

**McLennan**  
C O M M U N I T Y  
**C O L L E G E**

WACO, TEXAS

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**COURSE SYLLABUS**

**AND**

**INSTRUCTOR PLAN**

**AMERICAN LITERATURE**

**ENGL - 2326.001**

**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.

# AMERICAN LITERATURE

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## **Course Description:**

A survey of American literature from the period of exploration and settlement to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.

## **Prerequisites and/or Corequisites:**

ENGL 1301 or ENGL 2311

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

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

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

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

**Google Classroom:** We will use Google Classroom for some course assignments and for providing access to course materials. To access, go to [classroom.google.com](https://classroom.google.com/c/NDUxMzM2OTk3NDk3?cjc=oy7ed2h), 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/NDUxMzM2OTk3NDk3?cjc=oy7ed2h>.

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

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

Office Phone Number: 299-8922

Office Location: Faculty Office Building 222

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

Other Instruction Information:

**Required Text & Materials:**

Title: 101 Great American Poems

Author: Negri

Edition: NA

Publisher: Dover Thrift

ISBN: 978-0486401584

Title: Great American Short Stories

Author: Negri

Edition: NA

Publisher: Dover Thrift

ISBN: 978-0-486-42119-3

NOTE on above books: Most of the poems and short stories are under public domain and free online. Students can feel free to use those if they work, but students are responsible for any errors or problems that might result from that.

Title: Their Eyes Were Watching God

Author: Hurston

Edition: NA

Publisher: Amistad

ISBN: 978-0061120060

Title: Parable of the Sower

Author: Butler

Edition: NA

Publisher: Headline

ISBN: 978-1472263667

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Title: Binti  
Author: Okorafor  
Edition: NA  
Publisher: Tor  
ISBN: 978-0765385253

NOTE on above books & ebooks: Students can feel free to use Kindle or other ebook versions of these texts, but again, students retain responsibility for their functionality for all aspects of the course. I can try to help, but sometimes things happen.

Altogether, even brand new, these works are less than \$50 and are well worth having on your shelf or lending to a friend/family member. Please consider buying them and doing so in physical copies if you can.

**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 discussions, quizzes, exams, and multiple essay projects.

For this course, we will be using Brightspace, Google Drive/Docs, and Classroom extensively.

To join the Google Classroom, use the following link:  
<https://classroom.google.com/c/NDUxMzM2OTk3NDk3?cjc=oy7ed2h>

In addition to the Stream, where I will make additional announcements and post discussions, you should also familiarize yourself with the “Classwork” tab, which we will use for essay drafts and additional resources and links for the course. I try to duplicate these in Brightspace. If something is missing or incorrect, email me asap so I can correct/add them.

### **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) 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

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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.

## **Course Objectives and/or Competencies:**

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

## **Course Outline or Schedule:**

***GASS = Great American Short Stories***

***101 = 101 Great American Poems***

**NOTE: The Units overlap to allow for students to work ahead and to provide as much time per unit as possible. As a result, it does not follow a weekly schedule (ie. things are not always due on the same day of the week)**

**Make sure that all work is completed before 11:59p on the last day listed for a unit.**

## **Unit 01 (1/10 - 1/23) - Course Introduction**

**No in-person class on 1/17, MLK, Jr. Day**

### **1. Reading Assignments**

- Syllabus/Essay Assignment Sheets
- How to Read, Write, and Think about Literature
- Iroquois Creation Story  
(<http://historymatters.gmu.edu/d/6375/>)

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## 2. Extra Credit Practice (5 pts each):

- E-mail Prof. Swanson from your student email
- Practice Welcome Discussion (On Classroom)
- Practice Quiz (Brightspace)
- Practice Writing Assignment (in Classwork section of Classroom)

## 3. Unit 01 Quizzes

## 4. Discussion - Unit 01

## 5. Writing Assignments

- start on RD of Lit. Analysis

## Unit 02 (1/21 - 2/6) - Before Beginning to 1820

### 1. Reading Assignments

- Period Introduction
- Rowlandson, From *A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson*  
(Intro, "The First Remove" and "The Second Remove"; ONLY available in <https://www.gutenberg.org/files/851/851-h/851-h.htm>)
- Equiano, From *The Interesting Narrative of the Life of Olaudah Equiano*, "Chapter V"  
(beginning to "...it is no wonder that the decrease should require 20,000 new negroes annually to fill up the vacant places of the dead."; ONLY available in [https://www.gutenberg.org/files/15399/15399-h/15399-h.htm#CHAP\\_V](https://www.gutenberg.org/files/15399/15399-h/15399-h.htm#CHAP_V))
- Bradstreet, "To My Dear and Loving Husband"  
(101: p. 1; <https://www.poetryfoundation.org/poems/43706/to-my-dear-and-loving-husband>)
- Wheatley, "From *To the Right Honourable William, Earl of Dartmouth*"  
(101: p. 1; <https://www.poetryfoundation.org/poems/47706/to-the-right-honorable-william-earl-of-dartmouth>)
- Bryant, "Thanatopsis"  
(101: pp. 2-4; <https://www.poetryfoundation.org/poems/50465/thanatopsis>)

### 2. Writing Assignment – Start Literary Analysis essay

### 3. Discussion – Unit 02

### 4. Quizzes

## Unit 03 (2/4 - 2/20) – 1820 - 1865

### 1. Reading Assignments

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- Period Introduction
- How to Submit to Smarthinking
- Poe, “The Tell-Tale Heart”  
(GASS: 13-17; [https://www.gutenberg.org/files/2148/2148-h/2148-h.htm#link2H\\_4\\_0019](https://www.gutenberg.org/files/2148/2148-h/2148-h.htm#link2H_4_0019))
- Hawthorne, “Young Goodman Brown”  
(GASS: 1-12; <https://www.gutenberg.org/files/512/512-h/512-h.htm#goodman>)
- Emerson, “Concord Hymn”  
(101 pp. 4-5; [www.poetryfoundation.org/poems/45870/concord-hymn](http://www.poetryfoundation.org/poems/45870/concord-hymn)),  
“The Snow-storm”  
(101 p. 5; <https://www.poetryfoundation.org/poems/45872/the-snow-storm-56d22594aa595>)
- Longfellow, “The Arrow and the Song”  
(101 p. 6; <https://www.poetryfoundation.org/poems/44624/the-arrow-and-the-song>),  
“The Builders”  
(101 pp. 6-7; [https://www.hwlongfellow.org/poems\\_poem.php?pid=118](https://www.hwlongfellow.org/poems_poem.php?pid=118)), &  
“The Children’s Hour”  
(101 p.7-8; <https://www.poetryfoundation.org/poems/44628/the-childrens-hour-56d223ca55069>)
- Whitman, “I Hear America Singing”  
(101 pp. 22-23; <https://www.poetryfoundation.org/poems/46480/i-hear-america-singing>),  
“I Sit and Look Out”  
(101 p. 23; <https://whitmanarchive.org/published/LG/1891/poems/129>), &  
“Miracles”  
(101 pp. 23-4; <https://poets.org/poem/miracles>)
- Dickinson, “Because I could not stop for Death”  
(101 p. 29; <https://www.poetryfoundation.org/poems/47652/because-i-could-not-stop-for-death-479>),  
“Hope is the thing with feathers”  
(101 p. 30; <https://www.poetryfoundation.org/poems/42889/hope-is-the-thing-with-feathers-314>),  
“If I can stop one heart from breaking”  
(101 p. 31; [http://www.yourdailypoem.com/listpoem.jsp?poem\\_id=2330](http://www.yourdailypoem.com/listpoem.jsp?poem_id=2330))

2. Discussion – Unit 03

3. Quizzes

4. Writing Assignment - “Rough”/First Complete Draft of the Literary Analysis

**Unit 04 (2/18 - 3/6) - 1865 - 1914**

1. Reading Assignments

- Period Introduction
- Chopin, “A Pair of Silk Stockings”  
(GASS pp.152-6; <https://www.katechopin.org/pdfs/Kate%20Chopin%20A%20Pair%20of%20Silk%20Stockings.pdf>)
- Bierce, “An Occurrence at Owl Creek Bridge”  
(GASS pp. 171-8; <https://www.gutenberg.org/files/375/375-h/375-h.htm>)
- Lazarus, “The New Colossus”  
(101 p. 33; <https://www.poetryfoundation.org/poems/46550/the-new-colossus>)
- Dunbar, “The Lesson”  
(101 pp. 41-2; <https://www.libraries.wright.edu/special/dunbar/poetry/207>),  
“Sympathy”  
(101 p. 42-3; <https://www.poetryfoundation.org/poems/46459/sympathy-56d22658afbc0>),  
“We Wear the Mask”  
(101 p. 43; <https://www.poetryfoundation.org/poems/44203/we-wear-the-mask>)
- Frost “Fire and Ice”  
(101 p. 48; <https://www.poetryfoundation.org/poems/44263/fire-and-ice>),  
“Mending Wall”  
(101 pp. 48-9; <https://www.poetryfoundation.org/poems/44266/mending-wall>),  
“Nothing Gold Can Stay”  
(101 p. 49; <https://www.poetryfoundation.org/poems/148652/nothing-gold-can-stay-5c095cc5ab679>), “The Road Not Taken”  
(101 pp. 49-50; <https://www.poetryfoundation.org/poems/44272/the-road-not-taken>)
- Sandburg “Chicago”  
(101 p. 53; <https://www.poetryfoundation.org/poetrymagazine/poems/12840/chicago>),  
“Fog”  
(101 p. 54; <https://www.poetryfoundation.org/poems/45032/fog-56d2245d7b36c>) &  
“I am the People, the Mob”  
(101 p. 54; <https://www.poetryfoundation.org/poems/45036/i-am-the-people-the-mob>)



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2. Writing Assignment - Final Draft of the Literary Analysis
3. Discussion – Unit 04
4. Quizzes
5. Conference - if you haven't already set up and kept an individual conference, it's due before the end of Unit 05.

### **Unit 05 (3/4 - 3/16) - 1914-1945: Modernism & Hurston**

#### **No in-person class 3/7 - 3/11, Spring Break**

##### 1. Reading Assignments

- Period/Author Introduction
- *Their Eyes Were Watching God* (Pt. I: Chapters 1 - 10)

2. Writing Assignment – Start drafting Literary Theory Essay
3. Discussion Board – Unit 05
4. Quizzes
5. Conference - if you haven't already set up and kept an individual conference, it's due before the end of Unit 05.

### **Unit 06 (3/18 - 4/3) - Hurston (cont.)**

##### 1. Reading Assignment

- *Their Eyes Were Watching God* (Pt. II: Chapters 11 - Afterword)

2. Writing Assignment - Rough Draft Literary Theory Essay
3. Discussion – Unit 06
4. Quizzes

### **Unit 07 (4/1 - 4/10) - 1945 - 1980: Mid-Late Modernism & Butler**

##### 1. Reading Assignments

- Period/Author Introduction
- *Parable of the Sower* (Pt. I: Chapters 1-13)

2. Writing Assignment - Continue Revising Literary Theory Essay

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3. Discussion – Unit 07
4. Quizzes

## **Unit 08 (4/8 - 4/24)- Butler (cont.)**

**\*Graduating students WILL need to contact Prof. Swanson early and make sure that we get all of your assignments done in time for the degree audit and graduation.\***

1. Reading Assignment

- *Parable of the Sower* (Pt. II: Chapters 14-25)

2. Writing Assignment – Final Draft Literary Theory Essay due
3. Discussion – Unit 08
4. Quizzes

## **Unit 09 (4/22 - 5/1) - Postmodernism & Okorafor**

**\*If you are planning to graduate this term, you WILL need to contact me during this unit to make sure that we get all of your assignments done in time for the degree audit and graduation.\***

1. Readings/Lectures:

- *Binti*

2. Writing Assignment – Final Exam Essay (during our final exam period, 8-10a on 5/2)
3. Discussion – Unit 09
4. Quizzes

\*\*\*\*This syllabus is subject to change at the instructor's discretion. You will be notified of any changes via email/Classroom/Brightspace.\*\*\*\*

### **Course Grading Information:**

### **Course Grading Scale:**

All students start the course with 0 points and complete assignments to earn points to earn grades based on the following scale:

A = 895-1000 pts.

B = 795-894 pts.

C = 695-794 pts.

D = 595-694 pts.

F = 594 and fewer pts.

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

1. **Literary Analysis & Literary Theory Papers (1st Draft/RD: 50 + Revised Final: 125) x2 = 350 pts.):** You will need to write two, multi-draft essays over the course of this term. The assignment sheets folder on Classroom (Classwork tab) holds more specific information, but each essay will require...

- MLA format (including page layout and citations in-text and works cited page
- 1200 min - ~1500 words (If you're writing 2000+ words, you need to focus)
- a first/"rough" draft that meets all minimum requirements and represents what you might be used to turning in as a final,
- a Smarthinking review (students will need to submit their complete 1st/rough draft for tutor feedback and review and turn in the full review as a separate document in the Classroom assignment for the Final
- a revised final draft in which you take the feedback from the professor and Smarthinking tutor to rewrite and reorganize your essay towards significant improvement of clarity, content, and critical thinking.

3. **Discussion Questions/Responses (180 pts.):** For each Unit, discussion questions will be posted to the Google Classroom Stream. You should read the prompt (and any peer posts), complete the steps, and then write/paste your comment (200+ words MINIMUM) that demonstrates critical reading, thinking, and writing. Use and engagement with deeper level themes and ideas combined with use and explication of SPECIFIC examples are expected as minimum requirements. It's ok to not be sure, but discussions should at least show an effortful attempt to try to go beyond the surface and to stretch your and our understandings.

4. **Quizzes (270 pts.):** There will be quizzes in each unit that will assess your reading and attention to the lectures. Each unit's quiz or quizzes counts as a single Quiz assignment worth 30 points possible.

5. **Participation and Preparedness (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.

6. **Final Exam Essay (100 pts.):** During the last unit, the professor will post a comprehensive essay prompt on Classroom. Students will have until the stated due date/time to complete the essay using the works and readings from the course.

7. **Conference (50 pts.):** Before the end of Unit 05, students need to contact Prof. Swanson, set up, and keep a conference via email/Meet/Hangouts to discuss expectations, questions, papers, etc, on an individual level. To start this process, send an email to one of Prof. Swanson's emails from your MCC email and ask to set up a conference.

### **General Grading Philosophy:**

Your grade will be based solely on the quality of your coursework, not on the amount of time or effort you claim you devoted to the class or the extent of any hardships you may have had to overcome. The grade will reflect outcomes and objectives in terms of product and process.

### **Readings/Quizzes:**

- Quizzes will be given frequently on any assigned readings or activities. Daily readings should be done before the date scheduled. Not reading or not reading with adequate attention can result in significant loss of points.
- Missed quizzes cannot be made up for any reason, but only the top 6 units' quizzes will count towards the final grade.

### **Electronic Submission Policies:**

Almost all assignments will be required to be submitted electronically via Google Classroom (with only quizzes on Brightspace). 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 create their assignments in Google Docs and attach them to the appropriate assignment in Classroom immediately.

(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 ENGL 2326 Syllabus.

- 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).

**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.**

**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 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)**

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- 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 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 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 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.

### **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 on the schedule above. 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 12-pt font 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.

### **ESSAYS (READ ME!)**

#### **Rough/First Complete Draft Grading**

- “Rough Drafts” in this class are different from what you might be used to.
- For this class, “Rough Draft” means a complete draft that you would expect to generally turn in without major feedback
- Rough drafts must always meet the minimum expectations for the assignment in terms of formatting, topic, length, and source requirements.
- **Think of rough drafts as very close to final drafts.** They should represent a significant mid-point in the writing process, not the very beginning.

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- 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.)
- The goal of “rough”/first drafts is to get you writing earlier and more than you think you should and to build in the need to revise and rewrite significantly.

#### **Smarthinking:**

For each of the two essay assignments, students need to submit a complete draft to Smarthinking, an online tutoring program accessed through our Brightspace page, for an “Essay Review” at least once between the rough and the final draft due dates.

(We will be taking time in the unit when your first complete/rough draft is due to go over the submission process and techniques for using the service to get additional help with your writing.)

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.
- The Smarthinking review **MUST** be submitted with the final draft or risk losing 10% off of the total grade for the draft.

#### **Final Draft Grading**

- When submitting final drafts, students must always include the Smarthinking review along with the final draft itself. Missing this will result in a 10% deduction per missing element.
- Final drafts that do not meet either MLA formatting and/or citation guidelines in any way will lose an immediate 10% EACH of the available points for the assignment as a whole 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.

### **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.

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- 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:**

##### **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

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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](http://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

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## ACADEMIC RESOURCES/POLICIES

### **Accommodations/ADA Statement:**

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

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

[disabilities@mclennan.edu](mailto:disabilities@mclennan.edu)

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

**Student Support/Resources:**

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

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](mailto: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](https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf).

**MCC Academic Integrity Statement:**

Go to [www.mclennan.edu/academic-integrity](http://www.mclennan.edu/academic-integrity) for information about academic integrity, dishonesty, and cheating.

**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](mailto: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.