WACO, TEXAS

COURSE SYLLABUS

AND

INSTRUCTOR PLAN

AMERICAN LITERATURE

ENGL 2326.0002

DR. JEREMY LEATHAM

NOTE: This is a 16-week course.
NOTE: This is a Face-to-Face course.

Course Description:

A survey of American literature from the period of exploration and settlement to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.

Prerequisites and/or Corequisites:

ENGL 1301 or ENGL 2311

Course Notes and Instructor Recommendations:

People have always told each other stories. In addition to offering entertainment, narratives carry the values, beliefs, perspectives, experiences, and questions of a particular writer or group. They help us better understand and appreciate our world. In a culture marked by materialism and consumerism, literature reminds us that there is more to being human than striving for a decent paycheck.

In America especially, a land marked by the promise of opportunity and individual freedom, literature explores the vast possibilities of the human experience generally and the American Dream specifically. But if Americans are dreamers, they are also doers. Their writings explore the expanse not only of their dreams but also of their realities. With the theme of "dreaming and waking," we will study those works for what they reveal about us individually as much as what they say about some kind of collective American experience.

I believe strongly in the value of literature for today's readers and for its place in higher education. I hope you will leave the course with a greater appreciation for American letters, but whatever your feelings toward these particular works, I am confident that you can leave this course a better reader and a better thinker. It will take effort, though. It is absolutely essential that you read all assigned texts thoughtfully and carefully. All course activities, assignments, quizzes, and tests are based on the reading assignments. You cannot successfully complete the course without doing the readings, so commit now to preparing fully for class each day.

Instructor Information:

Instructor Name: Jeremy Leatham
MCC Email: jleatham@mclennan.edu
Office Phone Number: 254.299.8910
Office Location: FOB 216
Office Hours: MW 9:00–11:30am, also by appointment

Additional Contact Information: During the week, I will always try to reply to emails that solict a reponse within 24 hours. Please feel free to follow up if you have not heard from me in that time. If you would like to meet with me outside of my regularly scheduled office hours, send me an email to schedule an appointment.

Required Text & Materials:

Title: *The Norton Anthology of American Literature: Shorter Tenth Edition* (2 volumes)
Editor: Robert S. Levine
Edition: Shorter Tenth Edition
Publisher: W. W. Norton
ISBN: 978-0-393-88444-9

Title: *All the Pretty Horses*
Author: Cormac McCarthy
Publisher: Vintage International
ISBN: 978-0-679-74439-9

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

Methods of Teaching and Learning:

The course uses a variety of teaching methods and activities to support students in mastering the material, including lectures, class discussions, and in-class writing assignments. Assignments and assessments include:

- Careful reading and annotating of assigned texts
- Discussion questions and replies
- Reading quizzes
- Two response essays, one involving academic research
- Two exams (consisting of matching, short answer, and essay questions)
- A short oral/visual presentation

Most assignments will be submitted through Brightspace.

All literature instructors will use an internal rubric constructed by the English Department. Because of the variety of genres and time periods covered in literature classes, all grading will be direct and will assess the following skills: critical thinking, on the basis of interpretation, analysis, and synthesis of texts using primary and secondary sources; communication skills, on the basis of interpretation and expression of ideas through written, oral, and visual communication; social responsibility, on the consideration of other cultures and time periods,

leading to awareness of civic responsibility in regional, national and global communities, as well as the consequences of failure to adopt or to apply standards of social responsibility; and personal responsibility, based on the consequences of interconnected choices and actions related to ethical decision-making, as demonstrated in the wide variety of texts covered in literature classes.

Core Objectives for Language, Philosophy, & Culture:

This course offers a broad survey overview and a foundational basis for general education within the liberal arts. It also prepares students for further study within the academic area of literature.

- **Critical Thinking (CT):** Requires creative innovation in interpretation, inquiry, and analyses of a wide variety of texts and a synthesis of texts with secondary sources.
- **Communications Skill (COM):** Require effective development, interpretation, and expression of ideas through written, oral, and visual communication.
- **Social Responsibility (SR):** Requires consideration of other cultures and other time periods, which in turn leads to knowledge of civic responsibility in regional, national and global communities. This knowledge prepares students for an understanding of the effects of good social responsibility, as well as the consequences of the lack thereof in communities, nations, and the world.
- **Personal Responsibility (PR):** Includes skills in connecting choices, actions, and consequences to ethical decision-making, as demonstrated in the wide variety of texts covered in these classes.

Basic Paper and/or Presentation Rubric

Criteria	Outstanding	Proficient	Basic	Below Expectations
Critical Thinking	-Shows originality of thought and logical connections -Demonstrates excellent ability to describe, analyze, interpret, evaluate, and engage in intellectual inquiry with regard to course materials.	-Shows less originality and may have major logical flaws. -Demonstrates good ability to describe, analyze, interpret, evaluate, and engage in intellectual inquiry with regard to course materials.	-Understands readings but limits focus to ideas discussed in class. -Demonstrates inconsistent ability to describe, analyze, interpret, evaluate, and engage in intellectual inquiry with regard to course materials.	-Fails to comprehend basic and other course concepts. -Unable to describe, analyze, interpret, evaluate, or engage in intellectual inquiry with regard to course materials.
Communication	-Clear main idea with supporting organization and developed examples and explanation.	-Shows a clear main idea but might have minor lapses in organization, less	-Shows competence but has weaker or unfocused main ideas, organization, and few developed	-Fails to show basic competence in developing, organizing, and/or

	-Excellent awareness of communication situation, including audience, topic, and position as speaker/writer.	developed examples and explanation. -Communication shows good awareness of rhetorical situation and matches the work to that need.	examples and explanation. -Communication shows awareness of rhetorical situation but does not fully meet its needs.	presenting ideas and supporting content. -Fails to adapt language, content, and structures to match rhetorical situations.
Mechanics	-Demonstrates thorough command of format and language, with few or no grammar, spelling, or diction errors.	-Shows competent command of format and language, with few and generally minor grammar, spelling, and diction errors.	-Shows basic competence with format and language but may have frequent minor or occasional major grammar, spelling, and diction errors.	-Fails to show basic competence with format and language, exhibiting many grammar, spelling, and diction errors.
Social Responsibility	-Consistently recognizes and connects choices, actions, and consequences to outcomes affecting others.	-Frequently recognizes and connects choices, actions, and consequences to outcomes affecting others.	-Acknowledges and understands connections between choices, actions, and consequences to outcomes affecting others.	-Fails to recognize or acknowledge connections between choices, actions, and consequences to outcomes affecting others.
Personal Responsibility	-Completes all assigned tasks by deadlines; work is thorough, insightful, and comprehensive.	-Completes almost all assigned tasks by deadlines; work is generally thorough but may show minor shortcomings or gaps.	-Makes most deadlines with occasional major or frequent minor lapses in responsibility; work meets minimum requirements.	-Fails to connect choices, actions, and consequences with ethical responsibilities; work is often late and/or of poor quality.

Course Objectives and/or Competencies:

Upon successful completion of this literature course, students will be able to:

1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.

4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

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.

It is extremely important that you attend class and that you are on time. Much of the learning that takes place in this course occurs during class, not on paper, and there is no "make-up work" that can substitute. You must attend at least 75% of class meetings to be eligible to pass the course, and you can earn extra course points through excellent attendance:

- No absences: +15 points
- 1 absence: +10 points
- 2 absences: +5 points

Missing more than a third of any class period, being unprepared for class, or failing to participate is considered an absence. This includes, but is not limited to, using a cellphone or other electronic device for purposes other than coursework, sleeping, disruptive behaviors, refusing to engage in in-class activities, or failing to have the requested materials for class.

It is expected that under normal circumstances you will be present in class for the entire period. A tardy in this course is defined as missing any part of class—whether at the beginning, during class, or at the end—up to one-third of the period. Two tardies equal one absence. If an emergency arises during class requiring you to leave the room, do so without disrupting class. (You do not need permission). If special circumstances require you to miss or leave class more than occasionally, please contact me individually.

Course Outline or Schedule:

The following is a tentative schedule for the semester. **Complete reading assignments before class on the days they are listed. Take reading quizzes and submit assignments on Brightspace before class the days they are listed unless indicated otherwise.** Any changes to the schedule will be announced in class and posted on the course Brightspace page.

NA1 – *The Norton Anthology of American Literature*, Vol. 1: Beginnings to 1865
NA2 – *The Norton Anthology of American Literature*, Vol. 2: 1865 to the Present
APH – *All the Pretty Horses*

Date	Discussion	Readings	Assignments
T Jan 13	America Dreaming and Waking		
Th Jan 15	"What Is the American Dream?" Christopher Columbus, "Letter of Discovery" (first six paragraphs) Pontiac, "Speech at Detroit"	Brightspace NA1 45–49 NA1 429–431	Reading Quiz: Columbus and Pontiac
T Jan 20	Washington Irving, "Rip Van Winkle"	NA1 461–463, 465–477	Discussion Question and Reply
Th Jan 22	James Fenimore Cooper, *The Deerslayer* (excerpt from Ch. IV)	NA1 477–480 and Brightspace	Reading Quiz: Irving and Cooper Discussion Question and Reply
T Jan 27	Ralph Waldo Emerson, "Self-Reliance"	NA1 500–503, 546–563	Discussion Question and Reply
Th Jan 29	Edgar Allan Poe, "The Raven," "Annabel Lee," and "The Black Cat"	NA1 660–668, 695–701	Reading Quiz: Emerson and Poe Discussion Question and Reply
T Feb 3	Walt Whitman, "Preface" to *Leaves of Grass* (first four paragraphs) Whitman, "Song of Myself" (sections 1-10, 15, 21, 24, and 51-52)	NA1 1044–1049 NA1 1062–1069, 1071–1073, 1077, 1079–1081, 1106	Discussion Question and Reply
Th Feb 5	Henry David Thoreau, *Walden* (excerpts); Thoreau Challenge	NA1 879–882, 898–899, 945–947, 963–967	Reading Quiz due Fri 2/6, 11:59pm: Whitman and Thoreau
T Feb 10	Frederick Douglass, *Narrative of the Life of Frederick Douglass* (excerpt from Ch. 10) Abraham Lincoln, "Gettysburg Address" and "Second Inaugural Address"	NA1 970–974, 1008–1015 NA1 723–726	Discussion Question and Reply
Th Feb 12	Mark Twain, *Adventures of Huckleberry Finn* (Chs. 1–7)	NA2 79–82, 86–110	Reading Quiz: Douglass, Lincoln, and Twain Chs. 1-7 Discussion Question and Reply
T Feb 17	Twain, *Huck Finn* (Chs. 8–18)	NA2 110–161	Reading Quiz: Twain Chs. 8–18 Discussion Question and Reply

Th Feb 19	Twain, *Huck Finn* (Chs. 19–24)	NA2 161–190	Response Paper: Upload to Brightspace and Upswing
T Feb 24	Twain, *Huck Finn* (Chs. 25–35)	NA2 190–241	Discussion Question and Reply
Th Feb 26	Twain, *Huck Finn* (Chs. 36–End)	NA2 241–270	Reading Quiz: Twain Ch. 19–End Discussion Question and Reply Upswing Tutoring Report due Sunday (3/1) by 11:59pm
T Mar 3	Review for Midterm		**Response Paper Final**
Th Mar 5	**Midterm Exam**		
Mar 9-13	**No Class – Spring Break**		
T Mar 17	Emily Dickinson, Poems	NA2 41-54	Discussion Question and Reply
Th Mar 19	Sui Sin Far, "Mrs. Spring Fragrance"	NA2 520–529	Reading Quiz: Dickinson and Sui Sin Far Discussion Question and Reply
T Mar 24	Zitkala-Ša, "The Soft-Hearted Sioux" Robert Frost, "Mending Wall," "After Apple Picking," "Fire and Ice," "Nothing Gold Can Stay," "Stopping by Woods on a Snowy Evening," and "Design" Wallace Stevens, "Anecdote of the Jar," "Thirteen Ways of Looking at a Blackbird," and "Of Modern Poetry"	NA2 604–607, 613–617 NA2 671–672, 673–675, 678–679, 680 NA2 707–709, 714–716, 717–718	Discussion Question and Reply
Th Mar 26	Langston Hughes, Poems, "Democracy," and "Let America Be America Again" Gwendolyn Brooks, "kitchenette building," "the white troops had their orders but the Negroes looked like men," "We Real Cool," and "To the Diaspora"	NA2 1068–1077 and Brightspace NA2 1249–1251, 1252–1253, 1253–1254	Reading Quiz: Zitkala-Ša, Frost, Stevens, Hughes, Brooks Discussion Question and Reply
T Mar 31	Flannery O'Connor, "A Good Man Is Hard to Find"	NA2 1300–1301, 1315–1326	Discussion Question and Reply
Th Apr 2	Sandra Cisneros, "Woman Hollering Creek"	NA2 1638–1647	Reading Quiz: O'Connor and Cisneros Discussion Question and Reply
T Apr 7	Toni Morrison, "Recitatif"	NA2 1487–1502	Reading Quiz: Morrison Discussion Question and Reply
Th Apr 9	Conferences		
T Apr 14	Cormac McCarthy, *All the Pretty Horses*, Part I	*ATPH* 3–96	Discussion Question and Reply
Th Apr 16	McCarthy, *All the Pretty Horses*, Part II	*ATPH* 97–151	Reading Quiz: McCarthy, Parts I and II Discussion Question and Reply

T Apr 21	McCarthy, *All the Pretty Horses*, Part III	*ATPH* 152–217	Research Paper: Upload to Brightspace and Upswing
Th Apr 23	McCarthy, *All the Pretty Horses*, Part IV	*ATPH* 218–302	Reading Quiz: McCarthy, Parts III and IV Discussion Question and Reply Upswing Tutoring Report due Sunday (4/26) by 11:59pm
T Apr 28	Lin-Manuel Miranda, *Hamilton*		**Research Paper Final**
Th Apr 30	Final Exam Review		

Final Exam: Tuesday, May 5, 1:00–3:00pm

Course Grading Information:

Final grades in this course are determined as follows:

Participation (including discussion questions, presentation, and textbook):	200 points (20%)
Reading Quizzes	100 points (10%)
Response Paper	100 points (10%)
Research Paper	200 points (20%)
Midterm Exam	200 points (20%)
Final Exam	200 points (20%)
TOTAL	**1000 points**

Points	Final Grade
900–1000	A
800-899	B
700-799	C
600-699	D
Below 600	F

Late Work and Make Up Work Policies:

Take all writing assignments and due dates very seriously. Under normal circumstances I will not accept late work. If there are extenuating circumstances that interfere with your work, speak with me well before the work is due to discuss a possible extension.

You must submit your work electronically and complete online quizzes by the due dates listed on the schedule, even if you do not attend class that day. If you ever have difficulty submitting a paper through Brightspace, you can email it to me directly as a backup to ensure I have it by the deadline and then upload it to Brightspace later, as soon as you are able.

Be sure to save all drafts and work that you do on each paper.

In-class assignments cannot be made up except in cases of school-excused absences or other special circumstances (such as a serious illness, accident, death in the family, or religious holiday). Whenever possible, make arrangements with me before the absence. All such absences still count toward the total number of absences for the semester. In all cases, it's wise to alert me before class if you are unable to attend.

Student Behavioral Expectations or Conduct Policy:

All students should feel comfortable in this class and be able to focus. Students are expected to be respectful of others and display professionalism at all times. Students are not permitted to bring food or drink into the classroom, and they are to refrain from the distracting use of electronics, including but not limited to laptops, tablets, and cell phones.

Academic Integrity Statement:

Students are expected to do their own work at all times. Plagiarism involves presenting someone else's words or ideas as your own or otherwise falsely attributing information. This includes the use of material from any artificial intelligence (AI) program without disclosing the material's source. Any work submitted in this course may be checked for originality by Turnitin or similar software.

Students in this course will be required to read and abide by the Course Guidelines for Artificial Intelligence (AI) Tools, available on Brightspace.

Students in this course will be required to write out, sign, and abide by an Honor Pledge that affirms that all work submitted will be the student's own.

Students in this course will be required to compose their written assignments entirely in Google Docs, and full access to the document edit history must be made available upon request. Any exceptions must be cleared with the instructor before work on the assignment begins.

Students in this course will be required to include an AI Disclosure Statement with each paper that explains what generative AI tools (if any) were used and how they were used in writing the paper.

Plagiarism is a serious issue and will be treated accordingly. A student who has deliberately plagiarized will receive no credit for the work, may fail the course, and may be subject to further academic discipline. Many instances of plagiarism occur unintentionally, and ignorance of the

proper conventions is not a valid excuse. Students who have any questions or concerns regarding this issue should contact me before the work is due. Any other form of cheating is subject to the same penalties.

Click Here for the MCC Attendance/Absences Policy
(https://www.mclennan.edu/highlander-guide/policies.html)
Click on the link above for the college policies on attendance and absences. Your instructor may have additional guidelines specific to this course.

06/24/2025

MCLENNAN COMMUNITY COLLEGE

ACADEMIC RESOURCES/POLICIES

Accommodations/ADA Statement:

Any student who is a qualified individual with a disability may request reasonable accommodations to assist with providing equal access to educational opportunities. Students should contact Accommodations (Disability Services) as soon as possible to begin the steps for requesting accommodations. 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 Accommodations (Disability Services). 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

Title IX:

Title IX of the Education Amendments of 1972 is a Federal civil rights law that prohibits discrimination on the basis of sex in educational programs and activities that receive Federal funds. 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 a Title IX incident 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.

Additionally, Title IX provides rights and protections for pregnant and newly parenting students which can include educational accommodations such as excused absences

and the opportunity to make up assignments and tests. Lactation spaces are also available on campus. Please email titleix@mclennan.edu for more information.

MCC employees are mandatory reporters and must report incidents immediately to the Title IX Coordinator. Faculty and Staff may email titleix@mclennan.edu to submit a report.

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 https://www.lighthouse-services.com

Visit McLennan's Title IX webpage at https://www.mclennan.edu/titleix/ to learn more about Title IX protections, reporting, and resources.

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/

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.

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/)

Success Coaching Services is here for you.

We know life can be overwhelming sometimes—and that challenges outside the classroom can impact your success inside it. That's why our Success Coaches provide personalized support to help you navigate it all.

Success Coaching is available to every MCC student, no matter where you're starting from. Whether you're looking for direction, need quick advice, or just want someone to talk to, our coaches are here to listen, celebrate your strengths, and help you move forward with confidence. At Success Coaching Services, your voice is heard, your goals matter, and your future is our focus.

To learn more or schedule an appointment, visit www.mclennan.edu/successcoaching, call 254-299-8226, or email success@mclennan.edu.

College personnel also recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources and other essential resources, we encourage you to contact the CREW - Campus Resources Education Web by calling 254-299-8561 or emailing crew@mclennan.edu.

Success Coaching Services, the CREW, and Paulanne's Pantry are located on the second floor of the Student Services building in Success Coaching Services, suite 249.

The Student Counseling Center offers confidential mental health counseling to currently enrolled students at no charge. Counselors are trained to help students with problems related to personal, social, and emotional concerns. Sessions focus on short-term goals in order to facilitate students college success and adjustment. This service is available to students in person or through Zoom.

Make an appointment to meet with a counselor by visiting the center in the Wellness & Fitness building, room 101, calling 254-299-8210, or emailing counseling@mclennan.edu.

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/scholarships-and-resources/emergencygrant.html

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:
For online and blended/hybrid courses, students must have access to a reliable computer and internet. For more information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system go to: https://www.mclennan.edu/center-for-teaching-and-learning/Faculty-and-StaffCommons/requirements.html

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.