

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

WACO, TEXAS

**COURSE SYLLABUS
AND
INSTRUCTOR PLAN
INTRODUCTION TO ETHICS
PHIL – 2306 - 88
DR. AMY ANTONINKA**

NOTE: This is a 16-week course.

NOTE: This is an Online 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.

AN EQUAL OPPORTUNITY INSTITUTION

SPRING 2023

INTRODUCTION TO ETHICS

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Course Description:

The systematic evaluation of classical and/or contemporary ethical theories concerning the good life, human conduct in society, morals, and standards of value.

Prerequisites and/or Corequisites:

None

Course Notes and Instructor Recommendations:

The content of this course is designed for you to develop and understand yourself, your world, your commitments, your values, and how they fit together and potentially lead to living an examined life.

This course explores three major approaches to Ethics: Consequentialism, Deontology, and Ethics of Care. As we explore these theories, you will also be exploring an ethical question that you find important. As you progress, you will be working out your own response to that question as well as the responses each theory would give. By the end of the semester, if you keep up with the work and assignments, you will have a grounding in the ethical theories, their implications in general and as they relate to your question, and a well-reasoned research essay response to your question.

Instructor Information:

Instructor Name: Dr. Amy Antoninka

MCC Email: aantoninka@mclennan.edu

Office Phone Number: 254 299-8939

Office Location: MAC 333

Office/Teacher Conference Hours: MW 10-12:30, T 11-12, and by appointment

Other Instruction Information: My preferred contact method is email. Please use your MCC email when you correspond and don't forget the third "n". This will ensure that your email goes through and does not get sent to "Junk Mail." Please put the course name and section number in the subject line of any email you send. I will do my best to respond to emails in a timely fashion. I anticipate that means I will respond within 24 hours of your initial email, Monday through Friday. Please anticipate a potentially longer waiting time for a response over the weekends or holidays.

Required Text & Materials:

All readings are posted to Brightspace (hereafter Br). They are in the weekly modules, under the Table of Contents.

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

Methods of Teaching and Learning:

Video lecture, discussions, projects, written reports/papers, inquiry, reflection, thoughtful engagement, and video "quizzes."

Course Objectives and/or Competencies:

Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

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- **Critical Thinking (CT)** -- to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communications Skill (COM)** -- to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Social Responsibility (SR)** -- to include intercultural competency, civic knowledge, and the ability to engage effectively in regional, national, and global communities
- **Personal Responsibility (PR)** -- to include the ability to connect choices, actions and consequences to ethical decision-making

Learning Outcomes

Upon successful completion of this course, students will:

1. Read, analyze, and critique philosophical texts.
2. Demonstrate knowledge of key concepts, major arguments, problems, and terminology in philosophy.
3. Present logically persuasive arguments both orally and in writing.
4. Demonstrate critical thinking skills in evaluation and application of philosophical concepts to various aspects of life.
5. Evaluate the personal and social responsibilities of living in a diverse world.

Course Outline or Schedule:

The schedule is subject to change at the discretion of the instructor. If there is a schedule change, an announcement will be posted to Brightspace. You are encouraged to set your notifications on Brightspace so that you receive email alerts.

Readings are to be completed before you watch the video lectures (Note that the videos contain the free write and short answer "quizzes." Complete the free writes in the dialog boxes provided in the videos. The short answer questions are to help you process the readings and to help you gather ideas for the essays). You must complete the required reading, free-write, and videos in order to complete the discussion. Most work for the week is to be completed by 11:59 PM Sunday of that week unless otherwise specified. I encourage you to work a little each day.

This schedule will also appear on Brightspace under Content, with the relevant materials (documents, videos, links to assignments, discussions, instructions, etc.) hyperlinked and provided in the modules underneath the description. This course is set up in weeks. Complete the work in the order presented. (In general, this means, read, free-write, watch the videos, then complete the discussion. For weeks when you are working on an essay this will change.) I encourage you to navigate Brightspace via the Table of Contents, it will help you complete the work in the correct order.

WEEK 1: January 9-15

- TOPIC: What is Ethics? Who are we? Introductions to Ethics, the course and one another
- Introduction video
- READINGS: Syllabus; Hannah Arendt, "Thinking and Moral Considerations"
- VIDEO QUIZ: Arendt (Complete free write and short answer questions in video.)
- DISCUSSION 1: Ethics and Arendt

JANUARY 16, DR. MARTIN LUTHER KING JR. HOLIDAY

Unit 1 Consequentialism

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WEEK 2: January 17-22

- *TOPIC*: How does virtue lead to happiness?
- *READINGS*: Aristotle, *Nicomachean Ethics*
- *VIDEO QUIZZES*: Consequentialism, Aristotle parts 1, 2, and 3 (Complete free write and short answer questions in video.)
- *DISCUSSION 1*: Consequentialism and Virtue Ethics
- *RESEARCH ESSAY WORK*: *Choosing a topic for the essay*
 - Read and watch videos in our research guide: Welcome and Choosing a Topic.
<https://mclennan.libguides.com/c.php?g=1245382&p=9112285>
 - Read the Semester-Long Research Project description
 - Start Part 1 of Semester-Long Research Project

WEEK 3: January 23-29

- *TOPIC*: How can we achieve the greatest good for the greatest number?
- *READINGS*: John Stuart Mill, *Utilitarianism* (Complete free write and short answer questions in video.)
- *VIDEO QUIZ*: Mill (Complete free write and short answer questions in video.)
- *DISCUSSION 2*: Consequentialism and Utilitarianism
- *RESEARCH ESSAY WORK*:
 - Watch: Searching the Internet and Reading Scholarly Sources
 - Complete Part I of Semester-Long Research Project and submit to Br by 11:59 PM Sunday.

WEEK 4: January 30-February 5

- *TOPIC*: What other ways can we look at Consequences?
- *READINGS*: Nussbaum, "Beyond Anger;" Singer, *The Most Good You Can Do*
- *VIDEO QUIZZES*: Nussbaum and Singer 1 and 2 (Complete free write and short answer questions in video.)
- *DISCUSSION 3*: Consequentialism and Utilitarianism
- *RESEARCH ESSAY WORK*: Work on Part II, Unit 1 of Semester-Long Research Project
 - Review Finding Sources on our Library Guide and
 - look at the list of Philosophy Journals and the information about Google Scholar.
 - <https://mclennan.libguides.com/c.php?g=1245382&p=9112287>

WEEK 5: February 6-12, *RESEARCH ESSAY WORK WEEK*

- Work on Completing Part II, A, 1-5 of the research essay for Unit 1. See Semester-long Paper Description.
- Due Sunday, February 19 by 11:59 PM

Unit 2 Deontological Ethics

WEEK 6: February 13-19

- *READING*: Immanuel Kant, *Fundamental Principles of the Metaphysic of Morals* (excerpts)
- *VIDEO QUIZZES*: Kant 1 and 2 (Complete free write and short answer questions in videos.)
- *DISCUSSION 4*: Kant and Deontology
- *RESEARCH ESSAY WORK*:

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- Finish work on Part II Unit 1 and
- Start Part II, Unit 2 of research essay.
- **Part II, Unit 1 work is due** Sunday, 11:59 PM

WEEK 7: February 20-26

- *READING*: Simone Weil, *The Need for Roots*
- *VIDEO QUIZZES*: Weil 1 and 2 (Complete free write and short answer questions in videos.)
- *DISCUSSION 5*: Weil and deontology
- *RESEARCH ESSAY WORK*: Continue work on *Part II*, Unit 2 of research essay.

WEEK 8: February 27-March 5

- *READING*: Seyla Benhabib, “The Right to Have Rights” and Dame Iris Murdoch, “The Sovereignty of the Good”
- *VIDEO QUIZZES*: Benhabib and Murdoch (Complete free write and short answer questions in videos.)
- *DISCUSSION 6*: Benhabib and Murdoch
- *RESEARCH ESSAY WORK*: Continue work on *Part II*, Unit 2 of research essay.

SPRING BREAK MARCH 6-12

WEEK 9: March 13-19, *RESEARCH ESSAY WORK WEEK*

- Complete Part II, for Unit 2 of research project.
- See Semester-long Paper Description.
- Due Sunday by 11:59 PM

Unit 3 Ethics of Care

WEEK 10: March 20-26

- *READINGS*: Carol Gilligan, “Hearing the Difference;” Virginia Held, “Meshing Care and Justice;”
- *VIDEO QUIZZES*: Ethics of Care, Gilligan, and Held (Complete free write and short answer questions in videos.)
- *DISCUSSION 7*: Gilligan and Held
- *RESEARCH ESSAY WORK*: Start *Part II*, Unit 3 of research essay.

WEEK 11: March 27-April 2,

- *READINGS*: Nel Noddings, “Moral Education in an Age of Globalization;” Eva Feder Kittay, “Ethics of Care, Dependence and Disability”
- *VIDEO QUIZZES*: *Noddings* and Kittay (Complete free write and short answer questions in videos.)
- *DISCUSSION 8*: Noddings and Kittay
- *RESEARCH ESSAY WORK*: Continue work on *Part II*, Unit 3 of research essay.

WEEK 12: April 3-9, *RESEARCH ESSAY WORK WEEK*

- Complete Part II of the research essay for Unit 3.
- See Semester-long Paper Description.
- Due Sunday by 11:59 PM

WEEK 13: April 10-16, *RESEARCH ESSAY WORK WEEK*

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- Complete Part III, A and submit to Br by 11:59 PM Sunday
- Complete Part III, B and submit to SmarThinking by 11:59 PM Sunday

WEEK 14: April 17-23, *RESEARCH ESSAY WORK WEEK*

- *PEER REVIEW*: Exchange SmarThinking feedback with your group so that everyone has a reviewer and completes a review. Use the peer review sheet provided to make additional suggestions for your partner to improve her or his essay. Return your suggestions no later than Friday.
- *REVISE ESSAY*: Based on the feedback you receive from SmarThinking and peer review, make corrections to your essay and work on clarity, precision, and conciseness.
- *WORK ON PRESENTATIONS*

WEEK 15: April 24-30

- *REVISING AND EDITING*: Continue implementing feedback from SmarThinking, check for grammar and mechanics and for clarity, precision, and conciseness. Make corrections as needed.
- *WORK ON PRESENTATIONS*
- *FINAL ESSAY DUE BY 11:59 PM SUNDAY*

WEEK FINALS: May 1-4

- *PRESENTATIONS*: Post your video presentation to Br. by 11:59 PM Monday night.
- Watch your fellow philosophers' videos.
- Respond to three other philosophers' videos with thoughtfulness and two questions about their ideas by 11:59 PM Tuesday.

COURSE GRADING INFORMATION: Below you will find information related to the assignments and assessments in this course. The assignments are designed to engage you in many levels of thinking and reasoning. Analysis, application, synthesis, and evaluation presuppose basic knowledge and comprehension of the material. The assessments in this course will focus mostly on analysis, application, synthesis, and evaluation. With this in mind, we will not have any “objective” assessments. Instead, we will use assignments that provide a means of exploring, developing, applying, and presenting what we know, understand, and come to understand more deeply. Descriptions of the assignments are below. You will find further information on Brightspace.

Philosophy is about thinking about thinking. One important way to organize your thoughts and think more clearly happens through writing. We will do a significant amount of writing over the course of the semester. When submitting your writing be sure that you have proofread well. Spelling and grammar count on everything you turn in for the class.

The information below contains general ideas about completing the work. Go to Brightspace for more specific information.

FREE WRITINGS:

The purpose of this practice is:

1. To help you recall and reinforce the main ideas in the reading,
2. To allow you to develop your own ideas about the reading,
3. To keep you accountable for reading the assigned material,
4. To get you into the practice of writing,

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5. And to give you a body of research you compiled for and by yourself.

Most weeks free writings will be due. Free writing is a way for you to think through and reflect on what you have read and what it leads you to. After you have completed the reading for the week, reflect on it. Then set a timer for 5 minutes. During those 5 minutes, write without stopping. Write whatever comes to your mind about the material you read without editing, revising, or critiquing. If you get stuck, write new questions that arise from the topics of the reading.

I recommend that you write these by hand. Your thoughts flow more freely while writing by hand than typing. Take a picture of your writing, convert it to a PDF, and submit it to Brightspace, or submit a Word or PDF document to Brightspace.

This is a completion assignment. You will receive full credit for posting your free-write so long as it gives evidence that you read the material assigned and is turned in on time.

VIDEOS AND ATTENDANCE:

The videos are required, and they contain a "free writes" and "quizzes" to keep you accountable for watching them. The videos provide context and background information about the readings and discuss important philosophical themes in the readings. Reading philosophy can be challenging. These videos will help you understand the material in more philosophical ways and help lead you to think more about the themes in them. The videos are not intended to tell you **what** to think about the readings. Instead, they are intended to help you uncover what you think about them.

FREE WRITINGS: Most weeks, free writings will be due. Free writing is a way for you to think through and reflect on what you have read and what it leads you to. After you have completed the reading for the week, go to the video that accompanies it. Start the video, and when prompted, set a timer for 5 minutes. During those 5 minutes, write without stopping in the dialog box the video provides. Write whatever comes to your mind about the required reading material without editing, revising, or critiquing. If you get stuck, write new questions that arise from the topics of the reading.

This is a completion assignment. You will receive full credit for posting your free-write so long as it gives evidence that you read the material assigned. Completing this assignment will help you make sense of the videos, provide a body of research for your essays, and an opportunity to document your thinking about the readings.

THE SHORT ANSWER QUESTIONS are an opportunity to clarify for yourself your philosophical commitments. They are not intended to tell you what to think about the readings. Instead, they are intended to help you process the philosophical ideas in the readings and start formulating your own ideas.

You are required to answer the questions. Engagement with the videos will help you complete your work, participate meaningfully in discussions, and expand your thinking.

You will receive a grade based on the number of videos you watch, the number of free writes and short answer questions you respond to meaningfully. Your attendance will also be determined by the number of videos you watch.

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DISCUSSIONS

Purpose: This assignment is about reading actively, asking good questions, generating philosophical dialogue, and thinking about the assigned text(s). It is also about using inquiry to delve deeper into your values, beliefs, and assumptions. The discussions you complete will be a helpful tool in developing your ideas and avenues of exploration for the other course assignments.

Procedure: To prepare for the discussion, read the assigned material, complete the videos with the free-write(s), and short answer questions. The short answer questions will be the starting point for the discussion.

After the first week, you will be put into groups. Each week, after the first, one group will be responsible for posting and the other group will be responsible for responding.

For each post do the following:

- Meaningful response to prompt
 - Responds to all parts,
 - Shows thoughtfulness.
- Meaningful engagement with assigned reading(s)
 - Directly references readings,
 - Gives context Explains the meaning of the reference(s).
- Use of critical thinking:
 - Provides a clear account of the reasoning used to formulate opinions, interpretations, inferences, etc.
 - Provides logical and sufficient support for opinions.
- Asks new open-ended questions:
 - Questions are in proper form,Questions encourage further discussion.
- Mechanics
 - Follows conventions of grammar, spelling, and style for formal college writing.

For each response do the following:

- Responds to at least three different questions written by three different people
- Follows direction and responds to the prompt and author meaningfully,
 - N.B. Mere agreement or affirmation do not constitute a meaningful response. Avoid fluff.
- Adds to the conversation by developing new but related ideas and uses good reasoning that offers support for what is said,
- Engages the assigned readings meaningfully and in detail,
 - Provide specific textual references to the assigned readings for the week providing context, interpretation and rationale.
- Mechanics
 - Follows conventions of grammar, spelling, and style for formal college writing.

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SEMESTER-LONG RESEARCH PROJECT:

Overview: Over the course of the semester, we will look at three major approaches to Ethics: Consequentialism, Deontology, and Ethics of Care. These theories offer different ways to be moral, do what is right, and live a Good Life. These theories also offer different perspectives on contemporary ethical and social issues.

We live in a complex world in which complex ethical questions arise. These questions relate to broad human concerns such as health and development, rights and privileges, environmental protections and sustainability, personal safety, and political representation, along with many more. Likely, you have a question that concerns you, about which you may be passionate even. This research project provides an opportunity for you to dig deeper into the issue, uncover a variety of potential answers to the question, and formulate your own arguments about what you think the right answer is.

We will work on the paper in stages over the course of the semester. First, you will select a topic and do some research on it. Then you will look at what philosophers, who adhere to the various theories we will study, say about how their theory would work out the issue. Then, you will work on crafting your own arguments about the issue, fairly presenting the differing sides' views, your own well-reasoned response to their assertions, and your own conclusions. Finally, you will present your findings to the class.

Below you will find an outline of the process. Refer to the more specific description on Brightspace as you work on each part.

Part I: Choosing and researching a contemporary social/political issue that is important to you. Some suggested topics are below, but what is most important is that you pick a topic that you are interested in because you will be working on that topic for the whole semester.

- Submit Part I by 11:59 PM January 29

Part II: Identifying what theorists have to say about your question.

- Unit 1, Consequentialism, submit your work for Part II by 11:59 PM February 19
- Unit 2, Deontology, submit your work for Part II by 11:59 PM March 19
- Unit 3, Ethics of Care, submit your work for Part II by 11:59 PM April 9

Part III: Putting it together.

- Complete Part III A as a way to organize your work and move toward the draft. Due by 11:59 PM April 23
- Complete part B and turn your outline into a draft. Submit the draft to SmarThinking by 11:59 PM April 23

Part IV: SmarThinking and Peer Review

- Use the response you receive from SmarThinking to improve your essay and as a starting point for the peer review.

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- Complete the peer review and return your review to your partner by 11:59 PM, April 27
- Use the feedback from SmTh and Peer Review to improve your essay. Make any additional improvements.
- Submit the feedback you received from SmarThinking, the peer review your partner completed for your essay with the Final Draft of your essay to Brightspace (all in the same assignment slot)
- Final Draft due by 11:59 PM April 30

Part V: Everyone will present the main findings of their essays in the form of a video that will be posted to the Discussion board. The individual presentations should last between 3:30 and 4:30 minutes. In your presentation, you should communicate the most salient points of your essay in a clear and easy-to-digest manner. You need to use visual aids such as a video, PowerPoint, Prezi, or other material. You should have at least eight "slides." Your video should play continuously, and you should appear in it (You can do this easily with Zoom or with YuJa). A rubric for the presentation and examples of presentations from other classes can be found on Brightspace.

The presentations offer an opportunity for you to hear what your fellow philosophers have been developing and thinking about, and to share your own ideas. It also gives you an opportunity to communicate your ideas in a fresh way. You are required to respond to at least three presentations in a meaningful and thoughtful way.

N.B., I have allotted time for you to move from a nascent idea to a draft to a final essay. Thinking and writing are deliberative processes that need time, good editing, and revision. If you do not make significant improvements to your final essay over the draft, you cannot receive higher than a C on the final essay. This essay will be submitted to Turnitin, plagiarism detection software.

SUPPLEMENTAL INSTRUCTOR:

We may have a Supplemental Instructor for this course. Our SI will offer weekly sessions to help you with the material for the course. You will be required to attend 4 sessions over the course of the semester. You are encouraged to attend each week. You will receive a bonus for each session over 4 that you attend.

POINTS DISTRIBUTION

<i>Assessment Tool</i>	<i>Breakdown of Work</i>	<i>Percentage of Final Grade</i>
<i>Videos and Attendance</i>	Average of grades and attendance over course of semester	25%
<i>Discussions</i>	Average of grades over course of semester	22%

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<i>Semester-Long Research Project</i>	Part I=10% Part II = 30% <ul style="list-style-type: none"> • Unit 1=10% • Unit 2=10% • Unit 3=10% Part III and IV = 50% <ul style="list-style-type: none"> • Part A = 5% • Peer Review= 2.5 % • SmarThinking=2.5% • Final Essay = 40% Presentation = 10% <ul style="list-style-type: none"> • Video Presentation = 7% • Responses to other presentations = 3% 	50%
<i>Supplemental Instruction</i>	Based on Number of sessions attended	3%
Total		100%

Grading scale:

1000-899.5	A
899.4-799.5	B
799.4-699.5	C
699.4-599.5	D
599.4-0F	

Late Work, Attendance, and Make Up Work Policies:

Late Work and Make Up Work

Please keep me informed of excused absences. You will be able to make up the work you missed in such a case. Your missing work will need to be completed within one week of your return. If you miss for another reason, you may turn in work late for partial credit. You will receive a minimum of 11% fewer points on the make-up work. If your work is later than 2 weeks, you will receive a minimum of 21% fewer points, and 31% fewer if three weeks late. I will not consider work later than that until the end of the semester. If, at the end of the semester, you are close to moving up a grade (approximately 2.5 percentage points or fewer from moving to the next higher letter grade) I will consider your make-up work as evidence that you deserve the higher grade.

Attendance

Your attendance grade will be based on the number of videos you complete. In the event of an emergency, please contact me so we can arrange for you to make up your work.

Student Behavioral Expectations or Conduct Policy:

Please, show respect for the fellow humans in your class, for their opinions and comments. In philosophy, this means that you should demonstrate the virtue of intellectual charity. Intellectual Charity is a method by which one seeks to gain understanding of another point of view by setting aside one's own preconceptions to better understand the other's position in the strongest and best light. Only when you have understood another's point of view and acknowledged their rational basis may one critique the other's position.

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You need not agree with your fellow philosophers (it would be quite boring if we all did), but you should show intellectual charity, and be courteous, logical, polite, and decorous in your expressions of these.

We will be discussing many controversial topics. What you have to say is important to our exploration of the subject, just as what others have to say is. Philosophy is best done in conversation where we respectfully acknowledge that. Though others may differ from us in opinion and belief, they have reasons for holding the positions they hold. Listening charitably to others is as important to your philosophical development as constructing and evaluating your own ideas.

Academic Integrity

This class is designed to get you to do original work that explores your own views, beliefs, ideas, and thoughts. I have every confidence in you to do that. You will be voiding your own learning experience by shortcutting the process. If you are caught plagiarizing, you will receive a zero on the assignment. If you are caught a second time you will receive an “F” in the course. I am also required by college policy to report you.

I will use Turnitin to check for plagiarism on your unit work and on the final essay.

*** [Click Here for the MCC Attendance/Absences Policy](https://www.mclennan.edu/highlander-guide/policies.html)**

(<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.

Updated 11/04/2022

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 acting Title IX Coordinator at titleix@mclennan.edu or by calling, Dr. Claudette Jackson, (Diversity, Equity & Inclusion/Title IX) at (254) 299-8465. MCC employees are mandatory reporters and must report incidents immediately to the Title IX Coordinator. Individuals may also contact the MCC Police Department at (254) 299-8911 or the MCC Student Counseling Center 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/>

Academic Support and Tutoring is here to help students with all their course-related needs. Specializing in one-on-one tutoring, developing study skills, and effectively writing essays. Academic Support and Tutoring can be found in the Library and main floor of the Learning Commons. This service is available to students in person or through Zoom from 7:30 am - 6:00 pm Monday through Thursday and 7:30 am - 5:00 pm on Friday. You can contact the Academic Support and Tutoring team via Zoom (<https://mclennan.zoom.us/j/2542998500>) or email (ast@mclennan.edu) during the above mentioned times.

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 either MCC CREW – Campus Resources Education Web by calling (254) 299-8561 or by emailing crew@mclennan.edu or a Success Coach by calling (254) 299-8226 or emailing SuccessCoach@mclennan.edu. Both are located in the Completion Center located on the second floor of the Student Services Center (SSC) which is open Monday-Friday from 8 a.m.-5 p.m.

Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff. To schedule an appointment, go to https://mclennan.co1.qualtrics.com/jfe/form/SV_07byXd7eB8iTqJg. Both the Completion Center and Paulanne's 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-andStaffCommons/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. For more information about your student email account, go to www.mclennan.edu/studentemail.

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.

You can find help on the McLennan website about connecting your McLennan email account to your mobile device:

- [Email Setup for iPhones and iPads](#)
- [Email Setup for Androids](#)

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.

For more helpful information about technology at MCC, go to [MCC's Tech Support Cheat Sheet](#) or email helpdesk@mclennan.edu.

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.