Introduction to Mass Media
COMM 1307.01

Stephen Swanson
Provides students with a basic understanding of mass communication concepts and mass media, including print, broadcast, film, advertising, and public relations. Emphasis is on media functions, structure, support, and influence, as well as the media’s interaction with government and society. Semester hours 3 (3 lec)

**Prerequisites and/or Corequisites:**
Prerequisite and/or Corequisite: None

**Course Notes and Instructor Recommendations:**
Students who have not met preliminary reading or writing targets (through successful TSI or ENGL 0401/0402) should talk to Prof. Swanson about continuing this course at this time. There will be a fair amount of reading and writing necessary at the college level to be successful in the course.

Google Apps/Mail: Please familiarize yourself with this software, since this class will use it for delivering coursework and maintaining an updated course syllabi and calendar. Instructional courses about Google Docs/Drive are available through Google and YouTube, but you should also contact Prof. Swanson for questions about use and the Information Systems office (299-8077) for account help.

Grades: While I do use Brightspace’s gradebook, it can be behind or calculate the overall grades incorrectly. Therefore, I am always available to answer questions about grades via e-mail. You just have to be sure to e-mail my MCC account from your MCC account to ensure the greatest account security.

Email: I use my MCC and Google email accounts as my primary means of contacting students. Students are responsible for 1) regularly checking their messages in this account (at least once per day), 2) ensuring that their inbox is not full so that they can receive messages, and 3) ensuring that they remember their username and password. Students should only use their MCC email accounts when sending me email.

Google Classroom: We will use Google Classroom for some course assignments and for providing access to course materials. To access, go to classroom.google.com, log in with your MCC student email (AA########@students.mclennan.edu), select that you are a student, click the “+” to add a course and search for course code “jtfvrl9”.

In the “Stream”, you will find course announcements and general questions/discussions. In the “Classwork” section, I will put resources and assignments as I add them.

**Instructor Information:**
Instructor Name: Stephen Swanson
E-mail: sswanson@mclennan.edu; sswanson@students.mclennan.edu
Office Phone Number: 299-8922
Office Location: Faculty Office Building 222
Office/Teacher Conference Hours: T/Th 9:30-11a by appt.
Other Instruction Information:

**Required Text & Materials:**
Title: *Converging Media*
Author: Pavlik & McIntosh
Edition: 6th
Publisher: Oxford UP
ISBN: 9780190646653

Title: *Amusing Ourselves to Death*
Author: Postman
Edition: 
Publisher: Penguin
ISBN: 9780143036531

**MCC Bookstore Website:** [http://www.mclennan.edu/bookstore/](http://www.mclennan.edu/bookstore/)

**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/](http://www.mclennan.edu/campus-resource-guide/)

* **Click Here for the Minimum System Requirements to Utilize MCC’s D2L|Brightspace**
  [www.mclennan.edu/center-for-teaching-and-learning/teaching-commons/requirements](http://www.mclennan.edu/center-for-teaching-and-learning/teaching-commons/requirements)
Click on the link above for information on the minimum system requirements needed to reliably access your courses in MCC’s D2L|Brightspace learning management system.

**Methods of Teaching and Learning:**
Includes lectures, class discussion, in-class/out-of-class reading assignments, group work, regular journals, quizzes, exams, presentations, and other in- and out-of-class writing assignments.

Students will also have to use their MCC student email/ID for email, Google Docs/Drive, and Google Classroom.

**Course Objectives and/or Competencies:**
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Students will…
A. Gain a comprehensive understanding of the purpose of mass communications;
B. Recognize the real and potential consequences of mass media messages on individuals, society, and cultures in the present day;
C. Be able to analyze, synthesize, and evaluate mass communication topics;
D. Complete four major writing assignments;
E. Show mastery of content material on three tests;
F. Show mastery in class participation activities, which include announced and unannounced short quizzes.

Course Outline or Schedule:

Course 1307 Schedule for Spring 2019
(Any schedule changes will be given in class, sent by email, and/or posted via Google.)
Readings are from Converging Media unless otherwise noted in the assignment.
Items in BOLD are due on that day.

Week 1-
1/14- Expectations and Perspectives of Media: The Critical Process

1/16- Syllabus and Expectations
Due:
-Rd. Syllabus,
-E-mail Prof. Swanson from your MCC email
-Join Google Classroom (Classroom Code: jtfvrl9) with your MCC email account.

Week 2-
1/21- No Class- MLK Jr. Day - Do something active for your community.

1/23- Why We Study Media: Media Effects and Cultural Approaches to Research
Due:
-Rd. Chapter 13 (pp. 353-383)
-Blog 1 (200+ words posted in Google Classroom Stream, look ahead at Chapter 13 and/or 2 for topics)

Week 3-
1/28- Our Approaches: Critical Reading, Thinking, and Writing
-Blog 1 Comments (Comment on others’ blogs 2x of 100+words each);
-Blog 2 (Postman: Intro/Ch.1 and/or CM: Ch. 1)
-Rd. Chapter 2 (pp. 33-57)

1/30- Our Approaches: Examining History and Meaning
Due:
-Rd. Intro and Chap. 1 of Postman;
-Blog 2 Comments
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Week 4-
2/4- Trends: Convergence
   Due:
   - Rd. Chapter 1 (pp. 1-32):
   - Blog 3 (CM: Ch. 15 &/or Ch. 7)

2/6- Trends: Globalization
   Due:
   - Blog 3 Comments;
   - Rd. Chapter 15 (pp. 407-430)

Week 5-
2/11- Trends: Social
   Due:
   - Rd. Chapter 7 (pp. 187-220):
   - Blog 4 (Exam Review &/ Postman: Ch. 2)

2/13- Exam 1
   Due:
   - Blog 4 Comments

Week 6-
2/18- Media as Epistemology
   Due:
   - Rd Postman Chapter 2:
   - Blog 5 (Postman Ch. 3 &/ 4)

2/20- The Typographic America
   Due:
   - Rd Postman Chapter 3:
   - Blog 5 Comments
   - Complete and turn-in Take-home Exam Essays

Week 7-
2/25- The Typographic Mind
   Due:
   - Postman Chapter 4:
   - Blog 6 (Postman: Ch. 5, 6, &/ 7)

2/27- The Telegraphic/Televisual Shift: Peek-a-boo World
   Due:
   - Blog 6 Comments;
   - Rd. Postman Chapter 5.
***Deadline for Conference Meeting for points is 3/1 @ 5p***

Week 8-
3/4 Effects of the Shift
   Due:
      -Blog 7 (CM: Ch. 3 &/ 4)
      -Rd. Postman Chap 6 & 7

3/6 Print Media
   Due:
      -Rd. Chapter 3 (pp. 59-92);
      -Blog 7 Comments

***Deadline for Conference Meeting for half-credit is 3/8 @ 5p***

Week 9- Spring Break

Week 10
3/18- The Music Biz: Material Media & It’s Dissolution: Sound Recording & Radio
   Due:
      -Rd. Chapter 4 (pp. 93-120);
      -Blog 8 (CM: Ch. 5 &/ 6)

3/20- Visual Media
   Due:
      -Blog 8 Comment;
      -Rd. Chapter 5 (pp. 121-156)

Week 11
3/25- Experiential/Interactive Media
   Due:
      -Rd. Chapter 6 (pp. 157-186);
      -Blog 9 (Exam 2 Review &/ CM: Ch. 8)

3/27- Exam 2
   Due:
      -Blog 9 Comments

***Last Day for Student-initiated Drop is 3/28***

Week 12
4/1- Journalism
Due:
-Rd. Chapter 8 (pp. 221-250);
-Blog 10 (CM: Ch. 9, 10 &/ 14)

4/3- Advertising & PR/Strategic Comm.
Due:
-Rd. Chapters 9 & 10 (pp. 251-292):
-Blog 10 Comments

Week 13
4/8- Politics
Due:
-Blog 11 (CM: 11 &/12);
-Rd. Chapter 14 (pp. 385-406)

4/10- Presenting RD of Media Trends Presentations
Due:
-RD of Convergence Presentation (max 20 slides; each slide should have at least one image and no more than five words; explain your subject and lead us from that subject to why you should ask/discuss what you are thinking)
-Blog 11 Comments

Week 14
4/15- Law and Regulation
Due:
-Blog 12 (Postman: Ch 8 &/ 9)
-Rd. Chapter 12 (pp. 321-352):
-Ex 2 Take Home due

4/17- Ethics
Due:
-Rd. Chapter 11 (pp. 293-320);
-Blog 12 Comments

Week 15
4/22- Amusing Ourselves to Death
Due:
-Blog 13 (Postman: Ch. 10-11)
-Rd. Postman, Chap. 8

4/24- Amusing Ourselves to Death
Due:
-Blog 13 Comments
-Rd. Postman, Chap. 9
Week 16
4/29 - Amusing Ourselves to Death
   Due:
   -Blog 14 (Convergence Presentation &/ Course Review)
   -Rd. Postman, Chap. 10

5/1 - Amusing Ourselves to Death
   Due:
   -Rd. Postman, Chap. 11
   -Blog 14 Comments

Week 17- Finals
Check the Final Exam schedule:

***NOTE: This schedule is a work-in-progress. It is subject to change, but the instructor will try to make sure that any changes that are made are with the consensus of the class.

Course Grading Information:
Course Grading Scale
   A = 895-1000 pts.
   B = 795-894 pts.
   C = 695-794 pts.
   D = 595-694 pts.
   F = 594 and fewer pts.

Planned Assignments/Graded Content:
1. **Exams (110+110=220 pts.):** There will be two exams through the course of the semester that will test your reading, comprehension, and ability to discuss the works and concepts encountered in the course. They will be a mixture of objective and subjective assessments of the course and student learning outcomes.

2. **Media Blogs- (140 pts.):** Every other week, you will be required to post a blog entry on the Google Classroom Stream. For each web-log entry, you will be required to skim the readings for the coming week, pick a **specific** media or media-related issue that is coming up, and compose a summary and response that shows your critical thinking, reading, and writing. These reflections must be **at least** 200 words long.

3. **Blog Comments (140 pts.):** Part of the course is strongly connected to the ongoing discussion of mass media. You must engage in an ongoing discussion of the topics and ideas presented in each others’ works. For full credit, you are expected to post at least 2, substantial (min.
100 words) comments per blogging period.

4. **Participation and Preparedness (100 pts.):** Students will receive a grade reflecting how well they demonstrate their out-of-class preparedness and willingness to engage, constructively, to class discussions and projects in the classroom.

5. **Quizzes (150 pts.):** There will be quizzes almost every day of class. Quizzes test students’ preparedness and understanding of the material required for that class day. Only the highest 15 quizzes will count toward the final grade.

6. **Conference (50 pts.):** Students will receive an automatic 50 points for making and keeping a conference appointment with me before 5p on 3/1. To make an appt, email me from your MCC student email (No, you shouldn’t just talk to me before or after class because I might forget).

7. **Presentation (30pt for RD + 80 pts for Final=110 pts):** Students will have to prepare and give one presentation that takes a specific example of converging media, explain how that example fulfills a specific connection with course concepts, and raise specific discussion and engagement questions.

8. **Presentation Peer Feedback (90 pts):** During the final period as students give their presentations and lead discussions, all students will complete evaluations/critiques of their peers. Students will be graded based on the quality of their peer evaluations in terms of the critical process.

### Basic Grading Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding</th>
<th>Proficient</th>
<th>Basic</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>-Shows originality of thought and logical connections</td>
<td>-Shows less originality and may have minor flaws in logic.</td>
<td>-Expression mostly limited to ideas from class or readings.</td>
<td>-Does not comprehend course concepts.</td>
</tr>
<tr>
<td></td>
<td>-Demonstrates excellent descriptive, analytic, interpretative, evaluative, and engaged intellectual inquiry.</td>
<td>-Demonstrates good descriptive, analytic, interpretative, evaluative, and engaged intellectual inquiry.</td>
<td>-Inadequate description, analysis, interpretation, evaluation, and engagement in intellectual inquiry.</td>
<td>-Inconsistent</td>
</tr>
<tr>
<td>Communication</td>
<td>-Clear main idea</td>
<td>-Clear main</td>
<td>-Shows</td>
<td>-Inconsistent</td>
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</tbody>
</table>
### Mechanics

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Demonstrates complete command of format with mature diction and shows few, if any, grammar, spelling, or diction errors.</td>
</tr>
<tr>
<td>Good</td>
<td>Demonstrates competent command of format &amp; diction. May have minor mechanical, grammar, spelling, or diction errors.</td>
</tr>
<tr>
<td>Average</td>
<td>Shows mostly competent command of format and diction but has some major mechanical, grammar, spelling, or diction errors.</td>
</tr>
<tr>
<td>Inadequate</td>
<td>Fails to show competence in format, diction, mechanics, grammar, and/or spelling.</td>
</tr>
</tbody>
</table>

### Teamwork

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Actively assists in meeting group goals. Treats others respectfully at all times. Consistently provides assistance and/or encouragement to all team members.</td>
</tr>
<tr>
<td>Good</td>
<td>Contributes to meeting group goals. Treats others respectfully. Assists and/or encourages other team members.</td>
</tr>
<tr>
<td>Average</td>
<td>Participates with teamwork requirements but does not actively work beyond the minimum required. Treats group members respectfully but does not interact fully.</td>
</tr>
<tr>
<td>Inadequate</td>
<td>Does not assist the group and/or fails to treat group members respectfully.</td>
</tr>
</tbody>
</table>

### Personal Responsibility

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Completes all assigned tasks by deadlines; work is competent in thesis, organization, and content development.</td>
</tr>
<tr>
<td>Good</td>
<td>Completes most assigned tasks by the deadline; work has weak or unfocused main ideas, organization, and few developed examples and explanation.</td>
</tr>
<tr>
<td>Average</td>
<td>Misses deadlines occasionally; work generally matches work to audience requirements.</td>
</tr>
<tr>
<td>Inadequate</td>
<td>Sometimes fails to show the ability to connect choices, does not consider or tailor content and structure to rhetorical situation.</td>
</tr>
</tbody>
</table>
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| thorough and comprehensive. -Always shows the ability to connect choices, actions, and consequences to ethical decision-making. | is mostly thorough and shows only minor lapses in accountability. -Usually shows the ability to connect choices, actions, and consequences to ethical decision-making. | meets requirements; shows occasional major lapses in responsibility. -Often shows the ability to connect choices, actions, and consequences to ethical decision-making. | actions and consequences to ethical decision-making |

### Guidelines for All Assignments:

- Late work is generally **NOT** accepted without prior authorization in writing. In extreme cases when I will allow late work to be turned in, it will lose 10% off for each calendar day that it is late.
  - Work is considered one day late starting the second after it is collected.
- With the exception of pop quizzes, all graded work must be typed in standard font size, no larger than 12-pt Verdana, and follow all conventions of grammar.
- Assignments must **ALWAYS** meet the minimum length & source requirements, be in proper format, and address the prompt/assignment to earn credit. Those that do not meet the minimum requirements can earn an immediate zero on the assignment.
- Assignments are due at the beginning of the class period on the due date and must be submitted in the required method, ie. Blogs must be posted on the Google Classroom Stream, and comments must be available before they are due. (There might be some cases where parts of the Exams are given in “take-home” form. In these cases, they must be submitted in the proper Classroom assignment before they are due.)
  - Alternative methods of submission will not be accepted without prior authorization in writing/e-mail.

### Blog/Discussions Grading

- The purpose of writing in this course should focus on demonstrating student abilities to grow in critical thinking, reading, and writing. Because of this, I will evaluate student work based on how well it accomplishes each element of the critical process (description, analysis, interpretation, evaluation, and engagement).
- In all cases, you do have the right and responsibility to ask for clarification about why and how the assignment does not meet the basic, minimum standards for the assignment.
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Quizzes:
- Quizzes will be given frequently on any assigned readings or activities. Daily readings should be done before the date scheduled. Not reading or not reading with adequate attention can result in significant loss of points.
- Missed quizzes cannot be made up for any reason, but only the top 15 quizzes will count towards the final grade.

Writing Grading Standards:
The rubric, below, is what I use to guide my grading of all written assignments. It describes my standards for grading. This is a prose-style description of the qualities required for each grade level. We will be discussing the specific aspects and their worth as the semester progresses, but you should become familiar with what each grade represents.

If you have questions about what I mean or am looking for, then please schedule an appointment early in the semester to talk to me. Here is my rubric:

- **An A paper** (90-100%) is excellent in nearly all respects. It shows originality of thought that goes well beyond material presented in class (also beyond description and into deeper areas of critical communication). It is well argued and well organized with a clear, specific, and ambitious thesis. It is well developed with content that is specific, interesting, appropriate, and convincing. It has logical and artful transitions and is marked by stylistic finesse and varied sentence structures. It demonstrates command of mature diction and has few, if any, mechanical, grammatical, spelling, or diction errors.

- **A B paper** (80-89%) is excellent in several respects but may have a less sophisticated thesis, a less distinguished style, some minor lapses in organization and development, some ineffective sentence structures, and some minor mechanical, grammatical, spelling, or diction problems.

- **A C paper** (70-79%) is generally competent, but compared to a B paper, it may have a weaker thesis and less effective style and development. It may contain some lapses in organization, poor or awkward transitions, less varied sentence structures that tend toward choppiness or monotony, significant problems with mechanics, grammar, spelling, and diction.

- **A D paper** (60-69%) is below average and may present a thesis that is too vague or too obvious to be developed effectively. It generally exhibits problems with organization, support, transitions, sentence structures, mechanics, grammar, spelling, and diction that impede understanding.

- **An F paper** (59% and below) is far below average and may have no clear thesis or central topic. It may display a lack of organization, support, and development. It may contain major and repeated problems with mechanics, grammar, spelling, and diction and may fail to
fulfill the assignment or may be unacceptably brief.

NOTE: Notice how high the standards for “A”, “B”, and even “C” papers are. This might be significantly different from your experience in other classes or in high school.

Late Work, Attendance, and Make Up Work Policies:

Course Attendance Policies:

- More than 4 absences for any reason will result in the final course grade being lowered by 3% per absence (with a maximum of -9% off of the total grade possible).
  - If there is a valid reason why you went/will overreach the allowed absences, please contact me ASAP to talk about options and reductions in penalties.
- If you are absent for one of the “excused” reasons allowed by the MCC-wide policy, you will still need to make up work, when possible and permitted.
  - For most of the excused reasons, you should know beforehand that you will be missing class and must make arrangements prior to missing class in these cases.
- Your “excused” absences can still count against the “allowed” absences for the class.
  - If you are a member of a team or organization that would require you to miss frequently, then we need to talk, and a meeting between me, the organization supervisor/coach, and you might be necessary to plan out the ways to minimize these problems.

Definitions of “Absent”

Since presence in a classroom requires both physical and mental presence and attention, the following situations can result in students being counted as “absent”.

- Students who are not present at roll (at the beginning of class) will be counted absent.
- Students who arrive significantly (>5 minutes) late or leave early without prior authorization from the instructor, in writing/e-mail, will have a half-absence marked against them.
- Students who fail/forget to bring books, homework, drafts, or other necessary course materials to class, you should expect to be counted absent.
- Students who use of cell phones, tablets, laptops, etc in the class (even outside of class time) after the first week in class will be counted absent unless they have e-mailed me and have worked out a use agreement that fits the student’s needs.
  - The class will be given a warning the first time that there is a violation. However, if a student missed the warning, then they can still be counted absent.
- Students who spend class time working on things other than what the class is meant to be engaged with will be marked absent at the discretion of the instructor.
  - This includes doing work for other classes or doing coursework for this class outside of the times that are specifically intended to complete that work. In other words, you must do what you are meant to be doing when you are meant to do it.

Late Work Policy for All Assignments:

- No late work will be accepted. “Late,” for this course is defined as after the assignment has been collected. The only exceptions will be made to students who contact me.
beforehand and receive a written/typed reply detailing the accommodations or students who
meet the unforeseeable, excused absences as per MCC’s attendance policy.

**Electronic Submission Policies:**
Almost all assignments (aside from Quizzes) will be required to be submitted electronically via
Google Classroom. Since it is becoming increasingly important for workers to manage electronic
information, students must follow the following guidelines when submitting electronically or risk a
loss of 10% off of the top of the assignment’s worth.

- Students should generally create their assignments in Google Classroom in the appropriate
  assignment.
  - If you prefer another word processor or don’t have Internet access, please make sure
    that you know how to upload your document to Google Classroom and convert it to
    a Google Doc.
  - In the event that Google Docs is down for a prolonged period, you should e-mail
    your work as an attachment to me at either of my MCC e-mails
    (sswanson@mclennan.edu or sswanson@students.mclennan.edu) before the
    required time and date to avoid losing credit.
- Assignments must be titled/saved so that their file name follows the general format: Last
  name first name filename.
  - So, I would title the file for this syllabus: Swanson Stephen Syllabus Spring 2019.
  - Do not use special characters such as “#” or “/” or “$” in the title, as they can
    cause problems in storage and recovery.
- Assignments must be submitted as Google Docs.

*NOTE:* It can be hard to get used to a new electronic program. Please do not wait until the last
minute to do things. Also, do not hesitate to ask for help (from me, IT x8077, and/or the Student
Support Center/Writing Lab).

**Student Behavioral Expectations or Conduct Policy:**
In addition to the expectations for dress, conduct, and attendance outlined in the MCC Highlander
Guide (http://www.mclennan.edu/highlander-guide-2016-17/) and described at other parts of this
document, I provide the following guidelines to help students understand my expectations for
participation in the course:

**Participation:**
Participation does count for 10% of your final grade. The rubric also gives a clear idea of the
expectations for the student behavior in the class. A student must meet all of the requirements to
earn a particular grade level. For example, a student who “adds to the quality of the discussion…”
(A-level) but has three absences classes over the term (C-level) will probably not earn above a C for
participation.

A (90-100)
- Prepare before every class/unit – including clearly demonstrating that they’ve completed the
work and reading the material necessary BEFORE that class period/unit.

- Ask questions if they do not understand the material.
- Add to the quality of the discussion by consistent out-of-class preparation and thoughtful and positive participation in class blogs, discussions, and other assignments.
- Do all the homework assignments prior to their deadlines and, moreover, turn in thoughtful, detailed, thorough, and well-written homework assignments.

**B (80-89)**
- Prepare before every class assignment.
- Normally ask questions when they do not understand the material and goes beyond the minimum expectations for participation in assignments.
- The class benefits from their participation because they have prepared their work and demonstrate a fundamental understanding of the material. However, these students have not yet fully committed themselves to mastering the material.
- Do most of the work. Some of the assignments, however, are a bit sparse and a bit superficial.

**C (70-79)**
- Prepare before class assignments except on rare occasions.
- Although uncertain about the subject matter, they infrequently ask questions in class.
- Rarely volunteer for discussion beyond the minimum requirements and often demonstrate superficial or insufficient engagement with the course material and process through a lack of preparation.
- Their participation, though mostly adequate in quantity, fails to demonstrate active participation and seems to default to a passive observation.
- Do not do some homework assignments and tend to do the bare minimum required to complete each assignment.

**D (60-69)**
- Often demonstrate a lack of preparation during the course period.
- Although uncertain about the subject matter, they rarely ask questions or engage with the instructor or peers.
- Participation is limited to completing only the minimum of work.
- Students participate in class discussions and blogs, but sometimes they do so in disrespectful ways.
- Frequently miss assignments. Usually do the bare minimum needed to complete an assignment.
- Appear to place the responsibility for learning almost entirely on the course/instructor.
- Through their neglect of preparation, they fail to contribute significantly to course lectures, discussions, blogs, or other assignments.

**Failing**
- Have more than 4 absences.
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● Rarely prepare for class.
● Very infrequently ask questions and rarely engage with faculty or peers.
● Behave in inappropriate ways in the class blogs, discussion, or other assignments.
● These individuals deter other students from learning through disrupting the educational atmosphere.
● Have not turned in a significant amount of assignments.

* 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.

Definitions:
PLAGIARISM:
the use of someone else’s work without crediting or properly adapting materials from that work. If you use quotes, ideas, opinions, arguments, examples, summaries, paraphrases, statistics, outlines, graphics, etc., you must cite your sources. Info not cited is considered plagiarized unless it is all common knowledge or your own observations or ideas. Plagiarism is easy to detect and almost as easy to prove. Please cite sources.

MULTIPLE SUBMISSION OF PAPERS FOR COURSES:
Normally, a paper done for one class may not be submitted in another class. However, if work in two different classes is similar but differs in significant ways, it may be acceptable. To be safe, you should get written approval first (by showing me the work done for the other class), before revising your work for this class.

COLLUSION:
getting someone else to do your work. You should get help outside of class, and I encourage everyone to make at least one visit to the Writing Center to see what type of tutoring assistance is offered. After all, the goal in this course is that you learn to write better. But if you let others actually do your work, I will probably notice and you may fail the course. Note: Large discrepancies in quality between writing assignments may result in the requirement of additional timed or proctored work,

Violations of the Academic Integrity Policy:
will lead to an automatic zero for the assignment and can lead to an “F” for the course, depending on the level of the violation. All violations will be submitted to Student Development and will be recorded in the case that students have further problems with academic integrity.

It is MUCH better to ask for help than to beg for forgiveness. I’m here to help, and we have lots of resources to assist students who are struggling and think that cheating might be a way out. It is not worth getting caught and penalized.

* Click Here for the MCC Attendance/Absences Policy
Click on the link above for the college policies on attendance and absences. Your instructor may have guidelines specific to this course.

**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. Instructors should not provide accommodations unless approved by the Accommodations Coordinator. For additional information, please visit [mclennan.edu/disability](http://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

* **Click Here for more information about 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 (Vice President for Student Success) at 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC by calling 299-8210. The MCC Student Counseling Center is a confidential resource for students.

McLennan’s Title IX webpage ([http://www.mclennan.edu/titleix/](http://www.mclennan.edu/titleix/)) 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.

* You will need to access each link separately through your Web browser (for example: Internet Explorer, Mozilla, Chrome, or Safari) to print each link’s information.