McLennan

COMMUNITY

COLLEGE

WACO, TEXAS

COURSE SYLLABUS

AND

INSTRUCTOR PLAN

ENGL 2311. 87

Technical and Business Writing

Michael John Manzullo

NOTE: This is a Summer II Online

5-Week Course

AN EQUAL OPPORTUNITY INSTITUTION   Summer II 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:
This is a *Technical Writing* course, and is, in itself, quite different from "purely" academic writing. As a professional Technical Writer, I have had, and still engage in, the opportunity to develop many such proposals you will embark upon in this course. As writers and editors, you will often have a chance to develop professional correspondence within the framework of your profession, whatever that may be. This course is to better help you "jump-start" your professional career by becoming a better writer, speaker, and presenter of professional data. Trust me: it really is important to have these skills, eventually honed by you, over the course of your career. Great Expectations! *Carpe diem*!

Instructor Information:

Instructor Name: Michael John Manzullo
Email: mmanzullo@mclennan.edu
Texting: 7145857731 (as needed)
Office/Teacher Conference Hours: M – TH: 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: *(read carefully)*
All 2311 students will complete a class project that involves individual written and video online submissions in a **fictitious** scenario concerning a business *organizational position addition* process. Video and Written assignments will be handed in *in tandem* according to specified dates (see detailed timetable below). That is, each student will develop and submit in stages, a 5-step process: *see next page ...*

First, using the Technical Writing tools found in this book, the student will develop a FICTIONAL **budget and organizational justification** that both Supervisory (S) and Subordinate supervisory (Ss) employees face during a **new** organizational, position justification process. [Note: *One cannot simply add a new position without budgetary constraints/ considerations*.]

Second, to engage in critical thinking and communication activities, the student will assume the role of a Ss to develop, write, **and** visually present a *preliminary* and relatively concise **proposal**. *Third*, in the assumed role of a *Fictitious* Ss, you will conduct necessary research and compose various stages (following the Chapters enumerated) to develop necessary data to validate position justification request. *Fourth*, student will write a complete *final proposal* justification, with necessary supporting fiscal data to support adding another position to the organization's (fictional) stated mission. (Selected Chapters will guide your thinking, but you may use the entire book, if you wish to glean information... trust me, this scenario does exit in the real world!)

Finally, *Fifth*, thus, each student will write a Recommendation Proposal that incorporates the use of professionally acceptable visuals to present final recommendations for securing the final approval from S for securing the desired new position.

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: N/A	-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 Information:

- **SYLLABUS** ...
  - o PLEASE READ FULLY and CAREFULLY the minute your receive this!
  - o Yes, I'm serious ... many questions from students arise from
    - too quickly reading the basic "game plan."
    - Pursuing the normally incorrect direction.

Please remember:
- These chapters are NOT simply for consecutive reading... (could become boring)
  - o Rather, they should become to you a *reservoir* of technical info to guide you through your project.
- In daily work life, things are not usually in a neat package...
  - o one has to pull together much info from many sources:
    - analyze, sift, organize to "make your point"
  - o *Never forget the focal point of your writing...*
    - *What are you trying (must) to say?*

Your Reading responsibility

Part 1 *Communicating in the Workplace*
Chapters:
  1. **Introduction to Technical Communication (peruse)**
  3. **Persuading Your Audience**

Part 2 *The Research Process*
Chapters:
  8. **Evaluating and Interpreting Information**
  9. **Summarizing Research Findings and Other Information.**

Part 3 *Organization, Style, and Visual Design*
Chapters:
  11. **Editing for a Professional Style and Tone**
  12. **Designing Visual Information**

Part 4 *Specific Documents and Applications*
Chapters:
  21. **Formal Analytical Reports**
  22. **Proposals**
  23. **Oral Presentations and Video Conferencing**

Part 5 *Resources for Technical Writers* **(Peruse only)**

Detailed LIST OF WRITING ASSIGNMENTS AND DEADLINES:

o   Week 1: Begin Perusing Chapters

- o   Developing ideas for Project
  - ▪ *Initial Project Paper 1*
    - 8. <u>Overview/ Video</u>
- o   Due: Thursday, July 14, 2022

o   Week 2: Develop Focus

- o   *Project Paper 2*
- o   Solidifying format for Project
  - ▪ *Project Paper 2*
    - 8. <u>Phase 2 / Video</u>
- o   Due: Thursday, July 21, 2022

o   Week 3: Present Initial Strategy

- o   *Project Paper 3*
- o   Shaping / Rebuttal Project
  - ▪ *Project Paper 3*
    - 8. <u>Phase 3 / Video</u>
- o   Due: Thursday, July 28, 2022

o   Week 4: Presenting Final Focus

- o   *Project Paper 4*
- o   "Mature" Project
  - ▪ *Project Paper 4*
    - 8. <u>Phase 4 / Video</u>
- o   Due: Thursday, August 4, 2022

o   Week 5: Presenting Final Proposal (Final)

- o   *Project Paper 5*
- o   Polished Project
  - ▪ *Project Paper 5*
    - 8. <u>Phase 5/ Video</u>
- o   Due: Tuesday, August 9, 2022
  - ▪ (by noon) Voila!

Your Overall Assignment/ Work "Mission"

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$\Rightarrow$ Basic Paper Definitions:
  - o 5 relatively short but intricately connected papers will be written.
    - ▪ Each paper must be no less than 2 full pages (no more than 3), properly formatted, using the APA formatting guide;
    - ▪ Each paper (each Phase) will then eventually connect to the whole Final paper...
      - • thus forming, at the end of these 4 weeks, ONE complete *Formal Proposal*...
        - o not exceeding 3 well-written pages, containing a solid rationale to present your view.
  - o Careful attention to standard writing principles learned in 1301 level;
  - o Detailed attention to accuracy and rationale of your project's information.
  - o Follow your textbook info regarding paper appearance, quality of word choice, and appropriateness of language used in your professional/ technical paper.
    - ▪ Let your textbook become a guide, not a "dictator"...

$\Rightarrow$ Basic Video Parameters
  - o You will be required to submit on line, 3-5 minute presentations, of each of your written papers, Phases.
  - o Please follow these guidelines:
    - ▪ You are presenting, in a formal manner, each phase of your Proposal development, as if you were presenting it orally to your Supervisor (S).
      - • Thus, you should develop an Outline to begin with to guide you through the steps..
      - • Each step is considered a Phase.
    - ▪ Your presentation should be "professional sounding.. you are not reading your paper, but rather you are presenting your proposal, as if live, to your S. as is normal in most levels that do this type of Presentations.
  - o Your ultimate goal, therefore, is to convince your S that your organization, whatever you like it to be, must have another position added, even though the budget may not allow. You must try to convince your S that your Proposal is viable, possible, and needed for your Department to function more efficiently.
    - ▪ Use you logical imagination.
    - ▪ Be "logically" creative
    - ▪ Enjoy your creation as it unfolds before your eyes (by Aug 9) !

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 Project Papers and Companion-Video Presentations. All graded on whole, total point, pure percentage basis. Simple.

Grading Rationale:

Each Written Project paper   = 100 points: graded separately

Each Video   = 50 points :graded separately

Thus...

as you do the Math.. it turns out this way (not complicated)

Phase 1 = possible 150 points
Phase 2 = possible 150 points
Phase 3 = possible 150 points
Phase 4 = possible 150 points
Phase 5 = possible 150 points

Project Papers– Each 100 points w/ *Companion Videos*- Each 50 points

Project Papers 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.

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.

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 Project papers are as follows:

A+ (100) -- 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 (none!) 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.

Attendance

* **[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 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.

ENGL 2311.87

* **[Click Here for the MCC Academic Integrity Statement](www.mclennan.edu/academic-integrity)**
(**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.

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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/student-email.

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 (https://support.microsoft.com/en-us/office/set-up-an-outlook-account-in-the-ios-mail-app-b2de2161-cc1d-49ef-9ef9-81acd1c8e234?ui=en-us&rs=en-us&ad=us)
- Email Setup for Androids (https://support.microsoft.com/en-us/office/set-up-email-in-android-email-app-71147974-7aca-491b-978a-ab15e360434c?ui=en-us&rs=en-us&ad=us)

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.