



WACO, TEXAS

**COURSE SYLLABUS
AND
INSTRUCTOR PLAN**

**Intro to Mass Communication
COMM 2300_002**

Dr. Stephen Swanson

NOTE: This is a 16-week course.

COVID 19 Notice:

McLennan Community College is committed to providing you with every resource you need to reach your academic goals including your safety. We will continue to monitor the evolving situation with COVID 19 and adjust our safety guidelines to make sure we offer a safe environment for you and our faculty. Please make sure to consult your faculty and the MCC website at <https://www.mclennan.edu/crisis-management/coronavirus-updates/index.html> on any changes to these guidelines.

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SPRING 2022

Course Description:

Criticism and analysis of the function, role, and responsibility of the mass media in modern society

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from the consumer perspective. Includes the ethical problems and issues facing each media format, with the effect of political, economic, and cultural factors on the operation of the media.

Semester hours 3 (3 lec)

Prerequisites and/or Corequisites:

Successful completion of COMM 1307 or permission of instructor.

Course Notes and Instructor Recommendations:

Students who have not met preliminary reading or writing targets (through successful TSI or ENGL 0401/0402) should talk to Prof. Swanson about continuing this course at this time. There will be a fair amount of reading and writing necessary at the college level to be successful in the course.

Instructor Information:

Instructor Name: Stephen Swanson

MCC E-mail: sswanson@mclennan.edu; sswanson@students.mclennan.edu

Office Phone Number: 299-8922

Office Location: Faculty Office Building 222

Office/Teacher Conference Hours: by appt.

Other Instruction Information: Students may also contact me via Google Hangout using sswanson@students.mclennan.edu

Required Text & Materials:

Title: Media in Society

Author: Campbell et al

Edition:

Publisher: Bedford St . Martin's

ISBN: 978-0-312-17986-1

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

Methods of Teaching and Learning:

Includes lectures, class discussion, in-class/out-of-class reading assignments, group work, regular journals, quizzes, exams, presentations, and other in- and out-of-class writing assignments.

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

Course Objectives and/or Competencies:

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Students will...

- A. Gain a comprehensive understanding of the purpose of mass communications;
- B. Recognize the real and potential consequences of mass media messages on individuals, society, and cultures in the present day;
- C. Be able to analyze, synthesize, and evaluate mass communication topics;
- D. Complete four major writing assignments;
- E. Show mastery of content material on three tests;
- F. Show mastery in class participation activities, which include announced and unannounced short quizzes.

Course Outline or Schedule:

COMM 1307 Schedule for Spring 2022

(Any schedule changes will be given in class, sent by email, and/or posted via Google.)

Readings are from *Media in Society* unless otherwise noted in the assignment.

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

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

Unit 1: 1/10 - 1/16

Topics:

- Expectations and Perspectives of Media:
- Roles of Media and Our Roles in Them:

Due:

- **Rd. Syllabus**
- **Watch Prof. Filgo's video on thinking, learning, and media:**
<https://youtu.be/cI3PBLvOcb8>
- **Quiz 01 (Brightspace)**
- **Discussion 01 (Classroom)**
- **Extra Credit Practice (5 pts each):**
 - **E-mail Prof. Swanson from your student email**
 - **Practice Welcome Discussion (Classroom)**
 - **Practice Quiz (Brightspace)**
 - **Practice Writing Assignment (Classroom)**

Unit 02: 1/14 - 1/23

NO In-Person Class on 1/17 (if relevant)

Topics:

- Why We Study Media
- Current Issues

Due:

- Rd. Ch. 1 “Introduction: Understanding Media in Society” (pp 3-25)
- Quiz 02 on Ch. 1
- Discussion 02

Unit 03: 1/21 - 1/30

Topics:

- Media Metaphors
- Finding Our Metaphors

Due:

- Rd. Ch. 2 “Media Metaphors” (pp 27-51); Rd. Lakoff and Johnson, Chaps. 25 (pdf pp. 133-140), 29 (pdf pp. 161-162), and 30 (pdf pp. 163-168) (link in Classroom)
- Quiz 03
- Discussion 03

Unit 04: 1/28 - 2/6

Topics:

- Visual Literacy
- Reading a Visual Text

Due:

- Rd. Ch. 3 “Visual Literacy and the Truth behind an Image” (pp 53-77)
- Rd. Scott McCloud, Ch 2, 3, 5, and 6 (link in Classwork in Classroom)
- Quiz 04
- Discussion 04

Unit 05: 2/4 - 2/13

Topics:

- Discussion of Presentation/Project Assignments

Due:

- Quiz 05
- Discussion 05

*****Deadline for Conference Meeting is 2/11 @ 5p*****

Unit 06: 2/11 - 2/20

Topics:

- Formula and Cycles
- The Hero's Quest

Due:

- Rd Ch. 4 "Narrative Formulas and the Cycle of Storytelling" (pp 79-101):
- Rd Berger's "Vladimir Propp 'Morphology of the Folktale'" (Classroom)
- Quiz 06
- Discussion 06

Unit 07: 2/18 - 2/27

Topics:

- Discussion of Presentations/Projects
- Inquiry Proposals

Due:

- Quiz 07
- Discussion 07
- Project Proposal

Unit 08: 2/25 - 3/6

Topics:

- Politics
- News and Democracy

Due:

- Rd. Ch. 5 “Political Stories and Media Messages” (pp 103-131):
- Rd. Ch. 6 “News, Culture, and Democracy” (pp 133-163).
- Quiz 08
- Discussion 08

Unit 09: 3/4 - 3/20

NO CLASS 7th - 11th, Spring Break

Topics:

- Mis- and Disinformation

Due:

- Rd. Karnitz, “Teachers aren’t losers. They’re lifesavers” :
<https://www.pbs.org/newshour/education/opinion-teachers-arent-losers-theyre-lifesavers>
- Rd. Roberts-Miller “What happens when we abandon norms of accountability?”:
<http://www.patriciarobertsmiller.com/2020/02/20/what-happens-when-we-abandon-norms-of-accountability-penn-talk/>
- -Rd Schudson, “Here’s What Non-Fake News Looks Like”:
<http://www.cjr.org/analysis/fake-news-real-news-list.php>
- Quiz 09
- Discussion 09
- Preliminary Research Update

Unit 10: 3/18 - 3/27

Topics:

- Media Economics

Due:

- Rd. Ch. 7 “Media Economics” (pp 165-179):
- Quiz 10
- Discussion 10

Unit 11: 3/25 - 4/3

Topics:

- More Media and Economics

Due:

- Rd. Ch. 7 “Media Economics” (pp 179-195);
- Quiz 11
- Discussion 11
- Annotated Bibliography (8+ sources; 100+ word summary & 100+ word analysis per source)

Unit 12: 4/1 - 4/10

Topics:

- Entertainment, Representation, and Popular Culture

Due:

- Rd. Ch 8 “Entertainment and Popular Culture” (pp. 197-219)
- Rd. Ch 9 “Representation in the Media” (pp 221-232) &
- Rd. <https://www.npr.org/sections/codeswitch/2020/02/08/770174171/when-bias-is-coded-into-our-technology>
- Quiz 12
- Discussion 12

Unit 13: 4/8 - 4/17

Topics:

- Representation in the Media (cont.)

Due:

- Rd. Ch 9 “Representation in the Media” (pp 232-249)
- Rd. [bell hooks, “Cultural Criticism & Transformation”](#)
- Quiz 13
- Discussion 13
- RDs of inquiry paper and presentation

Unit 14: 4/15 - 4/24

Topics:

- Discussing Inquiry RD & Technology

Due:

- Rd. Ch 10 “Technology, Convergence, and Democracy” (pp 251-275);
- Quiz 14
- Discussion 14

Unit 15 & Final: 4/22 - 5/3

Topics:

- Globalization

Due:

- Rd. Ch 11 “Media Globalization” (pp. 277-303):
- Quiz 15
- Discussion 15
- Presentation & Essay Final (Due during final exam period: 11:10a - 1:10p, 5/5)

Check your final schedule here:

<https://www.mclennan.edu/dates/finals/Spring%202022%20Final%20Exam%20Schedule.html>

*****NOTE:** This schedule is a work-in-progress. It is subject to change, but the instructor will try to make sure that any changes that are made are with the consensus of the class.

Course Grading Information:

Course Grading Scale

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

Planned Assignments/Graded Content:

1. **Quizzes- (150 pts):** We will have quizzes in every unit over the readings or work due for the class period. Only the top 10 quizzes will count towards the final grade.
2. **Discussions- (300 pts.):** Every week, you will post a discussion on Classroom and comment on at least one other discussion post. For each discussion entry, you will be required to skim the readings for the coming week, pick a specific issue, term, and/or quotation that is coming up, and compose an engagement with that and show your critical thinking, reading, and writing. These reflections must be **at least** 200 words long. For full credit on comments, you are expected to

post at least 2, substantial (min. 100 words) comments per unit.

3. **Participation and Preparedness (100 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 in the classroom.

4. **Conference (50 pts.):** Students will receive an automatic 50 points for making and keeping a conference appointment with me before the date on the schedule above.

5. **Proposal (50 pts):** Students will have to pick media topic of inquiry, using the knowledge and skills of the course. The proposal will be a short essay presenting and explaining the subject, topic of inquiry, and the importance/meaning of this potential project.

6. **Presentation (50pts for RD/Update + 125 pts for Final=175 pts):** Students will have to prepare and give one presentation that takes their inquiry topic from the proposal (although it will narrow and change) and uses the knowledge and skills of becoming literate in converging media to dig deeper, research, and raise a specific connection with course concepts and a specific discussion and engagement question. The presentation must be around 10 minutes in length and make effective use of a Powerpoint or similar presentation method. More information will be given about the parameters and requirements of this project as the semester continues.

7. **Final Essay (AB: 50 + Final 125= 175 pts.):** Students will research and write one essay offering a critical argument to and/or analysis of a specific part of their inquiry topic. The essay should make a specific argument within the topic/inquiry discussion and must show significant, academic research and critical ability. The essay must be in MLA format, include at least 5 sources, 2 of which must be scholarly/academic (properly cited), and must be a minimum of 1500 words (not including header and Works Cited page).

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.

Discussions Grading

- The purpose of writing in this course should focus on demonstrating student abilities to grow in critical thinking, reading, and writing. Because of this, I will evaluate student work based on how well it accomplishes each element of the critical process (description, analysis, interpretation, evaluation, and engagement)
- 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.

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- These do not need to be perfect, but you should strive to improve in critical thinking, reading, and writing over the term.

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 titled/saved so that their file name follows the general format: Last name first name filename.
 - So, I would title the file for this syllabus: Swanson Stephen Syllabus Fall 2020.
 - Do not use special characters such as "#" or "/" or "\$" in the title, as they can cause problems in storage and recovery.
- Assignments must be submitted as Google Docs. If you need help converting your document to a Google Doc, please contact me significantly before an assignment is due.

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

Rough Draft/Sketch Grading

- Rough drafts and sketches must always meet the minimum expectations for the assignment in terms of formatting, topic, length, and source requirements.
- **Think of rough drafts as close to final drafts.** They should represent a significant mid-point in the writing process, not the beginning.
- 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.

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 (also beyond description and into deeper areas of critical communication). It is well argued and well organized with a clear, specific, and ambitious thesis. It is well developed with content that is specific, interesting, appropriate, and convincing. It has logical and artful transitions and is marked by stylistic finesse and varied sentence structures. It demonstrates command of mature diction and has few, if any, mechanical, grammatical, spelling, or diction errors.

- **A B paper** (80-89%) is excellent in several respects but may have a less sophisticated thesis, a less distinguished style, some minor lapses in organization and development, some ineffective sentence structures, and some minor mechanical, grammatical, spelling, or diction problems.
- **A C paper** (70-79%) is generally competent, but compared to a B paper, it may have a weaker thesis and less effective style and development. It may contain some lapses in organization, poor or awkward transitions, less varied sentence structures that tend toward choppy or monotony, significant problems with mechanics, grammar, spelling, and diction.
- **A D paper** (60-69%) is below average and may present a thesis that is too vague or too obvious to be developed effectively. It generally exhibits problems with organization, support, transitions, sentence structures, mechanics, grammar, spelling, and diction that impede understanding.
- **An F paper** (59% and below) is far below average and may have no clear thesis or central topic. It may display a lack of organization, support, and development. It may contain major and repeated problems with mechanics, grammar, spelling, and diction and may fail to fulfill the assignment or may be unacceptably brief.

Late Work, Attendance, and Make Up Work Policies:

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 (if applicable):

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

Students who fail to complete 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).

Course Attendance Policies:

- In accordance with the MCC Attendance policy, students who miss more than 25% of the course will be dropped from the course (barring specific, emergency situations which the student and instructor have communicated and agreed on).
 - If there is a valid reason why you went/will overreach the allowed absences, please contact me ASAP to talk about options and reductions in penalties.
- If you are absent for one of the “excused” reasons allowed by the MCC-wide policy, you will still need to make up work, when possible and permitted.
 - For most of the excused reasons, you should know beforehand that you will be missing class and must make arrangements prior to missing class in these cases.
- Your “excused” absences can still count against the “allowed” absences for the class.
 - If you are a member of a team or organization that would require you to miss frequently, then we need to talk, and a meeting between me, the organization supervisor/coach, and you might be necessary to plan out the ways to minimize these problems.

Make Up Work Policies:

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

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

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

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

Student Behavioral Expectations or Conduct Policy:

Participation:

Participation does count for 5% of your final grade. The rubric also gives a clear idea of the expectations for the student behavior in the class. A student must meet all of the requirements to earn a particular grade level. For example, a student who “adds to the quality of the discussion...” (A-level) but has three absences classes over the term (C-level) will probably not earn above a C for participation.

A (90-100)

- Prepare before every class/unit – including clearly demonstrating that they’ve completed the work and reading the material necessary BEFORE that class period/unit.
- Ask questions if they do not understand the material.
- Add to the quality of the discussion by consistent out-of-class preparation and thoughtful and positive participation in class blogs, discussions, and other assignments.
- Do all the homework assignments prior to their deadlines and, moreover, turn in thoughtful, detailed, thorough, and well-written homework assignments.

B (80-89)

- Prepare before every class assignment.
- Normally ask questions when they do not understand the material and goes beyond the minimum expectations for participation in assignments.
- The class benefits from their participation because they have prepared their work and demonstrate a fundamental understanding of the material. However, these students have not yet fully committed themselves to mastering the material.
- Do most of the work. Some of the assignments, however, are a bit sparse and a bit superficial.

C (70-79)

- Prepare before class assignments except on rare occasions.
- Although uncertain about the subject matter, they infrequently ask questions in class
- Rarely volunteer for discussion beyond the minimum requirements and often demonstrate superficial or insufficient engagement with the course material and process through a lack of preparation.
- Their participation, though mostly adequate in quantity, fails to demonstrate active participation and seems to default to a passive observation.
- Do not do some homework assignments and tend to do the bare minimum required to

complete each assignment.

D (60-69)

- Often demonstrate a lack of preparation during the course period.
- Although uncertain about the subject matter, they rarely ask questions or engage with the instructor or peers.
- Participation is limited to completing only the minimum of work.
- Students participate in class discussions and blogs, but sometimes they do so in disrespectful ways.
- Frequently miss assignments. Usually do the bare minimum needed to complete an assignment.
- Appear to place the responsibility for learning almost entirely on the course/instructor.
- Through their neglect of preparation, they fail to contribute significantly to course lectures, discussions, blogs, or other assignments.

Failing

- Have more than 4 absences.
- Rarely prepare for class.
- Very infrequently ask questions and rarely engage with faculty or peers.
- Behave in inappropriate ways in the class blogs, discussion, or other assignments.
- These individuals deter other students from learning through disrupting the educational atmosphere.
- Have not turned in a significant amount of assignments.

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 additional guidelines specific to this course.

McLennan

C O M M U N I T Y

COLLEGE

ACADEMIC RESOURCES/POLICIES

Accommodations/ADA Statement:

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

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

disabilities@mclennan.edu

254-299-8122

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 Title IX Coordinator at titleix@mclennan.edu or by calling Dr. Drew Canham (Chief of Staff for Diversity, Equity & Inclusion/Title IX) at (254) 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC at (254) 299-8210. The MCC Student Counseling Center is a confidential resource for students. Any student or employee may report sexual harassment anonymously by visiting <http://www.lighthouse-services.com/mclennan/>.

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

Student Support/Resources:

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

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 or emailing SuccessCoach@mclennan.edu. Students may 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.

MCC Academic Integrity Statement:

Go to www.mclennan.edu/academic-integrity for information about academic integrity, dishonesty, and cheating.

Minimum System Requirements to Utilize MCC's D2L|Brightspace:

Go to <https://www.mclennan.edu/center-for-teaching-and-learning/Faculty-and-Staff-Commons/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.

Instructional Uses of Email:

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

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

Email on Mobile Devices:

The College recommends that you set up your mobile device to receive McLennan emails. If you need assistance with set-up, you may email Helpdesk@mclennan.edu for help.

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.

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.