McLennan COMMUNITY COLLEGE

WACO, TEXAS

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# COURSE SYLLABUS
# AND
# INSTRUCTOR PLAN

**Beginning ASL II**
**SGNL 1402 01**

**Gayle VanTrease**

## NOTE: This is a 16-week Blended/Hybrid course.

**COVID 19 Noti**

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.

# Beginning ASL II
# SGNL 1402 01

**Course Description**:
**SGNL 1402 - Beginning ASL II**

Introduction to American Sign Language covering finger spelling, vocabulary, and basic sentence structure in preparing individuals to interpret oral speech for the hearing impaired. Continues the development of beginning communication skills in American Sign Language (ASL). Covers finger spelling vocabulary, and basic sentence structure and grammatical features of ASL. Develops receptive and expressive ability and allows recognition and demonstration of more sophisticated grammatical features of American Sign Language (ASL). Increases fluency and accuracy in finger spelling and numbers. Provides opportunities for interaction within the Deaf community. (This course is the Capstone course for the Studies in Deafness Certificate.) Semester Hours 4 (3 lec/2 lab)

## VISION STATEMENT

The American Sign Language (ASL) classrooms are characterized by students actively engaged in learning, and by teachers serving as guides and facilitators for frequent interaction in the target language. The students develop language proficiency as they use the language in relevant and meaningful situations through the use of simulations, small group work, technology, and authentic materials. The students are encouraged to increase their sensitivity to the Deaf culture, its values, customs, and traditions, to increase their understanding of ASL, and to respect the cultural and linguistic differences that they encounter in the classroom and the Deaf community.

**Content Standards and Benchmark Stages**

The framework for ASL instruction presented in this document is based on the development of student understanding and skills in the five strands/principles identified by the **National Standards in Foreign Language Project.** These principles (strands) are considered the "five C's of foreign language education as follows:

- Communication
- Culture
- Connections
- Comparisons
- Communities

Because ASL is a visual language, instead of emphasizing only skills of listening, speaking, reading, and writing, the ASL framework focuses on communication as it occurs in real settings between and among people who communicate individually and in groups. The communication principle recognizes three communication modes that place primary emphasis on the context and purpose of communication.

- ***Interpersonal*** mode recognizes the exchange that occurs when individuals negotiate meaning, usually in a face-to-face or person-to-person context (e.g., conversational skills).
- ***Interpretive*** communication occurs when one receives information from a text or signed format (e.g., receptive skills - understanding movies, television broadcasts, or presentations).
- ***Presentational*** mode, the language user creates "one way" messages for consumption by a group of people (audience), as in presentations (e.g., expressive skills - storytelling, making presentations).

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**Principle 1: Communication**

***Expressing and comprehending information while interacting in ASL.***
Standard 1.1
Students engage in conversations, provide and obtain information, express feelings or emotions, and exchange opinions (interpersonal mode).
Standard 1.2
Students understand and interpret ASL on a variety of topics. (interpretive mode).
Standard 1.3
Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (presentational mode).

**Principle 2: Culture**
***Developing knowledge and understanding of the culture in which ASL is used.***
Standard 2.1
Students demonstrate cultural understanding of the relationship between the practices and perspectives appropriate to the culture in which ASL is used.
Standard 2.2
Students demonstrate an understanding of the relationship between the products and perspectives appropriate to the culture in which ASL is used.

**Principle 3: Connections**
***Reinforcing and increasing knowledge of other disciplines through the use of ASL.***
Standard 3.1
Students reinforce and further their knowledge of other subjects, and their knowledge of and skills in using ASL.
Standard 3.2
Students acquire information and recognize the distinctive viewpoints that are only available through the use of ASL.

**Principle 4: Comparisons**
***Comparing and contrasting ASL and its culture with a student's own language and culture.***
Standard 4.1
Students demonstrate an understanding of the nature of language through comparisons of the language studied (ASL) and their own.

Standard 4.2
Students demonstrate an understanding of the concepts of culture through comparisons of Deaf culture and their own culture.
**Principle 5: Communities**
***Participate in ASL communities.***
Standard 5.1
Students use ASL both within and beyond the school setting.

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Standard 5.2
Students show evidence of becoming life-long learners by using ASL for personal enjoyment and enrichment

**Prerequisites and/or Corequisites**:
Prerequisite: SGNL 1401 Beginning ASL I with a grade of C or better, or consent of the Program Director.

**Course Notes and Instructor Recommendations:**
SGNL 1402 is offered only during the spring semester of each year.

RE: Textbook: We will use the Level I workbook for the first 8 weeks (approximately) of the course. You will need to have the Level II workbook (with DVD's) by the time we complete the Level I book (approximately 9th week of the semester). However, you may need to purchase your copy earlier than that, because the MCC bookstore (and other bookstores) often RETURN unsold textbooks to the publisher after approximately 1 month of classes.

**Instructor Information:**

| | |
|---|---|
| Instructor Name: | Gayle VanTrease |
| MCC E-mail: | gvantrease@mclennan.edu |
| Office Phone Number: | N/A |
| Office Location: | BTB 133(Temp)/CSC E210 |
| Office/Teacher Conference Hours: | 30 minutes 30 minutes after classes on Mondays/Tuesdays; other times posted on office door. The best way to contact me via email. I will try to respond within 48 hours to emails, possibly longer over the weekend or when I am out of town. Email is the best way to contact me. If you want to see me in person, email me and we will set up an appointment via zoom meeting anytime.. |

**Required Text & Materials**:

| | |
|---|---|
| Title: | Signing Naturally Student Workbook, Units 7 - 11 |
| Author: | Lentz, Mikos, and Smith |
| Publisher: | Dawn Sign Press |
| ISBN: | 9781581212211 |

MCC Bookstore Website

***You will need to register for **GoReact** to complete these required activities.

**Methods of Teaching and Learning:**
A major portion of this course will be taught in ASL. A **limited** amount of speech will be allowed at certain times during the period. For most of the lesson, speech is considered disruptive to the visual language learning process. Speaking at inappropriate times will result in a lowered participation/daily grade. Students are expected to give visual attention and feedback to the instructor and other students in accordance with Deaf cultural norms. Students will also learn by first-hand interaction with the Deaf community, class dialogues, watching videos, and

completing written assignments. Instructor will use daily interaction and participation, quizzes, performance tests, written tests, to assess student understanding on GoReact.

**Course Objectives and/or Competencies**:

Appropriate workplace competencies and foundation skills identified by the Secretaries Commission on Achieving Necessary Skills (SCANS) are integrated into the following objectives/competencies (see Appendix B). The objectives listed below are also linked to the Student Learning Outcomes (SLO) for the program (see Appendix A).

The student will:

1. Recognize and exhibit ASL syntax at a more complex level, including non-manual signals and grammatical markers and complex questions and statements (SLO8).
2. Demonstrate the ability to express and receive an expanded ASL core vocabulary (SLO 8).
3. Demonstrate the ability to use appropriate sign vocabulary choices based on conceptual accuracy rather than on English-language equivalents (SLO 8).
4. Demonstrate accurate use of the manual alphabet and the numbering systems at moderate conversational rates of speed (SLO 8).
5. Consistently use culturally appropriate behaviors such as attention-getting, maintaining eye contact, etc., and be able to identify appropriate and inappropriate behaviors for use in large and small-group settings (SLO 5).
6. Perform various functions in ASL communications with additional complexity and using appropriate communication strategies (SLO 8).
7. Continue to use reasoning skills to extract meaning of vocabulary and to formulate concepts of the grammatical structure of ASL.
8. Select and use appropriate technology (e.g. video camera, computer software) (SLO 11).
9. Use visualization techniques to communicate about topics when the student has not learned the relevant sign vocabulary
10. Interact appropriately with instructor, lab instructor, and other students in all classroom activities (SLO 13).
11. Complete and hand in long-term and out-of-class assignments (Bravo Family Videotapes, Deaf Cultural experiences, etc.)
12. Use the following grammatical features in short narratives and instructor-directed dialogs and conversations: inflected signs, agreement verbs, spatial referencing, classifiers, and temporal sequencing. Also demonstrate appropriate methods of initiating, continuing and terminating short conversations specific to given situations (SLO 8)

Course Outline or Schedule:

The following is a TENTATIVE schedule of topics and units to be covered in this course, but the schedule may change according to student progress and needs. Announcements about major changes in this schedule will be made in class and posted on GoReact/BrightSpace.

LOOK in GoReact first tab for class schedule and/or in Brightspace announcement.

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## Course Grading Information:

**ASL II – Grading Information**

| | |
|---|---|
| Unit 7-8, 9 and 10-11 quizzes (Receptive/Expressive) | 20% |
| Attendance/participation/daily work | 10% |
| Workbooks assignments (GoReact) | 10% |
| Childhood Stories assignments (GoReact) | 10% |
| Deaf Community Event Report Videos 6 hours, | 10% |
| Mid Term Exam | 20% |
| Final Exam | 20% |

**Grade Scale**

| | |
|---|---|
| **90-100** | **A** |
| **80-89** | **B** |
| **70-79** | **C** |
| **60-69** | **D** |
| **59 or Below** | **F** |

## Units of Instruction

Unit 7: Describing People and Things
Unit 8: Making Requests and Asking for Advice
Unit 9: Describing places
Unit 10: Giving Opinions About Others
Unit 11: Discussing Plans and Goals

Bravo Family DVD: The material is to help students review. The forms and links to the recordings will be available on blackboard

**Childhood Stories:**

Students will be required to watch the following childhood stories and complete the questions on GoReact to be submitted before class on the due date, according to the class calendar.

1. *Wrong Name*
2. *If Only I Could Fly*
3. *A True Fish Story*
4. *I Wanna Be Different*

These stories can be found on the Unit 6 DVD from Signing Naturally Units 1-6. Students who do not have a copy of this DVD can observe these stories in the Sign Language lab or GoReact.

Deaf Community Event Reflections: Attend Deaf events totaling 6 hours of interaction with Deaf people and/or workshops relating to ASL. At this stage, students are expected to actually

interact in ASL with Deaf and Hearing attendees. Just going and sitting and observing will forfeit the grade. **WITHIN 10 DAYS of ATTENDING AN EVENT,** the student will record a signed reflection. The reflection will start with the student stating his or her name, the date of the event, the time the student arrived and the time the student left and name signs, names and/or descriptions of persons the student interacted with using ASL. In the body of the taping, the student will discuss what has been taught in class with what has been observed in the community and may include any personal observations and thoughts.

***GoReact*Assignments:**
As part of your required texts for the class you should have purchased the E-Book: *GoReact*. You will use the code provided to start an account and connect to your instructor's *GoReact*, account. Throughout the semester your instructor will provide various assignments through *GoReact*.You will submit homework, practice material, etc. on *GoReact,* and your instructor will provide one-on-one feedback to you using video, audio or text. If you have any questions about *GoReact*, please see your instructor.

**ASL Skill Building Activities:**
Skill building activities will be incorporated into instructor's lessons throughout the semester. Students will earn points for each activity in which they participate for a total of 100 points for GoReact assignments for feedbacks on Study Hours video assignments.
**Missed activities will result in a forfeiture of points for each activity.**

**Note**: Students should bring the Signing Naturally workbook to each class meeting as some activities will be completed together either F2F/Zoom.

**Unit Assessments/Tests:** (*See Course Schedule for due dates)
Students will take a test at the end of each unit. Each test will be cumulative and include both expressive and receptive sections on GoReact..

Exam/Quiz Attire: For expressive/performances, you must wear solid color (depends on skin tone) for background clarity. **POINTS WILL BE DEDUCTED. THE MORE VISUAL DISTRACTING THE SHIRT, THE MORE POINTS WILL BE DEDUCTED. MAXIMUM POINTS DEDUCTED: 10**

Exam Procedures: Performance skills assessments are based on the student's production of vocabulary, grammar, and pragmatic structures to the situations presented. Vocabulary: use of correct parameters to form signs and appropriate choices according to meaning. Grammar: includes word order, and non-manual markers (eyebrows, mouth, eyes, body language). Pragmatics: geared to perform the intended functions (asking, answering, getting attention, opening/closing conversations, etc.) The emphasis is on communication which can be clearly understood by Deaf persons, and will be judged by the instructor according to standards for students at the second-semester level. Clarity and fluency are valued above speed of production.

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**Late Work, Attendance, and Make Up Work Policies:**
Workbook assignments, classwork, and quizzes are due on the date assigned, and may not be turned in late. Daily quizzes may not be made up. If students are absent on the day of a scheduled exam, they are responsible for scheduling a make-up exam PRIOR to being absent with the instructor unless it is in the case of an emergency or sickness.

When you are absent it is your responsibility to:

- Check BrightSpace/ GoReact for handouts/assignments, etc.
- Consult with another student on missed notes and information
- Bring in the current day's assignment, as well as assignments due on the day(s) you were absent
- Request a copy of any handout material from your classmates (if it is not on Brightspace) Specific title(s) of the handout should be requested
- You may make an appointment with the instructor during office hours for additional individual assistance.

**Student Behavioral Expectations or Conduct Policy:**
I certainly want students to enjoy class, and I welcome and encourage appropriate and pertinent questions, comments and discussion.
Side Conversations: Signed class discussion on pertinent course material is strongly encouraged, however, not when instruction is occurring. During language activities, or when the instructor is working with another student, discreet signing is allowed.

Students are expected to maintain classroom decorum that includes respect for other students and the instructor, prompt and regular attendance, and an attitude that seeks to take full advantage of the education opportunity.

Students should demonstrate courtesy and respect to all instructors, guests, and fellow learners. While honest discussion and debate of topics is expected and encouraged, such interactions should not involve aggressive, derogatory, or hostile behaviors (verbal or otherwise). The instructor reserves the right to act to protect the decorum of the learning environment and the image of MCC.

The Student is expected to:
Attend class and be on time
**Ask questions when you do not understand**
Adhere to Deaf Culture Norms
Participate fully in class activities
Complete all assignments on or before due date
**Be patient**
Have expressive exam tapes completed by dates assigned
**Refrain from using your voice or interpreting for other students who may not understand instructor**

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**Especially in ASL** courses, attendance is extremely important for student learning. Poor daily attendance will have a negative effect on the 10% of your grade for attendance/participation/ classwork. Such absences may also affect your quiz average. In addition, you will miss the presentation of new information and classroom practice (which affects your ability to perform well on the written and performance exams.)

**Students who are tardy are responsible to contact the instructor to be sure they are given credit for that day's attendance. Three tardies will equal one absence for this course. Students who leave class early will also receive partial absences, according to the amount of class/lab time missed.**

**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.

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**STUDENT LEARNING OUTCOMES for INTERPRETER TRAINING**:

Student Learning Outcomes for the program and the courses in which they are primarily measured are indicated in this matrix:

| | Student Learning Outcomes X = Assessed | SLNG 1317 Deaf Comm | SLNG 1321 Intro Interp | SLNG 1347 Deaf Culture | SLNG 2401 Interp I | SLNG 2402 Interp II | SLNG 2488 Intern-ship | Assessment Type |
|---|---|---|---|---|---|---|---|---|
| 1 | Explains/describes interpreters' role and responsibilities and the interpreting process | | X | | | | | Exam |
| 2 | Demonstrates understanding of interpreter's role and functions appropriately in that role | | | | | | X | Supv Eval |
| 3 | Identifies significant names, facts, acronyms related to Deaf Community, organizations, history | X | | | | | | Exam |
| 4 | Identifies and explains environmental and logistical factors affecting the interpreting process, along with possible solutions | | X | | | | | Exam |
| 5 | Recognizes and gives examples of cultural differences; identifies potential relevance to interpreting situations | | | X | | | | Exam |
| 6 | Identifies health risks; explains and/or demonstrates methods for preventing RSI's and burnout | | X | | | | | Exam |
| 7 | Explains/describes technology related to Deafness | X | | | | | | Exam |
| 8 | Demonstrates an appropriate level of ASL Skills (Competence in vocabulary, grammar, sociolinguistics, pragmatics, and strategy) | | | | | | X | Capstone Project |
| 9 | Demonstrates an appropriate Level of skills in Interpreting/Transliterating | | | | | X | | Mock Eval (Perform Eval) |
| 10 | Implements a professional development plan; | | | | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | demonstrates commitment to ongoing personal and professional development | | | | | | X | Capstone Project |
| 11 | Uses appropriate technology (camera, recorders, videophones, etc.) | | | | X | | | |
| 12 | Evaluates own skills and suitability for assignments; demonstrates appropriate levels of self-confidence and poise | | | | | | | Mock Eval (Perform Eval) |
| 13 | Establishes appropriate professional relationships with supervisors, mentors, peers, and consumers | | | | | | | Supv Eval |
| 14 | Knows and follows recognized codes of ethics/conduct | | X | | | | | Exam |

**Appendix B: Statement of Workplace and Foundation Competencies**

McLennan Community College is determined to prepare you with the knowledge and skills you need to succeed in today's dynamic work environment. Towards this end, the following workplace competencies and foundation skills have been designed into the curriculum for the **Interpreter Training Program.**

**COMMON WORKPLACE COMPETENCIES**

**Manage Resources:** Time / Money / Materials / Space / Staff
**Exhibit Interpersonal Skills:** Work on teams/ Teach others / Serve customers / Lead work teams/Negotiate with others
**Work with Information:** Acquire & evaluate data / Interpret & communicate data
**Apply Systems Knowledge:** Work within social systems / Work within technological systems / Work within organizational systems / Monitor & correct system performance / Design & improve systems
**Use Technology:** Select equipment and tools

**FOUNDATION SKILLS**
**Demonstrate Basic Skills:** Arithmetic & Mathematics / Speaking / Listening
**Demonstrate Thinking Skills:** Creative thinking / Decision making / Problem solving / Thinking logically
**Exhibit Personal Qualities:** Self-esteem / Self-management / Integrity

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| Course Number: SGNL 1402<br>Course Name: Beginning ASL II | Relevant Competencies<br>(Identify by Competency Number) |
|---|---|
| SCANS COMPETENCIES. | |
| 1. Managing Resources: | |
| a. Manage time | a 11 |
| b. Manage money | b. |
| c. Manage materials | c. 11,12 |
| d. Manage space | d. |
| e. Manage staff | e. |
| 2. Exhibiting Interpersonal Skills: | |
| a. Work on teams | a. 2,5,6,10,12 |
| b. Teach others | b. |
| c. Serve customers | c. |
| d. Lead work teams | d. |
| e. Negotiate with others | e. 3,6,12 |
| f. Work with different cultures | f. all |
| 3. Working with Information: | |
| a. Acquire/evaluate data | a. 1,2,3,4,6 |
| b. Organize/maintain information | b. 2,4,5,6 |
| c. Interpret/communicate data | c 1,2,4,5,6,7,11,12 |
| d. Process information with computers | d. |
| 4. Applying systems knowledge: | |
| a. Work within social systems | a. 5,6,7,8,10,12 |
| b. Work within technological systems | b. 8,11 |
| c. Work within organizational systems | c. |
| d. Monitor/correct system performance | d. 10 |
| e. Design/improve systems | e. 9,12 |
| 5. Using Technology: | |
| a. Select equipment and tools | a. 8 |
| b. Apply technology to specific tasks | b. 8,11,12 |
| c. Maintain/troubleshoot technologies | c. 11 |
| SCANS FOUNDATIONS. | |
| 6. Demonstrating Basic Skills: | |
| a. Reading | a. 1,2,4,6,8,11 |
| b. Writing | b. 2,10 |
| c. Arithmetic/Mathematics | c. 4 |
| d. Speaking | d. 1,2,5,7,9,12 |
| e. Listening | e. 1,2,4,5,6,7,9,12 |
| 7. Demonstrating Thinking Skills: | |
| a. Creative thinking | a. 5 |
| b. Decision making | b. 7,9 |
| c. Problem solving | c. 2,4,7,8,9 |
| d. Thinking logically | d. 5,6,7,12 |
| e. Seeing with the mind's eye | e. 6,9 |
| 8. Exhibiting Personal Qualities: | |
| a. Individual responsibility | a. 5,7,8,10,11,12 |
| b. Self-esteem | b. 5 |
| c. Sociability | c. 8,10 |
| d. Self-management | d. 7,10,11,12 |
| e. Integrity | e. |

McLennan COMMUNITY 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.