McLennan
COMMUNITY
COLLEGE

WACO, TEXAS

COURSE SYLLABUS

AND

INSTRUCTOR PLAN

Technical and Business Writing

ENGL - 2311 - 87

DEBRA FULTZ

NOTE: This is a Summer I Online

6-Week Course

AN EQUAL OPPORTUNITY INSTITUTION   Summer I 2022

Course Description:

Intensive study of and practice in professional settings. Focus on the types of documents necessary to make decisions and take action on the job, such as proposals, reports, instructions, policies and procedures, e-mail messages, letters, and descriptions of products and services. Practice individual and collaborative processes involved in the creation of ethical and efficient documents.

Prerequisites and/or Co-requisites:
Prerequisite: ENGL 0301 or equivalent.

Course Notes and Instructor Recommendations:

None.

Instructor Information:

Instructor Name: Debra Fultz
MCC E-mail: dfultz@mclennan.edu
Phone:
Office/Teacher Conference Hours: M – TH: 12:00 – 1:00 p.m. online

Required Text & Materials:

Title: *Technical Communication*
Author: John M. Lannon and Laura J. Gurak
Edition: 15th
Publisher: Pearson/Longman
ISBN: 13:978-0-13-516478-5

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

Methods of Teaching and Learning:

All 2311 students will complete a class project that involves both individual and group participation in a fictitious scenario concerning business hiring processes. First, the students will study the ethical considerations that both applicants and employers face during hiring processes.

Second, to engage in critical thinking and communication activities, the students will assume the role of job applicant to write an application letter and resume for a hypothetical job scenario assigned by the instructor. Third, in assigned groups, students will assume the role of fictitious hiring committees and compose interview questions as well as evaluate the application letters and resumes submitted for the assigned job by individuals from another group. Fourth, each group, acting in the role of hiring committee, will then conduct face-to-face interviews with members of another group (the job applicants) in order to evaluate and rank, from first to last choice, the potential applicants for the job. Fifth, each student will write a recommendation memo that incorporates the use of visuals to present his/her group's recommendations for ranking the candidates as well as the top candidate for the job.

Basic Class Project Rubric

Criteria	Outstanding	Proficient	Basic	Below Expectations
Critical Thinking	-Shows originality of thought and logical connections -Demonstrates excellent descriptive, analytic, interpretative, evaluative, and engaged intellectual inquiry.	-Shows less originality and may have minor flaws in logic. -Demonstrates good descriptive, analytic, interpretative, evaluative, and engaged intellectual inquiry.	-Expression mostly limited to ideas from class or readings. -Inconsistent description, analysis, interpretation, evaluation, and engagement in intellectual inquiry.	-Does not comprehend course concepts. -Inadequate description, analysis, interpretation, evaluation, and engagement in intellectual inquiry.
Communication	-Clear main idea with supporting organization and developed examples and explanation. -Excellent awareness of rhetorical situation, including audience, topic, and perspective as speaker/writer.	-Clear main idea but may have minor lapses in organization, less developed examples and explanation. -Good awareness of rhetorical situation and matches work to audience requirements.	-Shows competency but has weak or unfocused main ideas, organization, and few developed examples and explanation. -Awareness of rhetorical situation but work does not meet the need.	-Inconsistent competence in thesis, organization, and content development. -Does not consider or tailor content and structure to rhetorical situation.
Mechanics	-Demonstrates complete command of format with mature diction and shows few, if any, grammar, spelling, or diction errors	-Demonstrates competent command of format & diction. May have minor mechanical, grammar, spelling, or diction errors.	-Shows mostly competent command of format and diction but has some major mechanical, grammar, spelling, or diction errors.	-Fails to show competence in format, diction, mechanics, grammar, and/or spelling.

Teamwork	-Actively assists in meeting group goals. - Treats others respectfully at all times. - Consistently provides assistance and/or encouragement to all team members.	-Contributes to meeting group goals. -Treats others respectfully. -Assists and/or encourages other team members.	-Participates with teamwork requirements but does not actively work beyond the minimum required. -Treats group members respectfully but does not interact fully.	-Does not assist the group and/or fails to treat group members respectfully.
Personal Responsibility	-Completes all assigned tasks by deadlines; work is thorough and comprehensive. -Always shows the ability to connect choices, actions, and consequences to ethical decision-making.	-Completes most assigned tasks by the deadline; work is mostly thorough and shows only minor lapses in accountability. -Usually shows the ability to connect choices, actions, and consequences to ethical decision-making.	-Misses deadlines occasionally; work generally meets requirements; shows occasional major lapses in responsibility. -Often shows the ability to connect choices, actions, and consequences to ethical decision-making.	-Sometimes fails to show the ability to connect choices, actions and consequences to ethical decision-making

Course Objectives and/or Competencies

Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

- **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
- **Teamwork (TW) --** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility (PR)** -- to include the ability to connect choices, actions and consequences to ethical decision-making

Course Outline or Schedule:

NOTE 1: The numbers in parentheses after the daily and major assignments refer to the course objectives and competencies assessed in this course.

NOTE 2: The syllabus is subject to change, but changes will be posted on the Brightspace "Announcements" page for this course.

PLEASE DO NOT SUBMIT ANY ASSIGNMENT MORE THAN 3 DAYS AHEAD OF THE DUE DATE FOR THE ASSIGNMENT.

To access online lecture assignments, refer to the "Lectures" section of this course. To access both Daily and Major Assignments, refer to the "Assignments" section of this course. ALL ASSIGNMENTS ARE DUE BY 12 p.m. (NOON) ON THE SPECIFIED DUE DATE.

NOTE: At the end of this document is a Summary of Assignments and Due Dates.

Course Outline or Schedule:

 NOTE 1: The numbers in parentheses after the daily and major assignments refer to the course objectives and competencies assessed in this course.

 NOTE 2: The syllabus is subject to change, but changes will be posted on the Brightspace "Announcements" page for this course.

Class Orientation – May 31 - June 2

--Reading: Syllabus
--Daily Assignment: Daily 1: Online Orientation Quiz in Brightspace (4) -- Due: Thursday, June 2

Unit 1 Writing for Readers

A. Lesson 1: PAFEO -- June 3 - 4

--Reading: Online lecture Lesson 1: PAFEO and Chapters 1- 3 of the textbook

B. Lesson 2: Ethics – June 3 - 4

--Reading: Online lecture Lesson 2: Ethics and Chapter 4 of the textbook

C. Lesson 3: Readable Style – June 3 - 4

--Reading: Online Lecture Lesson 3: Readable Style and Chapter 10, 11, and 13 of the textbook

D. Lesson 4: Visuals – June 3 - 4

--Reading: Online lecture Lesson 4: Visuals and Chapter 12 of the textbook
--Daily Assignment: Daily 2 - Visual (1,3,4,5) -- Due: Saturday, June 4

<u>**Unit 2 Writing Letters and Memos**</u>

A. Lesson 1: Informative Letters – June 6 - 7

-- Reading: Online lecture Lesson 1: Informative Letter and pp. 338 – 364 of the textbook

B. Lesson 2: Persuasive Letters – June 6 - 7

-- Reading: Online lecture Lesson 2: Persuasive Letters
- -Daily Assignment/Major Assignment: Daily 3 PAFEO for Persuasive Letter AND
-- Major Assignment: Persuasive Letter (1-7) -- BOTH Assignments Due: Tuesday, June 7

C. Lesson 3: Memos, Electronic Mail and Informal Reports – June 8 - 10
 --Reading: Online lecture Lesson 3: Memos, Electronic Correspondence, and Informal Reports and pp. 325 - 337, Chapters 14 and 20 of the textbook. Review Chapter 13 of the textbook
--Major Assignment: Recommendation Report with Visual(s) (1-7) -- Due: Friday, June 10

<u>**Unit 3 Conducting the Job Hunt**</u>

A. Lesson 1: The Resume -- June 11 - 17

--Reading Assignment: Online lecture Lesson 1: The Resume and Chapter 16 of the textbook
--Major Assignment: Group Project Part 1 -- Major Resume and Application Letter AND
-- Daily Assignment: Daily 4—Group Project Part 2: Answers to Interview Questions – (1-7) -
- Both Assignments Due: Sunday, June 12

B. Lesson 2: Application Letters -- June 11 - 17

--Reading Assignment: Online lecture Lesson 2: Application Letters

C. Lesson 3: The Interview – June 11 - 17

--Reading Assignment: Online lecture Lesson 3: The Interview

D. Lesson 4: Follow-Up Letters -- June 11 - 17

--Reading Assignment: Online lecture Lesson 4: Follow-Up Letters
-- Daily Assignment: Daily 5 —Group Project Part 3: Critique of Candidates –
Due: Wednesday, June 15
-- Major Assignment: Group Project— Major Recommendation Memo Assignment –
Due: Friday, June 17

Unit 4 Writing a Formal Analytical Report

A. Lesson 1: Conducting Research – June 18 - 25

--Reading Assignment: Online lecture Lesson 1: Conducting Research and Chapters 7 – 9 of the
textbook
-- Major Assignment: Major Formal Analytical Report (1-7) -- If you have not already done so,
begin working on the Major Formal Analytical Report

B. Lesson 2: Documenting the Formal Analytical Report – June 18 - 25

--Reading Assignment – Online lecture Lesson 2: Documenting the Formal Analytical Report
and pages 626 – 632 and bottom of page 646 - 657 of the textbook

-- Daily Assignment: Daily 6 Formal Analytical Report APA Sources and Report Outline (1-7) -
- Due: Tuesday, June 21

--Major Assignment: Major Formal Analytical Report (1-7) – Continue Working on the Major
Formal Analytical Report

C. Lesson 3: Writing the Formal Analytical Report – June 18 - 25

--Reading Assignment: Online lecture Lesson 3: Writing the Formal Analytical Report and
Chapter 21 of the textbook. Review Chapters 10 and 13 of the textbook.
--Major Assignment: Major Formal Analytical Report (1-7) – Continue working on the Major
Formal Analytical Report

D. Lesson 4: Adding Document Supplements – June 18 - 25

--Reading Assignment: Online lecture Lesson 4: Adding Document Supplements, and "Transmittal Memo" on p. 333, p. 334, pp. 511-513, pp. 516-518 and p. 656 of the textbook
--Major Assignment: Major Formal Analytical Report (1-7) -- Due: Saturday, June 25

Unit 5: Procedures – June 26 - 29

--Reading Assignment: Online lecture Unit 5: Procedures and Chapter 19 of the textbook

Unit 6: Wrapping Up the Course – June 30 – July 4

--Reading Assignment: Online lecture Unit 6: Wrapping Up the Course

Final Exam -- Tuesday, July 5 by 12:00 p.m. (NOON)

--Major Assignment: Final Exam (1-7) -- Due Tuesday, July 5 by 12:00 p.m. (NOON). NOTE: On Wednesday, June 29, the Final Exam will be posted as an announcement in Brightspace.

SUMMARY LIST OF WRITING ASSIGNMENTS AND DEADLINES:

Daily 1: Orientation Quiz – Thursday, June 2

Daily 2: Visual – Saturday, June 4

Daily 3 Persuasive Letter PAFEO and Major Assignment: Persuasive Letter – Tuesday, June 7

Major Assignment: Recommendation Report with Visual(s) – Friday, June 10

Major Assignment: Group Project Part 1 – Major Resume and Application Letter and Daily 4: Group Project Part 2 -- Answers to Interview Questions – Sunday, June 12

Daily 5: Group Project Part 3 -- Critique of Candidates – Wednesday, June 15

Major Assignment: Group Project – Major Recommendation Memo Assignment – Friday, June 17

Daily 6: Formal Analytical Report APA Sources and Report Outline – Tuesday, June 21

Major Assignment: Formal Analytical Report – Saturday, June 25

Final Exam – Tuesday, July 5 by 12:00 p.m. (NOON)

FERPA note for dual-credit students and parents: Under The Family Education Rights and Privacy Act (1974), if a student is attending a postsecondary institution – at any age – the rights under FERPA have transferred to the student. However, in a situation where a student is enrolled in both a high school and a postsecondary institution, the two schools may exchange information on that student. If the student is under 18, the parents still retain the rights under FERPA at the high school and may inspect and review any records sent by the postsecondary institution to the high school. The instructor, however, may not disclose information about the student to parent(s) without specific authorization. Parents should contact Ms. Londa Carriveau, Dual Credit Liaison at McLennan Community College: 254-299-8937 or at lcarriveau@mclennan.edu for questions and clarification of college policy regarding FERPA and dual-credit students.

Course Grading Information:

Your final course grade consists of Daily Assignments, Major Assignments, and the Final Exam.

DAILY ASSIGNMENTS -- count 10% of final grade

Daily assignments are used to introduce you to skills needed to do well on the Major Assignments. My feedback on Daily assignments can help you as you work on the Major Assignments.

Grades for Daily Assignments are as follows:

100 -- Means that you submitted a detailed, thorough response to the assignment. Your response may contain one or two minor errors but overall your response is correct.

70 -- Means that your response is too brief and/or contains several errors.

50 – Means that you only completed half of the assignment.

0 -- Means that you did not submit the assignment at all or that you submitted an incorrect assignment.

MAJOR ASSIGNMENTS -- count 45% of final grade

Major Assignments demonstrate that you have read both your textbook and the online lectures and understand the basic concepts discussed in the textbook/lectures. Be sure to follow all directions given in the Major Assignments.

When grading a Major Assignment, the first thing I do is check to see if the document meets all requirements stated in the assignment. NOTE: Any assignment that does not meet all minimum requirements stated in the assignment will receive a grade of F.

If the document meets the assignment requirements, I next review the content, organization, format, and grammar/punctuation of the document to determine how well the document excels in these areas. Although there are countless ways these four areas combine to affect the final grade of a paper, the description of each grade listed below will give you a general guideline of how I determine the grade for a document. Remember, these are general guidelines only; they are not etched in stone.

General guidelines for the grading of Major Assignments are as follows:

A+ (100) -- Your work goes "above and beyond the call of duty." The document not only meets but exceeds all the requirements stated in the assignment. Content is thorough. Organization and format are exceptional. The document has NO grammar/punctuation errors.

A (95) -- You did a great job! The document meets all requirements stated in the assignment. Content is fully developed. Organization and format are correct. The document may have 1 grammar/punctuation errors.

A- (92) -- Document meets all requirements stated in the assignment. Content is fully developed. Document has no errors in organization and format. Document may have 2 grammar/punctuation errors.

B+ (89) -- Document meets all requirements stated in the assignment. Content is fully developed. Document has minor errors in organization and/or format. Document may have 1 or 2 errors in grammar/punctuation.

B (85) -- Document meets all requirements stated in the assignment. Content is fully developed. Document has minor errors in organization and/or format. Document has 3 - 5 errors in grammar/punctuation.

B- (82) -- Document meets all requirements stated in the assignment. Content is fully developed. Document has minor errors in organization and/or format. Document has more than 5 errors in grammar/punctuation.

C+ (79) -- Document meets all requirements stated in the assignment. One or two areas of the content need development. Document has minor errors in organization and/or format. Document may have 1 or 2 errors in grammar/punctuation.

C (75) -- Document meets all requirements stated in the assignment. One or two areas of the content need development. Document has minor errors in organization and/or format. Document has 3 - 5 errors in grammar/punctuation.

C- (72) -- Document meets all requirements stated in the assignment. One or two areas of the content need development. Document has minor errors in organization and/or format. Document has more than 5 errors in grammar/punctuation.

D+ (69) -- Document meets all requirements stated in the assignment. Content has little development. Document has little organization and/or is formatted incorrectly. Document has only 1 or 2 grammar/punctuation errors.

D (65) -- Document meets all requirements stated in the assignment. Content has little development. Document has little organization and/or is formatted incorrectly. Document has 3 to 5 grammar/punctuation errors.

D- (62) -- Document meets all requirements stated in the assignment. Content has little development. Document has little organization and/or is formatted incorrectly. Document has more than 5 grammar/punctuation errors.

F (55 or below) -- Document DOES NOT meet ALL requirements stated in the assignment.

FORMAL ANALYTICAL REPORT – counts 25% of the final grade

The formal analytical report is graded on the same scale as the other Major Assignments.

FINAL EXAM -- counts 20% of final grade

The final exam is graded on the same scale as the other Major Assignments.

Late Work, Attendance, and Make Up Work Policies:

Late Work and Make Up

Daily Assignments

I will accept late Daily Assignments within 24 hours of the due date. A deduction of **10 points** will be taken on each late Daily Assignment. **ANY daily assignment received after the 24-hour late period will receive a grade of ZERO.**

All Major Assignments Except the Major Formal Analytical Report and the Final Exam

I will accept late Major Assignments within 24 hours of the due date. A deduction of **10 points** will be taken on each late Major Assignment (except the Major Formal Analytical Report and the Final Exam – see below). **ANY Major Assignment received after the 24-hour late period will receive a grade of ZERO.**

The Major Formal Analytical Report

I will accept late Formal Analytical Report assignments within 24 hours of the scheduled due date. A deduction of **up to 20 points** will be taken on any late Formal Analytical Report. **ANY Formal Analytical Report received after the Late Paper due date will receive a grade of ZERO**.

The Final Exam

The Final Exam is due by the scheduled due date and time. NO LATE FINALS WILL BE ACCEPTED!

Submitting an Incorrect Assignment

 Be sure you are using current assignments listed on Brightspace for this semester. If you submit an assignment that was used in a previous semester and not the one listed in Brightspace for this semester, the grade for the assignment will be a ZERO.

When emailing an attached assignment, copy yourself on the email (use the CC:) and then double check to make sure that the assignment you attached to the email IS THE ASSIGNMENT THAT YOU WISH ME TO GRADE. IF YOU FIND THAT YOU ACCIDENTALLY EMAILED AN INCORRECT ASSIGNMENT OR VERSION OF AN ASSIGNMENT TO ME, YOU HAVE **8 HOURS** FROM THE DUE DATE AND TIME TO RESUBMIT A CORRECTED OR COMPLETED ASSIGNMENT.

AFTER **8 HOURS** I WILL NOT ACCEPT A CORRECTED/COMPLETED VERSION OF YOUR ASSIGNMENT. ONCE I SEND YOU FEEDBACK AND A GRADE ON AN

ASSIGNMENT, IT IS THEN TOO LATE TO TELL ME THAT YOU SUBMITTED AN INCORRECT OR INCOMPLETE ASSIGNMENT AND IT IS TOO LATE TO ASK ME IF YOU CAN THEN SUBMIT THE CORRECT ASSIGNMENT OR A COMPLETED COPY OF THE ASSIGNMENT.

Attendance

* **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 guidelines specific to this course.

Your participation in online activities and your submission of assignments on time equals class attendance. Attendance roll begins with the first day of class.

Students who miss 25% of class meetings will be dropped from the course. Your participation in online activities and your submission of assignments on time equals class attendance. If you miss submitting any **3 lessons**, you will be considered as having missed 25% of the course and will be dropped and receive a grade according to the policy listed below.

IMPORTANT!!!!!! If you accumulate 25% absences before the automatic withdrawal date, you will automatically be dropped with a W. If you accumulate 25% absences after the automatic withdrawal date, you will receive a W IF YOU ARE PASSING THE COURSE or you will receive an "F" IF YOU ARE NOT PASSING THE COURSE.

If you miss 25% of the course after the automatic withdrawal date and wish me to give you a "W" instead of the "F," then you MUST contact me with a valid reason for the "W" by NO LATER THAN THREE DAYS BEFORE THE FINAL EXAM. If you have not contacted me by this time, then I will record an "F" for your final grade when I submit semester grades.

NOTE: THERE ARE NO MAKE-UPS FOR MISSED ASSIGNMENTS, AND THERE IS NO EXTRA CREDIT AVAILABLE to bring up your grade at the end of the semester.

Student Behavioral Expectations or Conduct Policy:

Students are expected to follow the General Conduct Policy in the Highlander Guide.

* **Click Here for the MCC Academic Integrity Statement**
(**www.mclennan.edu/academic-integrity**)
The link above will provide you with information about academic integrity, dishonesty, and cheating.

In addition, students are expected to

1. Devote AT LEAST the same amount of time to this course as you would if attending an on-campus class every day and doing homework outside of class. All of the assignments are posted from day one of class; therefore, you may work ahead on assignments.

WAITING UNTIL THE LAST MINUTE TO WORK ON OR TO SUBMIT AN ASSIGNMENT AND HAVING PERSONAL, WORK, OR COMPUTER PROBLEMS IS NO EXCUSE FOR LATE WORK!!!!

2. Read, read, read!! Reading independently is even more important in an Internet class than in an on-campus class. You need the information contained in BOTH the textbook AND the online lectures to successfully complete assignments. Read all instructions and assignments carefully. FAILURE TO MEET THE MINIMUM REQUIREMENTS FOR ANY ASSIGNMENT MAY RESULT IN AN "F" FOR THE ASSIGNMENT GRADE.

3. Ask questions. If you didn't understand, chances are good others didn't either!

4. Let me know if you have trouble with a course link so that I can check it out. All of the links in the course material are accurate and up-to-date as of the beginning of the semester, but, as you know, the web changes every day.

5. Keep back-up copies of all the work you submit, either on a disk or hard copies. I may need to ask you to resubmit a copy of your assignment.

6. Submit your work on time. If your car breaks down on the way to campus, your instructor can not repair it. If your television set breaks during a TV course, your instructor can't help. If you

experience computer problems or Internet access problems, I probably can't solve them! Remember that you can always use the computer labs at MCC if you're having trouble at home, but computer trouble is not an excuse for late work.

7. Use the same courtesy online that you would use face to face. The most enjoyable part of this course will be the interaction among students and sharing of ideas online.

8. Submit your own work.

The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the MCC faculty or staff.

The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

You MUST ALWAYS submit your OWN work. You may discuss daily and major assignments with other students, but do not work so closely that your submitted assignment is too close to being the same as another student's submitted assignment. Doing so is a form of plagiarism.

IMPORTANT: If you are caught plagiarizing, the first offense will result in your receiving A GRADE OF ZERO for the plagiarized assignment (you may not make up a plagiarized assignment)!!! I will also report the offense to the Counseling Specialist who will document the incident. IF YOU ARE CAUGHT PLAGIARIZING A SECOND TIME, YOU WILL RECEIVE A GRADE OF "F" IN THE COURSE FOR THE SEMESTER.

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ACADEMIC RESOURCES/POLICIES

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

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.