

Updated 07/18/2023



WACO, TEXAS

**COURSE SYLLABUS
AND
INSTRUCTOR PLAN**

BIOLOGY FOR NON-MAJORS II

BIOL 1409_O081

MARY SIDES

NOTE: This is a 16-week course.

NOTE: This is an Online course.

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This Instructor Plan is tentative, and changes may be made at the instructor's discretion.

Course Description:

This course will provide and reinforce a survey of biological principles with an emphasis on humans, including evolution, ecology, plant and animal diversity, and physiology. Semester hours 4 (3 lec/3 lab)

Prerequisites and/or Corequisites:

None.

Course Notes and Instructor Recommendations:

A few hints for doing well in this class:

1. Cultivate a growth mindset.

In her 2006 book, *Mindset*, research psychologist Dr. Carol Dweck described two types of mindsets: growth mindset and fixed mindset. With regard to intelligence/education/learning, individuals with a growth mindset believe that intelligence is a characteristic that can be grown/increased/developed through effort in the form of effective learning strategies. These individuals tend to embrace challenge as a vehicle for growth and will persist in an endeavour even when it becomes difficult or setbacks crop up. In contrast, individuals with a fixed mindset believe that intelligence is innate and static; they think that no amount of effort will lead to an increase or improvement.

As there are numerous research studies that support the effectiveness of the growth mindset in learning ([Click here to access one of them described in an article published in the scientific journal Nature.](#)), one of the primary recommendations for success in this course is to adopt and cultivate a growth mindset. This is a challenging course for a number of reasons (compressed time frame, amount of content that has to be covered, the nature of the content), but I recommend that you approach it as an opportunity: an opportunity to increase your knowledge of the scientific study of life, to improve some existing skills, and to perhaps gain some new ones.

Here are some suggested resources if you are interested in learning more about Dr. Dweck's work:

Mindset: The New Psychology of Success (Updated Edition) by Carol S. Dweck, PhD. 2016. Ballantine Books. ISBN: 978-0-345-47232-8

[Click here to access a TedTalk by Dr. Carol Dweck on “The Power of Believing You Can Improve”.](#)

2. Learning takes time and effort. Give yourself the time you need to put in the effort required for success.

As mentioned above, this is a challenging course due to the large volume of material covered in a very short period of time. While you may have studied this material in your high school science courses, we generally go into more detail and the pace of the course is much faster (2.4 times faster for a 15 week long semester as compared to a school year (36 weeks) for a high school course). The class is **at least twice** as challenging when it is taken online. Online classes require good time management skills. In a face-to-face class, students spend about six (6) hours per week in class and lab. In order to be successful, they also need to plan on spending *at least* another six to eight hours per week outside of class reading and studying the material. This means a total of 12 to 14 hours per week. To be successful in an online class, students need to budget at least as much time for reading and studying as their counterparts in a face-to-face class (again 12 to 14 hours per week).

3. Carefully read and follow instructions.

In a paper published in the American Journal of Pharmaceutical Education (<https://www.ajpe.org/content/84/8/ajpe7779>), the authors state that “Within an academic setting, following instructions can influence grades, learning subject matter, and correctly executing skills.” This is very true for this class. Following instructions can lead to improved scores on assessments and greater opportunities for learning. Not following instructions can lead to missed learning opportunities and a loss of points (ranging from minor to significant) on assessments.

Fortunately, following instructions is a skill that can be developed and improved through practice, and there will be plenty of opportunities for practice in this course. Each assessment has a set of instructions, and carefully reading and following them will help you be more successful in the course.

4. READ, READ, READ.

Since this is an online class, the primary method of conveying information is in a written format. Therefore, carefully and thoroughly reading **all** the course materials and communications is an absolute necessity.

5. Read the textbook and all course materials for content and comprehension. Spend some time reviewing the material every day. You will complete and submit sets of multiple-choice reading questions based on the material in your textbook. These questions will also help you study for the multiple choice section on your exams.

You should review your graded assessments and spend time analyzing the questions, your responses, and the correct responses. Looking over the questions answered correctly is helpful, but analyzing those questions answered incorrectly can be even more helpful, even though it may not be comfortable to do. You can learn as much (if not more) from mistakes as you can from successes. Making mistakes is okay; it is part of the learning process. Analyzing mistakes made on low stakes assignments such as reading quizzes, lab assessments, and exam review quizzes can help you learn the material and (hopefully!) not have the same errors on the exams.

You should also make up your own questions based on the information in your course notes. Most of the information in the lectures is taken from your textbook; however, I do add information from sources outside the textbook as well. The textbook and the lecture documents complement each other. Therefore, you will be responsible for learning all the information (the material in the lectures as well as that taken from your textbook).

6. Review the lecture presentations. You will be doing this anyway as you will complete and submit an associated Brightspace quiz based on the student notes. However, you need to perform your review with intent and attention to content. Even though the lectures are based on the content of the textbook chapters, they are two different sources of information and are complementary documents. There may be more detail in the textbook, but it may be phrased a little differently in the lecture. There may be additional worked sample problems in the lecture that are not present in the textbook. There may be information from additional sources in the lectures that is not found in the textbook. You will be responsible for learning the information in both documents.

7. Complete all assignments and submit them on or before their due dates. Waiting until 7:30 pm on the day an exercise is due (with a deadline of 8:00 pm) to start working on the assignment is not generally going to be a strategy for success. If you have questions, there is not enough time for me to get back to you before the assignment is due. I strongly recommend that you start working on the assignments early. If you have questions about the assignment or the

material, you will have adequate time to ask your questions, and I will have adequate time to get back to you with answers.

8. If you ever have questions or concerns, please contact me. Remember: I can't answer the questions you don't ask, and I can't address your concerns if you don't let me know about them. If there is something that is unclear to you, please ask for clarification. I will be happy to provide additional explanation. Please contact me via e-mail anytime (day or night, weekday or weekend) with any questions or concerns you have about the course. I am here to help. If it is something that requires a more complex explanation that can be provided in an email, we can set up an appointment to meet by Zoom and discuss the matter face-to-face. I am happy to do so.

9. Remember, you are learning and honing skills as well as mastering content.

In addition to learning more about the fascinating study of life, you will also be practicing skills that you will find useful in your future academic and professional endeavors. These skills include:

- critical thinking and analytical reasoning (more about these later),
- problem solving,
- carefully following both simple and complex sets of instructions,
- finding and utilizing information provided in a given set of resources (an important part of information literacy),
- attention to detail, as well as others.

10. Remember that college is much, much different than high school. There are no exam re-takes or extensive extra credit, and late submission of multiple assignments at the end of the semester is not allowed. Those of you who have been in college more than one semester already know this fact very well. Southern Methodist University (SMU) has a website that provides a nice summary of the differences between the two educational levels. Here is the web address:

<http://www.smu.edu/Provost/ALEC/NeatStuffforNewStudents/HowIsCollegeDifferentfromHighSchool>

I strongly encourage all of you, especially those of you who are new to college, to look at this website. It will give you an idea of what is expected of you as a college student and will (hopefully) help decrease the culture shock.

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When all is said and done, I **do not GIVE** you a grade for this course, you **EARN** the grade you receive. Earning the grade involves not only working hard and completing assignments by their due dates; it involves understanding and mastering the material. Learning is an ACTIVE process that is more than simple memorization; learning requires gaining an understanding of the information and concepts involved. Learning the material takes more time and effort than just logging into Brightspace and passively looking at the materials you find there. Like most of life's endeavors, you will get out of this class what you put into it. Learning requires time, effort, focus, intent, resilience, perseverance, using effective learning strategies, and asking for help when you need it. I have provided some strategies to help you learn the material (and will be providing others throughout the course), but if you have questions about other study methods, please do not hesitate to ask.

Instructor Information:

Instructor Name: Ms. Mary Sides

MCC E-mail: msides@mclennan.edu

Office Phone Number: 254-299-8164

Office Location: Science Building – Room 208A. Room 124 - Highlander Ranch.

Office/Teacher Conference Hours: 2:15 – 3:15 pm on Tuesday and Thursday (Face-to-face and Zoom). 8:00 am – 9:00 am on Monday (Zoom), 4:00 – 5:00 pm on Wednesday (Zoom), and 8:00 am – 9:00 am on Friday (Zoom). Other times by appointment by Zoom videoconference.

Other Instruction Information: The best way to reach me is through the e-mail address listed above. I may not be able to respond immediately, but I will try to respond within 24 hours. I am generally online between 8:00 am and 8:00 pm on most days, but please feel free to e-mail me anytime, day or night, weekday or weekend, when you have any questions or concerns. Please include the following information in your message:

- **Your name and the course name and number in the subject line.** For this class, the course name and number is BIOL 1409_O081.
- **Your purpose for writing.** Please state the purpose of the message in the subject line.
- **Please utilize correct spelling and grammar.** Proper spelling and grammar are vital to clear communication. Communication with your instructor should be formal and professional. Think of it as practice for the formal communication that will be required in your future career.

You need to use your MCC e-mail account when contacting me. Please do not attach files or e-mail assignments without prior authorization. Also, please do not put me on your e-mail lists for inspirational, funny, or chain e-mails. E-mails should be confined to class-related issues.

I only reply to telephone messages when I am on campus. I live over 1.50 hours from campus, and I am on campus for a few hours only on Tuesdays and Thursdays. If you do need to call me, please leave me your e-mail address in addition to your phone number.

Required Text & Materials:

For our textbook for this course, we will be using selections from three open educational resources (OERs) as well as other provided readings. I will be providing the relevant chapters and readings to you through Brightspace. Therefore, you will not need to purchase a textbook. I am providing the information on the OERs below.

Title: Biology, 2nd edition.

Author: Mary Ann Clark, Jung Choi, and Matthew Douglas

Edition: 2nd

Publisher: OpenStax

ISBN: 978-1-947172-52-4

Title: Concepts of Biology

Author: Samantha Fowler, Rebecca Roush, and James Wise

Edition: 1st

Publisher: OpenStax

ISBN: 978-1-947172-03-6

Title: Principles of Biology

Editors: Robert Bear, David Rintoul, Bruce Snyder, Martha Smith-Caldas, Christopher Herren, and Eva Horne.

Publisher: OpenStax

Other readings as assigned.

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

Methods of Teaching and Learning:

This section is an online format. Learning will be achieved through the required readings, videos, review of posted lectures, lab exercises, exam review quizzes, an analysis paper with associated group discussion and scaffolding assignments, and lecture exams. Material is presented via Brightspace.

Course Objectives and/or Competencies:

Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

- **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
 - Assessed through the use of laboratory exercises, case studies, writing assignments, and/or lecture examinations.
- **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication.
 - Assessed through the use of written assignments, laboratory exercises, case studies, class discussions, and/or poster or PowerPoint presentations. Lab results or student projects by individuals or small groups will be presented with oral, written, and visual elements.
- **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
 - Assessed through the use of lecture examinations, laboratory exercises, and/or case studies.
- **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
 - Assessed through the use of group laboratory exercises, group assessment of case studies, class discussions, and/or poster or PowerPoint presentations. Small groups of students will work together to complete lab experiments, case study assessments, or group projects and present their results using oral, written, and visual elements.

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Upon successful completion of lecture and lab portions of this course, students will:

1. Describe modern evolutionary synthesis, natural selection, population genetics, micro and macroevolution, and speciation.
2. Describe phylogenetic relationships and classification schemes.
3. Identify the major phyla of life with an emphasis on plants and animals, including the basis for classification, structural and physiological adaptations, evolutionary history, and ecological significance.
4. Describe basic animal physiology and homeostasis as maintained by organ systems.
5. Compare different sexual and asexual life cycles noting their adaptive advantages.
6. Illustrate the relationship between major geologic change, extinctions, and evolutionary trends.
7. Apply scientific reasoning to investigate questions and utilize scientific tools such as microscopes and laboratory equipment to collect and analyze data.
8. Use critical thinking and scientific problem-solving to make informed decisions in the laboratory.
9. Communicate effectively the results of scientific investigations.

Course Attendance/Participation Guidelines:

If a student is not in attendance in accordance with the policies/guidelines of the class as outlined in the course syllabus as of the course census date, faculty are required to drop students from their class roster prior to certifying the respective class roster. A student's financial aid will be re-evaluated accordingly and the student will only receive funding for those courses attended as of the course census date.

Before the 60% point of the semester, a student who is absent for 25% or more of a face-to-face or blended course or who misses 25% or more of assigned work for an online course will be withdrawn from the course with a grade of W. A student may also request to be withdrawn with a grade of W before the 60% point of the semester. After the 60% point of the semester, the student may request to be withdrawn if the student is passing, or be assigned the final grade earned at the end of the semester after grades have been updated to reflect missing work.

In the case of online and hybrid courses, attendance will be determined in terms of participation as described in the course syllabus.

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In my face-to-face classes, students complete lab assignments during each class meeting; completion of these tasks is evidence of their attendance for that day. There is an analogous process for assessing attendance in this online class. Each week, lab assignments are assigned for completion. Failure to complete a lab assignment by the due date will be considered an absence. Lab assignments **MUST** be complete with all questions answered to be considered evidence of attendance. Incomplete lab assignments will not be accepted for attendance purposes.

If a student fails to complete 25 percent of the assignments (7 labs, major exams, or other assignments designated as being counted for attendance (i.e. the Instructor Plan Quiz that is part of the orientation requirements in this class)) by the assigned deadline, it will be taken as evidence that a student does not intend to complete the course. In this case and in accordance with the attendance policy (see above), the student will be withdrawn from the course with a grade of W. Students who reach the 25 percent point after the official drop date will **NOT** be automatically dropped from the course.

Each absence will count toward attendance requirements in each course.

Course Outline or Schedule:

Week 1 (01/08/2024 – 01/14/2024): Introduction to the course. Introduction to Science.

Week 2 (01/15/2024 – 01/21/2024): Use of Math in Non-Majors Biology. Natural Selection and Speciation.

Week 3 (01/22/2024 – 01/28/2024): Population Genetics. Taxonomy and Phylogenetics.

Week 4 (01/29/2024 – 02/04/2024): **Major Exam 1 (Intro to Science, Math in Science, Natural Selection, and Population Genetics). Available 01/29/2024 – 02/01/2024.**

Introduction to Animal Diversity.

Week 5 (02/05/2024 – 02/11/2024): Biodiversity. Introduction to Plant Diversity.

Week 6 (02/12/2024 – 02/18/2024): **Major Exam 2 (Taxonomy, Biodiversity, Plant Diversity, and Animal Diversity.) Available 02/12/2024 – 02/15/2024.** Soil and Plant Nutrition.

Week 7 (02/19/2024 – 02/25/2024): Plant Form and Physiology.

Week 8 (02/26/2024 – 03/03/2024): Plant Reproduction. **Analysis Paper prep quizzes and rough draft of first result due by 8:00 pm on 03/03/2024.**

Spring Break! (03/04/2024 – 03/10/2024)

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Week 9 (03/11/2024 – 03/17/2024): **Major Exam 3 (Soil and Plant Nutrition, Plant Form and Physiology, and Plant Reproduction). Available 03/11/2024 – 03/14/2024.** Ecology and the Biosphere.

Week 10 (03/18/2024 – 03/24/2024): Population and Community Ecology. Ecosystems.

Analysis Paper due by 8:00 pm on 03/24/2024. Thursday, 03/21/2024: Last day for student-initiated withdrawals with an automatic grade of 'W.'

Week 11 (03/25/2024 – 03/31/2024): **Major Exam 4 (Ecology and the Biosphere, Population Ecology, Community Ecology, and Ecosystems). Available 03/25/2024 – 03/28/2024.** Animal Form and Function.

Week 12 (04/01/2024 – 04/07/2024): Musculoskeletal System. Nervous System.

Week 13 (04/08/2024 – 04/14/2024): Endocrine System. Circulatory/Respiratory System.

Week 14 (04/15/2024 – 04/21/2024): Digestive System. Urinary System.

Week 15 (04/22/2024 – 04/28/2024): **Major Exam 5 (Animal Form and Function and Organ Systems). Available 04/22/2024 – 04/25/2024. Review for Final Exam.**

Week 16 (04/29/2024 – 05/02/2024): **Final Exam. Due by 8:00 pm on Tuesday, 04/30/2024, for graduating students. Due by 8:00 pm on Wednesday, 05/01/2024, for all other students.**

For *most* weeks of the course, you will have assessments due on Thursdays and Sundays (unless notified otherwise). You will generally have a set of reading questions, lecture notes, and lab assessment due by **8:00 pm** on Thursdays; you will have another set of reading questions, lecture notes, and lab assessment due by **8:00 pm** on Sundays. The Brightspace folder with the materials due on Thursday will open at 8:00 am on Monday, and the folder with the materials due on Sunday will open at 8:00 am on Thursday. This gives you four days to work on each set of materials.

Some weeks, you will also have a exam review quizzes to complete. These are part of your exam preparation, and they will be due by **6:00 pm** on Thursdays the same weeks as their corresponding exams. (They are part of your exam prep and need to be completed before you take your exams.)

With the exception the Final Exam, your major exams will be available between 8:00 am on Monday and 8:00 pm on Thursday of the week they are assigned.

There will also be a few weeks where there are additional assignments for you to complete.

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This schedule is tentative and may be changed at the instructor's discretion. You will be notified of any changes by e-mail and notifications in Brightspace.

Course Grading Information:

Orientation Activities	4.5 percent
Major Exams	37.5 percent
Analysis Paper Project	10 percent
Lab Assessments	25 percent
Reading Questions	2.5 percent
Lecture Notes	0.5 percent
Exam Review Quizzes	10 percent
<u>Comprehensive Final exam</u>	<u>10 percent</u>
Total	100 percent

The percentage needed for each letter grade are as follows:

90% or greater = A
80% – 89.99% = B
70% – 79.99% = C
60% – 69.99% = D
Less than 60% = F

There will be five (5) major (lecture) exams and a comprehensive final exam.

The major exams will be based on material from the textbook readings, the lectures, and any additional assigned readings and videos. These exams will have two sections. The first section will be a random selection from all the reading questions for the unit. The second section will be a mix of matching, ordering, multi-select, and/or written response questions. A portion of these questions will be direct knowledge questions, but many will require you to use your critical thinking and analytical skills. The major exams in the course will be unproctored, timed, open book exams.

Now, before you get too excited about the prospect of open-book exams, there are some conditions that will be in place to help maintain academic integrity. The first condition is that these exams will have a very strict time limit. You will not be allowed to enter additional answers once the time limit is reached. There will not be enough time for you to look up every single answer on the test, so you will still need to thoroughly prepare and learn the material.

The second condition is that each test will be a random draw of questions. This means is that each student's exam will be slightly different.

The third condition is that you will asked to provide the course materials reference (chapter name and page number or lecture name and slide number) where the information is located that will help you answer the written response questions on the exam in order to earn credit for those questions. There will generally be three to five written response questions per exam, and this condition has been implemented to help preserve academic integrity on those questions. All the answers for the assessments in the course can be found in the course materials, and looking for answers using ChatGPT or a search engine such as Google is a violation of academic integrity, and is NOT permitted. Additionally, information found using such an Internet search is likely to be incorrect, incomplete, or inconsistent (including that produced by Chat GPT) with the course materials and can result in the loss of points. To put it plainly and simply: Using information from sources outside the course materials in Brightspace is a violation of the testing rules, and violations may be reported to Student Conduct for further action.

Therefore, you will need to have a strong familiarity with the course materials and prepare a good review sheet ahead of time in order to be successful.

There will be an analysis paper based on assessment of Internet sources of scientific information. Students will be assigned to teams. Each member of a team will be assigned a different search engine to be used to research the given topic. In addition to each student submitting a paper detailing the results of the individual's research, there will also be a team discussion to analyze the reliability of each of the assigned search engines to provide reliable scientific content. The paper and associated assignments will be worth 10 percent (one letter grade) of your final course grade. The paper itself will be worth eight (8) percent of the final course grade, and students will have the opportunity to earn the remaining two (2) percent of the 10 percent based on their submission of the rough draft of their first result, their participation in the team discussion, and completion of preparatory quizzes and follow-up questions. Additional information regarding this assignment will be provided later in the semester.

There will be reading questions based on the material in the textbook and other assigned readings. There will be a set of questions associated with each lecture. These are designed to help the student prepare for class. Answers to the reading questions will be submitted through a quiz link in Brightspace.

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The lectures and student notes for the course have been prepared to help the student understand the material and should be carefully reviewed and the student notes completed. In order to assist with this process, student will submit a copy of the student notes as a Brightspace quiz.

There will be lab assessments designed to help you start interacting with the course materials. These assessments will consist of a combination of multiple choice, matching, ordering, and choose all that apply questions. You will have a pdf copy of the lab assessment that you will need to use in finding the answers, and you will then submit your answers using a quiz link in Brightspace.

There will be also be exam review quizzes. These will be due by 6:00 pm on the same day the exam over a given unit is due. The review quizzes will help you think about what you have learned in each unit and prepare for the major exam.

Due to the rules of the Family Educational Rights and Privacy Act (FERPA), I cannot discuss your grades with your parents, spouse, children, significant other, employer, family pet, etc. without your written permission. This permission has to be in writing; consent furnished by e-mail is not acceptable. In addition, I cannot discuss your grades with you via e-mail since it is not considered a secure form of communication.

Late Work and Make Up Work Policies:

Late work is generally not accepted; however, it will sometimes be accepted in extenuating circumstances. If you are not going to be able to submit an assignment before the due date, please let me know **before** the deadline if at all possible. Extensions may be granted if the request is made after the deadline, but only in extenuating circumstances; these will be considered on a case-by-case basis. If an extension is granted, you will need to submit the late work within 24 hours of due date.

As the major exams and final exam are online and available for several days, make-up exams will generally not be given. As the lowest exam grade is dropped at the end of the semester as part of the course grading process, one missing exam grade will be counted as the student's lowest grade and be dropped from the final course grade calculation. If a student has to miss more than one exam, they need to contact their instructor as soon as possible to discuss their options.

Student Behavioral Expectations or Conduct Policy:

Students are expected to maintain online decorum that includes respect for other students and the instructor, prompt and regular attendance (in the form of completed lab assessments submitted by the assigned deadline), and an attitude that seeks to take full advantage of the educational opportunity.

Professionalism. A casual and friendly atmosphere is encouraged. However, respect and civility are absolutely required in all interactions with your instructor and fellow classmates. All communication should be professional and respectful in tone.

Testing. All exams will be taken through Brightspace. The major exams are timed, open-book exams. Each exam (except for the Final) will be available from 8:00 am on Monday and 8:00 pm on Thursday of the week it has been assigned. The Final Exam will be due by 8:00 pm on Tuesday, 04/30/2024, for graduating students. The Final Exam will be due by 8:00 pm on Wednesday, 05/01/2024, for all other students. of the week it has been assigned.

Academic Honesty:

Academic honesty is very important. You should always do your own work. The tests are opportunities to demonstrate how much you have learned.

To put it plainly: Cheating is dishonest. It is also disrespectful; it is disrespectful of your classmates, your instructor, and most of all, yourself.

All the information you need for completing the course assessments can be found in the course materials (your textbook, course lecture documents, assigned additional readings, and any assigned videos). Looking for answers to specific questions on these assessments (particularly the exams) using a general web search or specific sites such as ChatGPT, Chegg, Google Homework, Quizlet, and other similar websites is considered cheating as you are not doing your own work. Looking for tutorials and additional information on challenging topics and concepts on YouTube and Khan Academy while you are working on lab assessments and preparing for exams is acceptable as the answers to specific assessment questions are generally not found on those sites.

You are allowed and expected to use your textbook, lecture notes, and any review materials you have compiled while you are taking your exams, but using information from outside websites

(including, but not limited to, ChatGPT and other generative artificial intelligence platforms) is NOT allowed. Information from outside sources is likely to be incomplete, inaccurate, irrelevant, or inconsistent with the information found in the designated class resources and will likely result in a loss of points if used. To put it plainly and simply: Using information from sources outside the course materials in Brightspace is a violation of the testing rules, and violations may be reported to Student Conduct for further action.

You should always do your own work. Collaborating with other individuals on exams is not permitted; sharing exam questions and/or answers is strictly prohibited. These are also violations of the testing rules, and evidence of these violations may also be reported to Student Conduct for further action.

[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.

10/09/2023



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. Claudette Jackson, (Accommodations/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 may report sexual harassment anonymously by visiting <http://www.lighthouse-services.com/mclennan/>

Additionally, Title IX provides rights and protections for pregnant and newly parenting students. 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. You can contact the Academic Support and Tutoring team via Zoom or email (ast@mclennan.edu) by going to our website (<https://www.mclennan.edu/academic-support-and-tutoring/>)

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 success@mclennan.edu.

Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff. To schedule an appointment, go to <https://calendly.com/paulannespantry-mcc/15min>.

The CREW, Success Coaches, and Paulanne's Pantry are all located on the second floor of the Student Services building in Success Coaching Services.

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:

Please view our [Academic integrity statement](#) for more information about academic integrity, dishonesty, and cheating. The unauthorized use of artificial intelligence (AI) for classwork can be a violation of the College's General Conduct Policy. Whether AI is authorized in a course and the parameters in which AI can be used in a course will be outlined by each instructor.

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. 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](#) 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.