McLennan

C O M M U N I T Y

C O L L E G E

WACO, TEXAS

COURSE SYLLABUS

AND

INSTRUCTOR PLAN

COMPOSITION II

ENGL 1302.092

Jeremy Land, Ph.D.

NOTE: This is a 16-week online 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 about 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.

COMPOSITION II

ENGL 1302.C48

Course Description:
This course is an 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:
Students must have met the requirements for ENGL 1301 before taking this class.

INSTRUCTOR INFORMATION:
Instructor Name: Jeremy Land
MCC E-mail: jland@mclennan.edu
Office Phone Number: 8962
Office Location: FO 107
Office/Teacher Conference Hours: By Appointment via Zoom

REQUIRED TEXT & MATERIALS:
There is no textbook for this class; although, I strongly suggest students concerned with mechanical errors in their final drafts may want to download a free editing software program like Grammarly or Prowriting Aid.

Also, if you haven't done so already you **will need to download a copy of Microsoft Office** from MCC's technical services. All major essays should be drafted using Microsoft Word. This program is free to you as a student. Simply, follow the link below to download your copy of the program.

MCC BOOKSTORE WEBSITE: http://www.mclennan.edu/bookstore/

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, we encourage you to contact a success coach by calling (254) 299-8226. Students can visit the Completion Center Monday-Friday from 8:00 a.m.-5:00 p.m. to meet with a success coach and receive additional resources and support to help reach academic and personal goals. Paulanne's Pantry (MCC's food pantry) is open 12:00 p.m.-1:00 p.m., Monday-Friday, without an 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 [here](https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf) (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) (**https://www.mclennan.edu/center-for-teaching-and-learning/Faculty%20and%20Staff%20Commons/requirements.html**)
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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.

CLASSROOM PROCEDURES AND EXPECTATIONS:
I consider this class a professional working environment and, as such, I expect you to treat it in the same manner. Below I've broken down some of the more common scenarios in which we will interact with one another in this classroom, and I have included my expectations for appropriate behavior.

CLASS DISCUSSIONS GUIDELINES:
Discussions in this course can touch on subjects that evoke strong responses from people. As colleagues, we will respect differences of opinions and academic freedom of expression so long as those opinions and ideas are based on strong evidence and /or logically reasoning.

ZOOM MEETING ETIQUETTE:
Because this is an online course, this class will have an array of weekly meetings via Zoom. Even though we are conducting these meetings from our home or some other place outside the traditional classroom, there are certain expectations for these meetings. They are as follows:

- Your camera must be on, and I must be able to see your face.
- You may have a virtual background, if you like, to maintain your privacy.
- If you choose to have a virtual background, it must be appropriate for class.
- You must be dressed as if you are attending class.
- Your name must be visible.

CORE OBJECTIVES FOR COMMUNICATION:
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
Students will

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 GRADING INFORMATION:

Grades for the class are divided into the following categories and are weighted as follows:

Essay I: Summary and Response	10%		A	=	100 – 90 points
Essay II: Classical Argument	15%		B	=	89 – 80 points
Essay III: Argument Analysis	10%		C	=	79 – 70 points
Essay IV: Research Paper	20%		D	=	69 – 60 points
Quizzes / Other Assignments	15%		F	=	59 points and below
Class Discussions Post	10%				
Class Participation	10%				
Final Exam	10%				

Essay I: In this first essay you are to find an argument about a social issue you think is important, summarize that argument, and respond by either agreeing or disagreeing with that argument.

Essay II: In this essay, you will make an argument about a social problem that concerns you and make an argument that I should care about that problem as well. Ideally, this second essay should be the same social issue you identified in Essay I.

Essay III: In this third essay, you will apply formal analytical tools to your second essay in an effort to revise it. You will also supply a report detailing what changes you made to your argument.

Essay IV: In your final major essay you will research a particular social problem and suggest a researched solution to that problem. Preferably, you will expand Essay III into an academic research paper.

Quizzes / Other Assignments: Throughout the semester there will be reading quizzes and other assignments. Each one of these is designed to help you develop one of the writing projects, so take them and my feedback seriously as it will help you be a better writer.

Class Discussion Post: With each major essay you will be divided into small discussion groups. In these groups, you will critique specific elements of one another's writing. These will largely function as a type of peer review

Class Participation: Over the next 15 weeks you are **REQUIRED TO MEET WITH ME VIA ZOOM 12 TIMES**. I will offer several Zoom meetings per week**: MONDAY NIGHTS AT 7:00 PM, WEDNESDAY NIGHTS AT 7:00 PM, AND FRIDAYS IF A STUDENT REQUESTS ADDITIONAL MEETING TIME IN ADVANCE**. You can sign-up for any of these meeting times that you like using a Google doc linked to your class Brightspace page. This sign-up sheet is for your recording keeping purposes; however, if you can't make a meeting you signed up for simply come to another meeting time.

LATE WORK, ATTENDANCE, AND MAKE-UP WORK POLICIES:

LATE WORK IS NOT PERMITTED. If unforeseen events prevent you from completing a task on time,

you need to **CONTACT ME BEFORE THE DEADLINE** with an explanation and a timeline to complete the assignment if you need an **EXTENSION**.

All work is turned in via Brightspace. Unless otherwise noted, **EMAILING ME AN ASSIGNMENT** when you are finished **IS NOT CONSIDERED TURNING IN AN ASSIGNMENT**.

Unfortunately, some students may suffer a familial tragedy during the semester that prevents them from completing an assignment on time. If this is the case, please contact the MCC Student Counseling Services and ask them to contact your professors. Doing so will save you time, document your situation for your professors, and prevent you from repeatedly having to explain a painful situation.

MCC Student Counseling Center
counseling@MCC.edu
254.299.8210
Hours of operation
Monday – Friday, 8:00 am – 5:00 pm

Because this is an online class, **ATTENDANCE IS ALSO TAKEN BY COMPLETING AND SUBMITTING THE WEEKLY ASSIGNMENTS**. If you do not complete and submit the weekly assignments, you will be counted absent for the day it was due and **DROPPED FROM THE COURSE IF YOU MISS 25% OF THE CLASS**.

* 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.

A SPECIAL NOTE ON PLAGIARISM:

You are responsible for generating original content for all your assignments in this class. Plagiarized papers, quizzes, and discussion questions will not be accepted and will automatically be counted as a zero. Likewise, particularly egregious offices will be turned over disciplinary action.

To help remind you of what constitutes plagiarism, each student is required to submit the results of the Indiana University plagiarism certification test.

* 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.

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 (Vice President for Student
Success) 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.

COMPOSITION II

ENGL 1302.C48

Week 1:
Unit 1: Summary and Response For this unit, we are exploring ways to respond to arguments by focusing on ongoing questions about social justice in our society. As a class, we will read several arguments related to inequality in our society and decided whether or not we agree or disagree with the author's argument. Your goal will be to choose one of the sample arguments provided and write a response to that argument that accurately summarizes the author's claim and expresses the degree to which you either agree or disagree with that claim. Further details will be provided in the 'Essay One' prompt, but for now, I've provided a series of guiding questions to help frame our thinking. **Guiding Questions:** In what context was this argument made? What is the author's bias, and what role does it play in the argument? How do I distinguish between a valid argument and a false one? How do I respond to an argument constructively?

01/11 – 01/17 **COMPLETE SMARTMEASURE SURVEY** **COMPLETE INDIANA PLAGIARISM CERTIFICATION** **COMPLETE WEB QUEST** **ALL ASSIGNMENTS ARE DUE BY 11:59 PM ON SUNDAY 01/17**	**IN CLASS OBJECTIVES:** ✓ Introductions, syllabus, a tour of Brightspace page, and introduce unit 1 goals **Class Assignments Part 1** ✓ Watch introductory video ✓ Take the Smartmeasure assignment to determine your weaknesses and strengthens in an online class. (Found under the assignment section of Brightspace) ✓ **SUBMIT A SUMMARY PDF TO BRIGHTSPACE ASSIGNMENT LINK.** ✓ Keep a copy of the full report for yourself. **Class Assignment Part 2** ✓ Take web quest ✓ **SUBMIT WEB QUEST ASSIGNMENT TO BRIGHTSAPCE ASSIGNMENT LINK.**
Week 2	
01/18 – 01/24	**IN CLASS OBJECTIVES:** ✓ Introduce essay 1 ✓ Notes on the structure of an argument ✓ Notes on summarizing and responding to arguments effectively

Post initial post for class discussion 1 by Wednesday 01/20 by 11:59 pm. **Post response to class discussion 1 by Sunday 01/24 by 11:59** **Quiz 1 due by Sunday 01/24 by 11:59 pm.**	**Class Assignments Part 1** ✓ Watch video on the structure of an argument ✓ Review corresponding notes ✓ **PARTICIPATE IN CLASS DISCUSSION 1 – "BAD MOVIE SUMMARIES"** **Class Assignments Part 2** ✓ Watch video on responding to arguments effectively ✓ Review corresponding notes ✓ Choose one of the sample arguments for your first paper. (Found on the content page of Brightspace) ✓ **TAKE AND SUBMIT QUIZ 1 - "WHAT ARE THE PARTS OF AN ARGUMENT"** ✓ **REVIEW REQUIREMENTS FOR ESSAY 1**
Week 3	
01/25 – 01/31 **Submit Quiz 2 by 11:59 on Wednesday 01/27 by 11:59 PM** **Make your initial post to discussion board 2 by 11:59 pm on Friday 01/29**	**IN CLASS OBJECTIVES:** ✓ Read and analyze sample argument ✓ Notes on effective introductions ✓ Begin drafting essay 1 **Class Assignments Part 1** ✓ Watch video on writing an effective introduction ✓ Review corresponding notes ✓ **TAKE AND SUBMIT QUIZ 2 – "THE MOST EFFECTIVE INTRODUCTION"** **Class Assignments Part 2** ✓ Begin drafting essay 1 ✓ **PARTICIPATE IN DISCUSSION BOARD 2 – "WHAT SHOULD I DO ABOUT THIS INTRODUCTION" WITH YOUR PEER EDITING GROUP.**
Week 4	
02/01 – 02/07 **Respond to discussion board 2 by 11:59 on Monday 02/01.** **Submit rough draft to SmarThinking via Brightspace.**	**IN CLASS OBJECTIVES:** ✓ Draft essay 1 ✓ Peer review others' work **Class Assignments Part 1** ✓ **SUBMIT A RESPONSE TO CLASS DISCUSSION 2** ✓ Finish rough draft of essay 1

	Class Assignments Part 2
Quiz 3 due by 11:59 pm on Sunday 9/20.	✓ Peer review rough draft of essay 1 ✓ **TAKE AND SUBMIT QUIZ 3 –** **"WHAT DID I CHANGE ABOUT THE ESSAY?"**

Week 5

Unit 2: The Classical Argument

For this unit, we are primarily exploring two areas: the origins of formal argument and the classic structure of argument that dominated public speaking and rhetorical discourse for centuries. Our goal is to write an informed argument on behalf of a social justice cause you deem important.

In fact, your primary goal, in this writing assignment, is to identify a cause and convince your audience they should do something on behalf of that cause. More details about this assignment are in the essay prompt. For now, I've included some questions to guide our thinking throughout this unit.

Guiding Questions:
What are the five different components of a classical argument?
What are the social justice issues that I care deeply about?
How can I find information to inform my argument?
How can I address objections to my argument effectively?
How have others used this approach to argument to advocate for their beliefs?
How have other writers manipulated the components of a classical argument to make their argument more effective?
How can I apply the different examples of classical argument to my writing?

02/08 – 02/14	**IN CLASS OBJECTIVES**: ✓ Introduce the classical argument model ✓ Review sample arguments
ESSAY I DUE BY 11:59 PM **ON TUESDAY 02/09.** **Both quizzes 4 & 5 are due by 11:59 pm on Sunday 02/14.**	**Class Assignments Part 1** ✓ Watch video on classical argument ✓ Review corresponding notes ✓ Watch annotated video of President Obama's speech ✓ **Quiz 4 assigned – Analysis of Obama's speech** **Class Assignments Part 2** ✓ Review additional professional examples ✓ **Quiz 5 assigned – Analyzing professional models**

Week 6

02/15 – 02/21	**IN CLASS OBJECTIVES:** ✓ Introduce essay 2 ✓ Select a topic for essay 2 ✓ Begin researching for essay 2

Quiz 6 is due by 11:59 pm on Wednesday 02/17 **Your annotated bibliography is due by 11:59 on Sunday 02/21**	**Class Assignments Part 1** ✓ Watch video on how to access *Gale in Context Opposing View Points*. ✓ Use *Gale in Context Opposing View Points* to select a social justice cause for your second essay. ✓ **Quiz 6 – What Am I writing about** **Class Assignments Part 2** ✓ Watch video on how to create an annotated bibliography ✓ Draft annotated bibliography ✓ Begin drafting essay 2 based on the classical argument model.
Week 7	
02/22 – 02/28 **Quiz 7 is due by 11:59 pm on Wednesday 02/24** **Post to discussion board 3 by 11:59 on Friday 02/26**	**IN CLASS OBJECTIVES:** ✓ Collect sources for your second essay ✓ Learn to cite our sources correctly ✓ Review effective body paragraph ✓ Learn from student examples **Class Assignments Part 1** ✓ Watch video on how to effectively construct a body paragraph ✓ Watch my analysis of two student models ✓ **Quiz 7 – Which is the most effective student essay? is assigned.** **Class Assignments Part 2** ✓ Draft essay 2 ✓ Discussion board 3 is assigned. ✓ **Participate in class discussion 3 – "What can I do to improve a section of my essay?"**
Week 8	
03/01 – 03/07 **Respond class discussion 3 by 11:59 pm on Monday 03/01** **Quiz 8 due by 11:59 pm on Sunday 03/07**	**IN CLASS OBJECTIVES:** ✓ Draft essay 2 ✓ Peer review essay 2 **Class Assignments Part 1** ✓ Finish writing a draft of essay 2 **Class Assignments Part 2** ✓ Revise rough draft

	✓ **Quiz 8 – What changes did I make? assigned**

Week 9	
03/08 – 03/14	**SPRING BREAK**

Week 10	

Unit 3: Argument Analysis

In this unit, you will move from creating a classical argument to analyzing, critiquing, and revising your arguments. Your goal in this unit is to analyze your second essay argument's effectiveness and revise it using a specific set of rhetorical analysis tools.

Guiding Questions:

To what extent is any given argument useful and /or limited?
What are the appeals and fallacies associated with emotions, logic, and authority?
Is the argument I am reading hampered by any obvious fallacies, and can it be improved?

03/15 – 03/21 **ESSAY II DUE BY 11:59 PM ON TUESDAY 03/16** **Quizzes 9 and 10 are due by 11:59 pm on Sunday 03/21**	**IN CLASS OBJECTIVES**: ✓ Assign and introduce paper 3 ✓ Understand the Toulmin model of argument **Class Assignments Part 1** ✓ Watch video on the Toulmin model ✓ Review corresponding notes ✓ **Complete and submit quiz 9 – "What assumptions are people making?"** **Class Assignments Part 2** ✓ Watch video on ethos, pathos, and logos ✓ Review corresponding notes ✓ **Complete and submit quiz 10 – "Recognizing appeals and assumptions"**

Week 11	
03/22 – 03/28 **Quiz 11 is due by 11:59 pm on Wednesday 03/24**	**IN CLASS OBJECTIVES:** ✓ Continue looking at the relationship between ethos, pathos, and logos. ✓ Begin analysis and revision of essay 2 **Class Assignments Part 1** ✓ Watch the video on fallacies of ethos, pathos, and logos. ✓ Review corresponding notes

Post to class discussion 4 by 11:59 pm on Friday 03/26	✓ **Quiz 11 – Ethos, Pathos, and Logos assigned** **Class Assignment Part 2** ✓ Draft essay 3 ✓ **Class discussion 4 is assigned**
Week 12	
03/29 – 04/04 **Respond to class discussion 4 by 11:59 pm on Monday 03/29**	**IN CLASS OBJECTIVES**: ✓ Learn about revision choices via student examples ✓ Continue to draft paper 3 **Class Assignments Part 1** ✓ Watch video of guided analysis of the revision process **Class Assignment Part 2** ✓ Analysis of additional examples of student work along with rubric. ✓ Finish revisions to essay 3
Week 13	
Unit 4: The Researched Argument	
In this final writing project, you will develop a sustained argument about a social issue you care about. Your argument will be supported by a combination of primary and peer-reviewed sources. Your objective in this project is to develop a line of inquiry, research a potential answer, and then effectively communicate your position on that issue. **Guiding Question**: What is a social justice issue that I care about and what is one potential solution to that problem? How do I go about researching reliable information on my topic? How do I effectively form my research into an effective essay?	
04/05 – 04/11 **ESSAY III DUE BY 11:59 PM ON TUESDAY 04/06**	**IN CLASS OBJECTIVES**: ✓ Complete draft of essay 3 ✓ Introduce paper 4 ✓ Begin outlining a research paper ✓ Begin to gather sources **Class Assignment Part 1** ✓ **TURN IN ESSAY 3** ✓ Watch a video explaining the research question and gathering resources

Quiz 12 is due by 11:59 pm on Thursday 04/08	✓ **Quiz 12 – What is my research question? assigned** **Class Assignment Part 2** ✓ Begin researching for research paper ✓ Begin drafting annotated bibliography
Week 14	
04/12 – 04/18 **Second annotated bibliography due by 11:59 pm on Wednesday 04/14** **Have your introduction finished by Sunday 04/18**	**IN CLASS OBJECTIVES**: ✓ Finish annotated bibliography ✓ Begin drafting introduction **Class Assignment Part 1** ✓ **Turn in the second annotated bibliography** ✓ Watch video on outlining your research paper **Class Assignment Part 2** ✓ Draft introduction for research paper ✓ **Class discussion**
Week 15	
04/19 – 04/25 **Quiz 13 due by 11:59 pm on Thursday 04/22**	**IN CLASS OBJECTIVES**: ✓ Building effective body paragraphs in a research paper ✓ Review the effective integration of sources **Class Assignments Part 1** ✓ Watch video of guided analysis of body paragraphs in a research paper ✓ Quiz 13 assigned – How am I progressing? **Class Assignment Part 2** ✓ Draft body section of your research paper
Week 16	
04/26 – 05/02 **Post to the class discussion board by 11:59 pm on Wednesday 04/28**	**IN CLASS OBJECTIVES**: ✓ Continued work on body paragraphs ✓ Basics of an effective conclusion **Class Assignments Part 1** ✓ Continue to write body paragraphs ✓ Watch video of guided analysis of effective conclusions ✓ **Participate in class discussion 5 –**

	Class Assignments Part 2 ✓ Peer review essay up to this point ✓ Work on conclusion
Week 17	
05/03 – 05/09 **Research paper is due by 11:59 pm on Monday 05/03** **Final Exam must be completed by 11:59 pm on Wednesday 05/05**	**IN CLASS OBJECTIVES**: ✓ Finish and submit research project ✓ Final class discussion Class assignments ✓ Turn in research paper ✓ Take final exam

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).

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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.

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* 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
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communication.

Email on Mobile Devices:
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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
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accommodations to assist with providing equal access to educational opportunities. Students
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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.*