engagement a part of your coursework.

I primarily assess participation grades based on a combination of…

- Attendance/timeliness of turning in work.
- Quality and frequency of demonstrating preparation BEFORE class.

- Quality and frequency of questions (whether in class, discussions, conferences, etc).
- Contributions to class/course as a whole by engaging with fellow students, instructor, and core ideas and assignments.
- Time management, professionalism, collegiality, and following of directions overall.

Late Work, Attendance, and Make Up Work Policies:

Important Teaching and Learning Definitions:

"In-class": The term "in-class" refers to time spent engaging with Brightspace or Google Classroom in a manner similar to face-to-face courses: reading lectures, completing quizzes, or watching course videos.

"Out-of-class": The term "out-of-class" refers to time spent engaging with reading, homework, or writing and thinking similar to face-to-face courses' homework: reading, watching resource videos, doing research, writing and revising drafts.

Working Ahead:

In general, I've structured the course for students to complete each "unit" of work in conjunction with their classmates. Therefore, the course includes assignments (particularly course discussions on Google Classroom and Essay Peer Reviews) that cannot be completed before the class progresses to that point in the course.

However, because I know that students often like to or need to work ahead, I've made all of the Units, Unit Overviews, and writing assignments accessible from the start of class. Students are welcome to read and work ahead as much as possible, but since this course focuses on skill development and skill development takes time, practice, and feedback, then the course deliberately expects students to slow down at points and reflect on and receive feedback on their writing, reading, and thinking skills from their instructor and peers.

Online/Hybrid Attendance:

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 more than one required assignment for the unit by the deadline (or miss a deadline for a rough or final draft) can 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).

Student Behavioral Expectations or Conduct Policy:

Definitions:

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

** You will need to access each link separately through your Web browser (for example: Internet Explorer, Mozilla, Chrome, or Safari) to print each link's information.*

McLennan COMMUNITY COLLEGE

ACADEMIC RESOURCES/POLICIES

Student Support/Resources:
MCC provides a variety of services to support student success in the classroom and in your academic pursuits to include counseling, tutors, technology help desk, advising, financial aid, etc. A listing of these and the many other services available to our students is available at http://www.mclennan.edu/campus-resource-guide/

College personnel recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources or want to explore strategies for balancing life and school, we encourage you to contact a success coach by calling (254) 299-8226. Students can visit the Completion Center Monday-Friday from 8 a.m.-5 p.m. to schedule a meeting with a success coach and receive additional resources and support to help reach academic and personal goals. Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff based on household size. Text (254) 870-7573 to schedule a pantry appointment. The Completion Center and pantry are located on the Second Floor of the Student Services Center (SSC).

MCC Foundation Emergency Grant Fund:
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.

Minimum Technical Skills:
Students should have basic computer skills, knowledge of word processing software, and a basic understanding of how to use search engines and common web browsers.

Backup Plan for Technology:
In the event MCC's technology systems are down, you will be contacted/notified through your MCC student email address. Please note that all assignments and activities will be due on the date specified in the Instructor Plan, unless otherwise noted by the instructor.

*** Click Here for the Minimum System Requirements to Utilize MCC's D2L|Brightspace (https://www.mclennan.edu/center-for-teaching-and-learning/Faculty%20and%20Staff%20Commons/requirements.html)**
Click on the link above for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

Email Policy:
McLennan Community College would like to remind you of the policy (http://www.mclennan.edu/employees/policy-manual/docs/E-XXXI-B.pdf) regarding college email. All students, faculty, and staff are encouraged to use their McLennan email addresses when conducting college business.

A student's McLennan email address is the preferred email address that college employees should use for official college information or business. Students are expected to read and, if needed, respond in a timely manner to college emails.

Instructional Uses of Email:
Faculty members can determine classroom use of email or electronic communications. Faculty should expect and encourage students to check the college email on a regular basis. Faculty should inform students in the course syllabus if another communication method is to be used and of any special or unusual expectations for electronic communications.

If a faculty member prefers not to communicate by email with her/his students, it should be reflected in the course syllabus and information should be provided for the preferred form of communication.

Email on Mobile Devices:
The College recommends that you set up your mobile device to receive McLennan emails.

Forwarding Emails:
You may forward the emails that come to your McLennan address to alternate email addresses; however, the College will not be held responsible for emails forwarded to an alternate address that may become lost or placed in junk or spam filters.

Accommodations/ADA Statement
Any student who is a qualified individual with a disability may request reasonable accommodations to assist with providing equal access to educational opportunities. Students should contact the Accommodations Coordinator as soon as possible to provide documentation and make necessary arrangements. Once that process is completed, appropriate verification will be provided to the student and instructor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification has been provided by the Accommodations Coordinator. Instructors should not provide accommodations unless approved by the Accommodations Coordinator. For additional information, please visit mclennan.edu/disability.

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

disabilities@mclennan.edu
254-299-8122
Room 319, Student Services Center

*** Click Here for more information about Title IX**
(www.mclennan.edu/titleix)
We care about your safety, and value an environment where students and instructors can successfully teach and learn together. If you or someone you know experiences unwelcomed behavior, we are here to help. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the Title IX Coordinator at

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

McLennan's Title IX webpage (http://www.mclennan.edu/titleix/) contains more information about definitions, reporting, confidentiality, resources, and what to do if you or someone you know is a victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence, or domestic violence.

* *You will need to access each link separately through your web browser (for example Mozilla Firefox, Chrome, Microsoft Edge, or Safari) to print each link's information.*