



**ENGL 1302 – 102CL**  
**Composition II**  
**Fall 2023**  
**T/TH 8 – 9:20 am in LRC 212A**

**Instructor Information**

Name: Nichole Kyle  
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Office Phone: (409) 933-8222  
Office Location: Learning Resource Center (LRC), Building #8, Suite B Rm #240

**Office Hours**

Office hours are a resource for students interested in individualized attention for mentoring, academic help, or advisement. Students are welcome to attend office hours as listed below or by appointment. Office hours and appointments are held in my office, via phone, or virtually through Teams.

<b>Mondays</b>	<b>Tuesdays</b>	<b>Wednesdays</b>	<b>Thursdays</b>
11:00 am – 12:00 pm	9:30 am – 12:30 pm	11:00 am – 12:00 pm	9:30 am – 12:30 pm

**Communicating with Instructor**

ALL electronic communication with the instructor must be through your COM email/account. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (Faculty may add additional statement requiring monitoring and communication expectations via D2L or other LMS)

**Required Textbook/Materials**

- ✓ FREE: [The OWL Website](#) (Purdue University’s Online Writing Lab)
- ✓ Assigned articles as made available on Brightspace (free printing at the Tutoring Center)
- ✓ Paper and writing utensils
- ✓ Device with internet access and flash drive (labs and free Wi-Fi on campus)
- ✓ Office 365 (free to COM students)

**Recommended Materials**

Movies: If you do not have access to physical copies of these movies or the streaming services that provide them, please see me, and we will get you access.

- ✓ The Dark Knight (Prime Video, Max)
- ✓ Into the Spider-Verse (Prime Video, YouTube TV)
- ✓ The Avengers Infinity War (Disney+)

**Prerequisite**

ENGL 1301 or its equivalent with a "C" or better.

**Course Description**

English 1302 (Composition II) is an intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

**Elaboration**

We live in a world connected and informed by technology. In fact, our culture now seems inseparable from technology use; we all walk around with a device more powerful than the computer that sent Apollo 11 to the moon. Through exceptionally powerful search engines, we essentially have the digital equivalent of the Library of Alexandria at our fingertips.

It's a lot to take in.

Of course, lots of communication takes place in digital spaces these days. Policy decisions are made through Twitter, Tik Tok has made child stars mega-famous, and, for some reason, people post pictures of their food to Instagram. Since we work in these digital spaces on the daily, I think it's time we interrogated what uses they have, what limits they have, and what stories are being told through them.

In this class, we will survey digital communication, specifically tied to pop culture. We'll be looking at the argument strategies -- intentional or not -- that meme culture, social media, and superhero comics and movies use. We'll also take a step back and review how we know what we know in an era where Google can tell us virtually anything we want.

All of it is trying to convince us of something. Let's see if it makes a convincing argument.

**Course Requirements**

This is a composition course, meaning there will be a significant amount of reading and writing, emphasizing the writing process. Students will utilize informal and academic writing in short reflective responses and detailed essays.

Additionally, this course is collaborative in nature. You will participate in discussions, class activities, peer reviews/workshops, and complete at least two presentations. Major assignments for the course include a documentary analysis, short essay, annotated bibliography, final research assignment, and research presentation. Additionally, students can expect to be graded on auxiliary assignments and participation. No formal examinations will be given.

<b>Student Learner Outcome</b>	<b>Maps to Core Objective</b>	<b>Assessed via</b>
1. Demonstrate knowledge of individual and collaborative writing processes.	Teamwork	Presentations
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.	Personal Responsibility	Final Essay
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.	Communication Skills	Documentary Review Annotated Bib
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.	Critical Thinking	Final Research Project
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)	Communication Skills	Short Essay Annotated Bib Reflection

#### **Determination of Course Grade**

Documentary Analysis	10%
Short Essay	10%
Annotated Bib	15%
Final Essay	20%
Reflection	10 %
Presentations	10%
Auxiliary Assignments	10%
Participation	15%

#### **Grading Scale**

A	90 - 100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	0 – 59%

### **Late Work/Make-Up**

Work should be submitted by the due date and in the form requested. Generally, I do not accept late work. Missed in-class assignments, e.g., journal writings, activities, and participation points, cannot be made up. If you miss a class where an assignment is turned in during class, you have until the next class to turn in the assignment. Any exceptions to this policy are made on a case-by-case basis. Students are responsible for providing documentation for emergencies.

### **Revisions/Rewriting**

Requests to make revisions or rewrite assignments will be determined on a case-by-case basis.

### **Extra-Credit**

- **Tutoring:** If you take a major writing assignment to the tutoring center and provide documentation, you may receive up to 5 points extra credit on the assignment.
- **Live Event:** Extra credit may be earned once during the semester by attending (in person or online) an event of educational or professional value at the college and submitting a half-page report on your experience to the Extra Credit Prompt on Brightspace.
- **Other:** I may provide other extra credit opportunities throughout the semester as I see fit.
- **Requests for extra credit:** Requests for extra credit will be determined on a case-by-case basis.

### **Attendance Policy**

The success of this course and your success IN the course depends on your active engagement and participation. I expect you to be prepared and a vocal and constructive participant during each class meeting.

- You are expected to be on time and in attendance. More than 3 absences or failure to participate over a two-week period may result in receiving a grade of “F” for the course.
- Failure to participate in peer reviews/workshops will result in an absence for that day and a lower grade for that assignment.
- Excessive tardiness will impact your participation grade and ability to pass the course.

### **Professionalism**

Our class will reproduce a “real-world” work environment in many ways, and students will be expected to participate professionally in the class. You should arrive on time, meet deadlines, and contribute meaningfully to class discussions. Professionalism also includes collaboration, willing participation in all class activities, and sincere effort to improve your own writing and that of your peers through peer review, revision, and conferencing. Professional behavior is a cooperative endeavor that affects the entire class. All class participants must always behave civilly and respectfully. Disrespectful or threatening behavior toward classmates or the instructor is unacceptable and will be reported to the Dean of Students. Neglecting this class in any way (by doing work for other classes, texting, goofing off, reading/browsing on devices, sleeping, etc.) will not be tolerated. Any students engaged in such conduct will be considered absent.

Your level of professionalism in this class will directly affect your participation grade. Unproductive behavior from students in relation to class discussions and activities, behavior such as competing or “performing to the instructor,” may negatively impact your participation grade.

### Recording

I do not allow recordings of any kind (video, audio, photography) in my classroom without my express permission. Violators will be asked to leave the class and will be reported to the Dean of Students.

### Academic Dishonesty

Academic dishonesty and plagiarism are defined in the student handbook. Plagiarism of any kind will not be tolerated in this class. It can result in a failing grade for the assignment/course and will be reported to the Dean of Students. **Ignorance will not be an acceptable defense:** All students are responsible for familiarizing themselves with the documentation rules. Please contact me if you are unsure whether something may be considered plagiarism.

**Student Concerns:** If you have any questions or concerns about any aspect of this course, please contact me using the provided contact information. If, after discussing your concern with me, you continue to have questions, please contact the Humanities Department Chair, Dr. Brian Anderson, at 409.933.8186 or [banderson@com.edu](mailto:banderson@com.edu).

### GCIC Academic Symposium

COM’s GCIC Academic Symposium is an opportunity for students to showcase their best academic and creative projects. To learn more, visit: [com.edu/symposium](http://com.edu/symposium). Participation in the symposium helps develop your professional skills, widens your professional networks, and should be noted on your resume/CV. This academic year, the symposium is on Friday, March 22, 2024, from 9 a.m. to 2:30 p.m. in the STEAM building. **The abstract submission deadline is Thursday, Feb. 15, 2024, at 11:59 p.m.** Please speak with me if you are interested or have questions.

### Syllabus/Schedule Changes

I reserve the right to change the syllabus/schedule to accommodate the class dynamics. Changes will be announced in class, on Brightspace, and/or by email to ensure everyone is on the same page.

### Course Outline

*\*All assignments are due Sunday at midnight on the week indicated. Students are expected to prepare for class by reading and annotating the materials as outlined in the schedule, including RW chapters and theme articles.*

WEEK	SCHEDULE
Week 1 8/28 - 9/1	Welcome and Syllabus
<b>TOPIC</b> Everything you need to know	<b>In Class Writing</b> <b>Watch in class:</b> <ul style="list-style-type: none"> <li>• Academic Research:               <ul style="list-style-type: none"> <li>○ <a href="https://www.youtube.com/watch?v=kB4gKoS4MNw">https://www.youtube.com/watch?v=kB4gKoS4MNw</a></li> </ul> </li> </ul>

<p>about performing academic research and author credibility</p>	<ul style="list-style-type: none"> <li>○ <a href="https://www.youtube.com/watch?v=ArynsHGwJ5A">https://www.youtube.com/watch?v=ArynsHGwJ5A</a></li> <li>● Author Credibility: <ul style="list-style-type: none"> <li>○ <a href="https://www.youtube.com/watch?v=PLTOVoHbH5c&amp;feature=emb_logo">https://www.youtube.com/watch?v=PLTOVoHbH5c&amp;feature=emb_logo</a></li> <li>○ <a href="https://www.youtube.com/watch?time_continue=103&amp;v=EyMT08mD7Ds&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=103&amp;v=EyMT08mD7Ds&amp;feature=emb_logo</a></li> </ul> </li> </ul> <p><b>Debate:</b> Author credibility -- is Bill Nye a credible source? Google it.</p>
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**UNIT 1 – WHY MEMES ARE SMARTER THAN THEY SEEM (SOMETIMES)**

<p>Week 2 9/4 – 9/8 9/4 COM Closed for Labor Day</p> <p><b>TOPIC</b> The pulse of culture, memetics, and what the hell even is a meme anyway?</p>	<p><b>Writing Conventions</b> <b>In class writing</b> <b>Read:</b></p> <ul style="list-style-type: none"> <li>✓ <a href="#">The Soul-Crushing Student Essay</a></li> <li>✓ <a href="#">"The Life Cycle of a Meme"</a></li> </ul> <p><b>Assignment:</b> Post a meme on Brightspace.</p>
	<p><b>Writing Conventions</b> <b>In class writing</b> <b>Read:</b></p> <ul style="list-style-type: none"> <li>✓ <a href="#">"What defines a meme?"</a></li> </ul> <p><b>Watch in class:</b> <i>Here be Dragons: An Introduction to Critical Thinking</i></p> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>✓ What is the purpose of a meme?</li> </ul> <p><b>Activity:</b> Share memes. Which is the funniest? And why?</p>

**UNIT 2 – THE PROBLEM WITH SEARCH ALGORITHMS**

<p>Week 3 9/11 – 9/15</p> <p><b>TOPIC</b> Rhetorically Speaking: Rhetoric, why and how to use it</p>	<p><b>Writing Conventions</b> <b>In class writing</b> <b>Watch in class:</b></p> <ul style="list-style-type: none"> <li>✓ <a href="#">Ethos, Logos, Pathos</a></li> <li>✓ <a href="#">How to Identify Ethos, Logos, Pathos by Shmoop</a></li> <li>✓ <a href="#">Ethos, Pathos, and Logos   Rhetoric   The Nature of Writing</a></li> </ul> <p><b>Activity:</b> What does Rhetoric meme?</p>
	<p><b>Writing Conventions</b> <b>In class writing</b> <b>Read:</b></p> <ul style="list-style-type: none"> <li>✓ "Looking for Trouble: Finding Your Way into a Writing Assignment"</li> </ul> <p><b>Activity:</b> Watch Documentary in Class</p> <p><b>Assignment:</b> Assign Documentary Rhetorical Analysis</p>
<p>Week 4 9/25 – 9/29</p> <p><b>TOPIC</b> The myriad ways in which people think Google works and the</p>	<p><b>Writing Conventions</b> <b>In class writing</b> <b>Read:</b></p> <ul style="list-style-type: none"> <li>✓ "Reading Games"</li> <li>✓ <a href="#">"Frustrated 'Game of Thrones' fans are attempting to 'Google Bomb' the show's 'bad writers'"</a></li> </ul> <p><b>Watch in Class:</b></p> <ul style="list-style-type: none"> <li>✓ <a href="#">How Google Search Works (in 5 minutes)</a></li> </ul>

<p>ways it really works (Google Bombing)</p>	<p>✓ <a href="#">Google Bombing</a>  <b>Activity:</b> Google anything you can think of that would be appropriate to discuss in a college course. Go through a few of the pages on Google. Find, in your opinion, the strangest search returned. Write it down alongside why Google returned it as a search. Share.</p> <p><b>Writing Conventions</b>  <b>In class writing</b>  <b>Read:</b></p> <ul style="list-style-type: none"> <li>✓ "Reading Like a Writer"</li> <li>✓ "<a href="#">The Algorithms of Oppression</a>"</li> </ul> <p><b>Discussion:</b> Why do we care that Google does what it does? Do we care?</p>
<p><b>UNIT 3 – TROLLING MOVIES: THE POWER OF GROUPS OF LIKE-MINDED INDIVIDUALS</b></p>	
<p>Week 5 10/2 – 10/6</p> <p><b>TOPIC</b> We "the people" have decided...</p>	<p><b>Writing Conventions</b>  <b>In class writing</b>  <b>Read:</b></p> <ul style="list-style-type: none"> <li>✓ "What is Academic Writing"</li> <li>✓ "<a href="#">A Change for Rotten Tomatoes Ahead of Captain Marvel</a>" (<a href="#">Links to an external site.</a>)</li> </ul> <p><b>Discussion:</b> The rhetorical situation of a movie review; what are the functions of argument that reviewers employ? Who's the audience for a review?  <b>Activity:</b> Brainstorm your research topic  <b>Of Interest:</b> Googles Ngram Viewer</p> <p><b>Writing Conventions</b>  <b>In class writing</b>  <b>Read:</b></p> <ul style="list-style-type: none"> <li>✓ '<a href="#">Captain Marvel</a>' Shows How the Culture War Is Making User Reviews Useless</li> <li>✓ "<a href="#">Weaponizing the Haters</a>" (<a href="#">Links to an external site.</a>) READ ONLY: Background, Account Analysis, Political Agenda, The Infectious Nature of Trolling, and Conclusion</li> </ul> <p><b>Debate:</b> Do you buy the argument? Is Captain Marvel a good movie? Why? Why not? Why do we care about "review bombing"?</p>
<p><b>UNIT 4 – SUPERHEROES AND THE SORDID AFFAIR OF THE SUPERHEROINE</b></p>	
<p>Week 6 10/9 – 10/13</p> <p><b>TOPIC</b> The historical context behind sexualization, the booty, and comic</p>	<p><b>Writing Conventions</b>  <b>In class writing</b>  <b>Read:</b></p> <ul style="list-style-type: none"> <li>✓ "Diversity, Ideology, and Teaching Writing"</li> <li>✓ "<a href="#">Equally Super? Gender Role Stereotyping of Superheroes in Children s Animated Programs</a>" READ ONLY: pages 25 -29 and 35 – 39</li> </ul> <p><b>Activity:</b> <a href="#">The word "superhero" in media</a></p> <p><b>Writing Conventions</b>  <b>In class writing</b>  <b>Read:</b></p>

<p>books, from the 90s until now.</p>	<ul style="list-style-type: none"> <li>✓ <a href="#">"Avengers Booty Ass-emble" (Links to an external site.)</a>; art credit user Kevin Bolk, <i>DeviantArt</i>. And the phenomenon he's making fun of: <a href="#">Spider-Woman cover</a></li> </ul> <p><b>Watch in Class:</b></p> <ul style="list-style-type: none"> <li>✓ <a href="#">How to Develop a Good Research Topic</a></li> <li>✓ <a href="#">Writing a Short Essay</a></li> </ul> <p><b>Assignment:</b> Documentary Rhetorical Analysis Due. Assign Short Essay.</p>
<p>Week 7 10/16 - 10/20</p> <p><b>TOPIC</b> The comic book audience and the modern-day comic book: <i>Sensational She-Hulk vs. Ms. Marvel</i></p>	<p><b>Writing Conventions</b> <b>In class writing</b> <b>Read:</b></p> <ul style="list-style-type: none"> <li>✓ "Looking for Trouble: Finding Your Way into a Writing Assignment"</li> <li>✓ <a href="#">The fourth-wall breaking She-Hulk cover (Links to an external site.)</a></li> </ul> <p><b>Debate:</b> What responsibility do texts, particularly texts aimed at youth, have to provide good examples? What is the comic book/graphic novel's target audience?</p> <p><b>Writing Conventions</b> <b>In class writing</b> <b>Read:</b></p> <ul style="list-style-type: none"> <li>✓ <a href="#">"Introduction to a Culture of Civility in First Year Classrooms"</a></li> <li>✓ <a href="#">The Comics Code Authority and Seduction of the Innocent</a></li> </ul> <p><b>Discussion:</b> How does a comic book's storytelling differ from a book? A movie or TV show? Should all media be held to the same standards? (Revisit: what responsibility do texts have to set good standards?)</p> <p><b>Assignment:</b> Short Essay due and Assign Annotated Bib.</p>
<p><b>Unit 5 – THE DARK KNIGHT: AN ACCEPTABLE ANALOGY FOR DOMESTIC TERRORISM</b></p>	
<p>Week 8 10/23 - 10/27</p> <p><b>TOPIC</b> From Extremely Loud and Incredibly Close to The Dark Knight: everything you need to know about 9/11 narratives in America.</p>	<p><b>Writing Conventions</b> <b>In class writing</b> <b>Read:</b></p> <ul style="list-style-type: none"> <li>✓ "Googlepedia: Turning Information Behaviors into Research Skills"</li> </ul> <p><b>Watch:</b> <i>The Dark Knight</i> <b>Discuss:</b> What is this movie about?</p> <p><b>Writing Conventions</b> <b>In class writing</b> <b>Read:</b></p> <ul style="list-style-type: none"> <li>✓ <a href="#">"The Dark Knight's War on Terrorism"</a> READ ONLY pages 209 - 224.</li> <li>✓ <a href="#">"Why So Seriously Good?"</a></li> <li>✓ <a href="#">"The Dark Knight Changed Hollywood Movies Forever"</a></li> </ul> <p><b>Discuss:</b></p> <ul style="list-style-type: none"> <li>✓ Do you buy the arguments? Why or why not?</li> <li>✓ Is <i>The Dark Knight</i> an appropriate vehicle to discuss the War on Terrorism?</li> <li>✓ Are superheroes an appropriate medium to discuss cultural phenomena and tragedy? What advantages and disadvantages does this medium have?</li> </ul>
<p><b>UNIT 6 - THE LAST DECADE IN SUPERHERO MOVIES</b></p>	
<p>Week 9 10/30 – 11/3</p>	<p><b>Writing Conventions</b> <b>In class writing</b> <b>Watch:</b> <i>Into the Spider – Verse</i></p>



<p><b>TOPIC</b> Every Marvel movie from 2008 until now and why that matters.</p>	<p><b>Debate:</b> What is this movie about?  <b>Discussion:</b> What are some of the social commentaries Marvel movies seem to be making? (<i>Iron Man</i> and <i>Black Panther</i>, Ta Nehisi Coates' <i>Black Panther</i> comics).  <b>Activity:</b> Argument Template</p> <p><b>Writing Conventions</b>  <b>In class writing</b>  <b>Read:</b>  ✓ <a href="#">Spider-Man: Into the Spider-Verse is the best superhero movie</a> "  <b>Watch in Class:</b> <a href="#">8 Tips to Improve Your Writing in English</a>  <b>Discussion:</b> What does this piece do effectively? What does it do ineffectively? Do you buy the argument? Why or why not?  <b>Activity:</b> Movie Genre</p>
<p>Week 10 11/6 – 11/10 11/7 Spring Registration</p> <p><b>TOPIC</b> Where words once were--when movies become memes</p>	<p><b>Writing Conventions</b>  <b>In class writing</b>  <b>Read:</b>  <b>Activity:</b> <a href="#">The pointing Spider-Man meme and Into the Spider-Verse (Links to an external site.)</a></p> <p><b>Activity:</b> Bring in your literature review. Share literature review work in small groups</p> <p><a href="https://spark.adobe.com/post/fQdHeX6PZWsih/">https://spark.adobe.com/post/fQdHeX6PZWsih/</a></p> <p><b>Assignment:</b> Locate a Marvel movie meme and another meme from another movie/TV show. Post on Brightspace.</p> <p><b>Writing Conventions</b>  <b>In class writing</b>  <b>Read:</b>  ✓ “The Believing Game and How to Make Conflicting Opinions More Fruitful”  <b>Activity:</b> Share memes  <b>Discussion:</b> Discussion (revisited): What contextual information is important to making an argument? What contextual information do the memes rely on in order to be funny?</p>
<p>Week 11 11/20 – 11/24 COM Closed 11/23 - 11/26 for Thanksgiving Holiday</p>	<p><b>Writing Conventions</b>  <b>In class writing</b>  <b>Activity:</b> Work/what do you need day. Come prepared to work on your Lit review in class.  <b>Assignment:</b> Lit. Review Due and assign Final Research Project and Reflection</p> <p><b>NO CLASS – THANKSGIVING HOLIDAY</b></p>
<p>Week 12 11/27 – 12/1 11/28 W-Day</p> <p><b>TOPIC</b> How to tell good stories about bad guys</p>	<p><b>Writing Conventions</b>  <b>In class writing</b>  <b>Read:</b>  ✓ “Beyond Black on White”  <b>Watch:</b> <i>Avengers: Infinity War</i>  <b>Debate:</b> What is this movie about?  <b>Assignment:</b> Assign Proposal.</p>

	<p><b>Writing Conventions</b>  <b>In class writing</b>  <b>Read:</b>  ✓ <a href="#">"Thanos and the Hero's Journey" (Links to an external site.)</a>  <b>Discussion:</b> What does this piece do effectively? What does it do ineffectively? Do you buy the argument? Why or why not? (Joseph Campbell and the monomyth)  <b>Assignment:</b> Proposal due.</p>
<p>Week 13  12/4 – 12/8</p> <p><b>TOPIC</b>  How did this all relate to argument? and Crafting a Digital Research Project.</p>	<p><b>Writing Conventions</b>  <b>In class writing</b>  <b>Read:</b>  ✓ <a href="#">"The Life Cycle of a Meme"</a>  <b>Activity:</b> Work/What do you need day.</p>
	<p><b>Writing Conventions</b>  <b>In class writing</b>  <b>Activity:</b> Workshop Final Research Projects</p>
<p>Week 14  12/11 – 12/15</p>	<p><b>In class writing</b>  <b>Activity:</b> Research Presentations</p>
	<p><b>In class writing</b>  <b>Activity:</b> Research Presentations  <b>Assignment:</b> Final Research Project and Reflection Due</p>

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## Institutional Policies and Guidelines

**Grade Appeal Process:** Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook [https://www.com.edu/student-services/docs/Student\\_Handbook\\_2023-2024\\_v2.pdf](https://www.com.edu/student-services/docs/Student_Handbook_2023-2024_v2.pdf). *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

**Academic Success & Support Services:** College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

**ADA Statement:** Any student with a documented disability needing academic accommodations is requested to contact Kimberly Lachney at 409-933-8919 or [klachney@com.edu](mailto:klachney@com.edu). The Office of Services for Students with Disabilities is located in the Student Success Center.

**Textbook Purchasing Statement:** A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**Withdrawal Policy:** Students may withdraw from this course for any reason prior to the last eligible day for a “W” grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1<sup>st</sup> 8-week session is October 11. The last date to withdraw from the 16-week session is November 28. The last date to withdraw for the 2<sup>nd</sup> 8-week session is December 7.

**FN Grading:** The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

**Early Alert Program:** The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

**Resources to Help with Stress:**

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at [deanofstudents@com.edu](mailto:deanofstudents@com.edu) or [communityresources@com.edu](mailto:communityresources@com.edu).