



**ENGL 2328-051IN  
American Literature II  
Summer 2022  
Internet Course**

**Instructor Information:** Dr. Brian Anderson

Email: "David Anderson (Instructor)" in Blackboard Messages tool, or  
[banderson@com.edu](mailto:banderson@com.edu)

Telephone: 409-933-8186 (office number)

**Student hours and location:** Thursdays, 11 a.m.-12:30 p.m. or any time by appointment, LRC Suite B. Virtual or phone appointments also available.

*Response policy:* I will answer questions submitted through Blackboard or regular email in a timely manner, that day whenever possible, but please keep in mind that emails sent late at night or on the weekend may not be answered until the next day.

**Required Textbook:** *The Norton Anthology of American Literature*, 1865 to the Present, Shorter Ninth Edition

*Additional Notes on Text:* You may be able to use a different Norton edition, but you will have to find page numbers on your own, and some readings may be unavailable. You may also access legal online copies of the earlier readings (links provided in Blackboard when possible), but please be aware that most of the readings after 1920 or so are under legal copyright protection. Online copies of all readings are also more difficult to read and are not annotated with footnotes. For those with financial constraints, the best option to ensure success in the course seems to be to shop online for affordable used copies of the correct edition. I will provide some of our additional readings through Blackboard.

**Course Description:** A survey of American literature from the Civil War 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.

Prerequisite: ENGL 1301 with a grade of "C" or better

## **Course Requirements/Major Assignments:**

Besides the assignments as described below, class activities and teaching tools may include presentations, videos, and supplemental readings. Students are expected to read and review all material assigned.

The condensed, summer version of this class has a stronger focus (and heavier grading emphasis) on the essay assignments and the discussions. It is also critical to keep up with all the readings, which are covered on the final exam and which form the basis for the discussions.

### *Critical Essays*

For essay assignments, students will complete literary papers (4-8 pages, depending on assignment) focused on a work or author read this semester (possible topics will be distributed with the assignment) and based on a specific critical approach. Papers should be formatted according to MLA guidelines and should include a Works Cited list of appropriate resources and research. (APA citations and formatting are also acceptable, but you should be consistent.) Separate instructions for each essay assignment will be distributed in learning modules. You may also be asked to do informal writing assignments on your essay topics to help you prepare for the more formal papers.

*Feedback* on the critical essays will be provided through the grade (a form of assessment and feedback) and detailed comments in the Blackboard grading window or, if more convenient for whatever reason, in a marked-up Word document that is returned to you.

Specific grading rubrics may also be distributed for certain assignments.

### *Final Exam*

The final exam will consist of multiple-choice questions and will test your knowledge of works, authors, social contexts, and other material covered in lectures, readings, class materials, and the textbook introductory sections. (Other types of questions, such as short-essay questions, may also be used.) It will be an open-book, timed exam that you will complete on your own without assistance from others. Although you may use your notes, class resources, and textbooks, you should *not* consult online sources or other students. (You should also be aware that failing to keep up with the readings will make taking the test much more difficult to complete within the given time constraints.) The comprehensive final exam (covering readings for the entire semester) is designed to measure your objective knowledge of readings and related facts and ideas, as well as your interpretative understanding of the readings. The exam is a final learning opportunity, a way to reward students for keeping up with the reading and to give a satisfactory experience in thinking about all the readings at once. Since it is an open-book exam, it is also considered a learning activity of sorts; you will be exposed to concepts and ideas perhaps missed initially. Although the exam is timed to ensure completion, the allotted time should be enough for everyone to take the test without too much stress. The exam will not

automatically submit if you lose your internet connection, but the timer will keep running once you start the test.

For the short, five-week summer term, we will not normally have weekly quizzes, so the focus will be on the final exam when it comes to testing. Accordingly, the final exam is worth more during the summer semester.

### *Discussions*

Online discussions are designed to engage students with each other, to stimulate additional thinking on the readings, to gauge students' understanding of readings, and to generate topics and ideas for the papers.

Discussions give you a way to share ideas and interpretations with other classmates and the instructor. Because we do not meet in a face-to-face environment, discussions are graded more formally than normal class discussions, as a way to encourage and objectively measure student participation (including whether students have completed the reading).

Remember that I do monitor and participate in these discussions, which constitute a major part of your semester grade because we do not have face-to-face meetings. In the first post for each discussion especially, I'm looking for evidence of your having done the reading and having engaged with the question in a serious way. You should use page or chapter citations and quoting from the text for support. You should aim for about 150-300 words on your first post for most discussions. Review the discussion grading rubric for more information on how the discussions will be graded.

As with other assignments, it is important that you be careful to avoid the appearance of plagiarism when posting to a discussion. If you cite something from the text, include a page citation and quotation marks as appropriate. If you make reference to another source (such as the instructor or a classmate's remarks), give proper credit. **You should avoid using outside sources** (such as websites) to complete discussions, since I'm interested in your thoughts and analysis, but if you do use a source for additional ideas or factual support, you should of course give credit with proper MLA citations. Including a "Works Cited" at the end of your discussion post is optional (as long as you're using page numbers that correspond to the correct edition of the text) but also good practice. Rewording ideas gleaned from websites (such as *Sparknotes*) may be construed as plagiarism. Any paraphrased material should be cited as such. (In general, do not use study sites as sources or avoid consulting them when doing discussions, as this can lead to inadvertent plagiarism.)

For the summer, five-week semester, first postings for discussions will be due on Thursday, and follow-up postings will be due on Sunday. A discussion grading rubric will be released with the first week's learning module and will also be posted permanently on the course home page.

### *Informal Writing Assignment/Journals*

Informal writing assignments (also called “journals”) may include reflective pieces (in which you write about your personal reaction to certain literary topics or questions) and pre-writing exercises for the essays. Informal writing assignments should demonstrate knowledge of the readings and serious thought on the topic. While grammar and punctuation are not stressed, attention to these matters will improve readability and clarity. (This same guideline applies to discussions; Standard English is not stressed as such, since it is a more informal type of response, but you should strive to make your posts readable and proofread for distracting errors.)

### **Determination of Course Grade/ Grading Formula:**

Discussions/Misc. Grades (~11 Discussions)	200 points
Essay 1 (Short Response)	100 points
Essay 2 (Critical Research Essay)	150 points
Journals (3)	50 points
Final Exam	150 points

Total: 650 points

Final Grading Scale: A—585 to 650 pts.; B—520 to 584 pts.; C—455 to 519 pts.;  
D—390 to 454 pts.; F—389 and below.

Note: Grading weights and formula may be changed if needed to accommodate a change in the schedule or other circumstances, especially those out of our control.

**MyGrades Area:** The MyGrades area (grade book) is for reviewing and keeping track of completed grades and getting an overview of your grade. Please note that the Blackboard grade display may be incomplete at any given time and is simply for your convenience (not a substitute for the instructor’s official records). Certain assignment points, like extra credit, may not be posted until the end of the semester, and the final gradebook may require some adjusting if the class schedule has been changed or to correct for technical problems. You are responsible for keeping track of your progress in the class and keeping up with all assignments as explained in the learning modules. Your final grades will be made available through WebAdvisor at the end of the semester. The final grade total (at the end of the semester) on Blackboard will also be considered official. Please let me know if you have questions about what you see on MyGrades or if something looks incorrect. You should also not use the MyGrades area as a way to locate assignments, as this can lead to confusion, not following assignment instructions properly, and missing deadlines.

## Late Work, Make-Up, and Extra-Credit Policies

1. *Late work/deadlines:* Please keep in mind that this class is **not** self-paced. Students are expected to know deadlines and to turn work in on time. This is in the interest of fairness as well as keeping the class manageable. Students should check deadlines carefully and understand that assignments may be locked down after the deadline, preventing further access. Points may be deducted for late or incomplete discussion postings (posting after the initial deadline); once an assignment has been taken down or a discussion has been “locked,” it will not be reopened. Late papers (essays) will only be accepted late with permission from instructor, and then a late penalty will apply as appropriate (20 percent of grade, per business day). Please contact me if you’re having difficulty with deadlines. Because of the asynchronous nature of the class, quizzes and exams cannot normally be made up or taken late, so plan accordingly.
2. *Make-up work:* Students may only turn in a major essay late or complete a make-up exam with the instructor’s express permission. Documentation may be required for students who request a makeup or deadline extension due to an emergency.
3. *Extra Credit:* Extra credit may be offered for attending certain presentations, lectures, plays, and other activities outside of class. These will be announced as the opportunities arise. This class will also include a creative project that you can complete for extra credit. Additionally, I will usually award a student a few extra-credit points (2-3) for alerting me to a typo or mistake in something I’ve written or posted. Just email me and politely let me know about the potential error; I promise to not take offense, though the points will only be awarded at my discretion and if I agree with the error. Extra credit will not be offered to individual students as a way of making up grade deficiencies.

**Attendance Policy:** For the purposes of this online class, “attendance” means logging on to the class and completing tasks and/or communicating with the instructor. Regular class participation is expected; a student cannot expect to pass this online class without contributing to discussions and other assignments on a regular basis. Students are expected to check course email at least every other day and to sign on to the class at least 4-5 times a week to check assignments and participate in Blackboard discussions and other learning activities. As stated in the COM student handbook, students are required to log on to the course for the first time within 48 hours of the beginning of the semester. Students should expect to devote a minimum of nine hours to class each week in terms of Blackboard participation only (5-week summer session), just as they would be attending a normal class for three hours each week. This time commitment does not include the time required for reading, completing writing assignments, and other preparation, but it does include reading discussions, viewing learning materials, taking notes from learning materials, crafting discussion posts, etc. Please be aware that I am able to check a student’s progress (including last sign-on date, items accessed, etc.) through Blackboard. Reading all instructions is essential for your success.

**Communicating with your instructor:** ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (For purposes of this course, written communication can also occur through Blackboard.)

## Student Learner Outcomes

Upon successful completion of this course, students will:

<b>Student Learner Outcome</b>	<b>Maps to Core Objective</b>	<b>Assessed via this Assignment</b>
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.	Social Responsibility (SR)	<b>Critical essay assignments;</b> Final Exam
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.	Personal Responsibility (PR)	<b>Critical Essay assignments;</b> journals; discussions
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.		<b>Critical Essay assignments;</b> Final Exam
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.		<b>Critical essay assignments</b>
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose,	Critical Thinking (CT)	<b>Critical essay assignments</b>

using various critical approaches to literature.		
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**Academic Dishonesty:** Any incident of academic policy will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty – such as cheating on exams -- is an extremely serious offense and will result in a **grade of zero** on that exam or assignment, and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action.

*Plagiarism:* Plagiarism is using someone else’s words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else’s words without giving proper citation, copying directly from a website and pasting it into your paper, or using someone else’s words without quotation marks. Any assignment containing any plagiarized material will receive a **grade of zero** and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action and remediation.

The plagiarism and academic-dishonesty policies apply to all written work submitted for this class, including tests, journals, quizzes, online forum postings, and essays. If you use anything from another source, you must document properly using MLA standards. Making up quotes or falsifying information will also be construed as academic dishonesty. Reusing your own assignments from an earlier class or this class (except for your own discussion posts or journal text as expressly permitted by assignment instructions) is also not allowed; please ask me if you need guidance on this.

Please note that not all papers will necessarily be checked for plagiarism; the decision to check a particular paper for possible plagiarism is made based on my professional judgment and expertise, in part garnered from years of grading student papers.

*Avoiding Plagiarism Links and Resources:* See links and resources in the Blackboard course on the course home page and in the “Writing Assistance” folder.

**Student Concerns:** If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Dr. Rocky Barney, Dean of Academic Programs, at [rbarney@com.edu](mailto:rbarney@com.edu) or 409-933-8727.

### **Additional Course Policies and Guidelines**

- 1. Role of Online Environment:** As suggested by the IN course designation, this is an Internet class. There are no face-to-face class meetings. All work for this class, except for readings in the textbook and your own research, is to be completed in the online Blackboard environment. All assignments will be completed on Blackboard.

Each week, I will release a “Learning Module” (or week’s folder) that contains the assignments and course materials for that week. Normally, I will release the module and instructions for each week on **Monday**, and major assignments will be due on **Sunday** evening. (Some minor deadlines vary, especially in the summer. Pay attention to the weekly instructions in each learning module.) Please read all the instructions for each learning module. You should log on to the course on Monday to check the assignments and due dates for the week, and you should check your course email at least every other day to make sure you don’t miss any important announcements or changes. You should be able to see this week’s learning module on the course home page; you can also access older modules, though older assignments within those modules will not stay open.

You should also review the “**Course Introduction Letter**” posted on the course home page for additional explanation of my online teaching philosophy, online etiquette, and software requirements.

2. **Assignment submission requirements and standards:** All work submitted for evaluation in English 2328 should have a minimum of mechanical and grammatical errors, result from the student’s own work, and show mature and serious attention to the assignment. Assignments should be formatted according to MLA guidelines unless otherwise specified. All writing assignments (essays and informal writing assignments) must be uploaded as Word documents and submitted **via the Blackboard assignment tool**. If you need help with accessing or using Word software or Blackboard, please contact me or support staff early in the semester.
3. **Course Introduction Letter:** Students are responsible for the instructions contained in the “Course Introduction Letter” posted at the beginning of the semester, outlining special concerns for online learning, online etiquette, and deadlines. This letter is considered a course document for policy purposes.
4. **Caveat on Grading:** The instructor reserves the right to make evaluative decisions on student grades and assessment based on his own expertise and judgment in the subject matter. The instructor also reserves the right to assign a final grade based on a student’s overall mastery of the material and improvement over the course of the semester.
5. **Syllabus Changes:** The instructor reserves the right to change the syllabus, grading plan, and/or schedule as needed. You will be duly notified of any such changes.
6. **Technology Outage Policy:** You should allow yourself time to deal with technical issues that might arise; I will not normally reopen an assignment because of a temporary computer failure, problem with local network, power outage, or technical issue (unless the problem is on COM’s end, in which case it will be documented by the distance-education facilitator). If you are afraid such issues might arise, complete your assignments early. If you are worried about having the assignment close while you are working on it, be sure to plan ahead and give yourself plenty of time to complete assignments. Please also be aware that Blackboard

support staff do not recommend using a wireless connection when taking an exam or other timed assignments. See link on Blackboard for resources and assistance in helping with Blackboard issues. If you experience a problem with Blackboard, please contact support personnel as soon as possible. Also be aware that COM maintains several on-campus computer laboratories if you need access to equipment.

**Withdrawals:** Students are not permitted a set number of absences (as defined for an online class). Although I reserve the right to drop a student, at my discretion, who has stopped participating, students retain ultimate responsibility for withdrawing themselves if they need to do so for any reason. Students should also be aware that they may receive an “F” in the class for failure to participate or complete assignments. After the official drop date, a “W” will not be given as a grade for any reason, and “I” grades will only be considered in rare, emergency situations beyond the student’s control (and only when a student has otherwise successfully completed most of the work for the course). Also see general withdrawal policy below.

**Classroom Conduct Policy:** College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line [Student Handbook](#) (and in college policy). Any breaches of the Code of Conduct will result in a referral to the Office for Student Conduct and may result in dismissal from this class or from campus.

In addition to explicitly stated policies, the instructor expects that students will observe rules of common courtesy and will conduct themselves in a way that is befitting of college students and conducive to creating a serious and professional learning environment.

In an online course, conduct and online-etiquette guidelines apply to all your interactions (including discussions and email) with other students and the instructor. This may also affect your grade on specific assignments (such as discussions).

All policies and procedures are designed to encourage fairness, facilitate professional interaction, and improve student success. I have put these policies and procedures into place over the years because I have seen what works and what does not work.

After reviewing this syllabus and continuing with this class, it is understood that you agree to follow the rules and standards by remaining in the course. (Please see assignment in “Course Introduction Letter.”)

#### **Success Tips for Students:**

- Take responsibility for learning and self-organization.
- Be aware of deadlines and responsibilities.
- Complete all course readings in a timely manner. Students who do best in the course complete all the readings.
- Read directions carefully for details about each assignment’s requirements.

- If you have not completed the Online Learners Workshop, you may wish to do so. For additional help with online learning or with Blackboard, please contact the Distance Education department or the instructor for guidance.

## **COURSE OUTLINE**

### **General Course Outline, Due Dates, and Schedule of Reading Assignments**

**Note:** Discussions and other minor assignments will be announced with each learning module. Unless otherwise announced, major assignments will generally be due on Sunday at midnight and learning modules will be released on Monday morning by noon. Due dates for minor assignments (such as discussion postings) will vary.

### **Tentative Class Schedule and Reading Assignments**

Schedule and readings subject to change as needed; additional readings may also be assigned. This will be announced in learning modules. Only major due dates (for papers and the exam) are listed here. Deadlines for journals and discussions will be announced in modules.

No readings are optional unless indicated. Any reading assignment may be the basis for questions on the final exam. Page numbers are provided for your convenience; please look in the index if you cannot find something or if page numbers seem incorrect. See note about textbooks at beginning of syllabus.

Weeks run from Monday to Sunday, except for the last week, which ends on Friday.

**Read all learning module instructions each week to get started.** Additional assignments and instructions will be included in the learning modules (folders). The following is just a general course outline with major due dates. The reading schedule may look difficult, but please keep in mind that everything must be compressed for a summer course; I have made some compromises and adjustments, but generally the expectations are the same as in a full semester.

#### **Week 1 (6/6 to 6/12)**

#### **Course Introduction and Poets in Transition**

Review Syllabus and Policies

What kind of American are you? (Introduction Discussion)

“Course Introduction Letter” assignment

Unit: Poets in Transition

*Read in text:*

Period Introduction, pp. 1-20

Walt Whitman, introduction, pp. 21-24

*Song of Myself*, pp. 25-69  
"The Wound-Dresser," pp. 74-75

Emily Dickinson, introduction, pp. 82-86  
Poems of Emily Dickinson:  
*Poems (numbers refer to first number before poem; bolded poems will be especially useful for discussion):*

202, "Faith is a fine invention," p. 87  
207, "I taste a liquor never brewed," p. 87  
260, "I'm Nobody! Who are you?" p. 88  
269, "Wild nights – Wild nights!" p. 88  
320, "There's a certain Slant of light," p. 90  
339, "I Like a Look of Agony," p. 90  
340, "I felt a Funeral, in my Brain," p. 90  
409, "The Soul selects her own Society," p. 93  
**479, "Because I could not stop for Death," p. 94**  
**591, "I heard a Fly buzz – when I died," pp. 96**  
706, "I cannot live with You," p. 97

Discussions on Whitman and Dickinson (**first post due Thursday; follow-up posts due Sunday.**)

First essay (Essay 1) assigned (not due until 6/19).

## **Week 2 (6/13 to 6/19)**

### **American Realism, Local Color, and Social Reform**

*Read in text:*

Mark Twain, introduction, pp. 101-104  
"The Notorious Jumping Frog of Calaveras County," pp. 104-08

Booker T. Washington, intro. and "Up from Slavery," pp. 469-79;  
W.E.B. DuBois, intro. and selections from "The Souls of Black Folk," pp. 559-77.

Kate Chopin, Kate Chopin, pp. intro., pp. 441-42; "The Story of an Hour," pp. 446-48; "The Storm," pp. 455-59;  
Charlotte Perkins Gilman, "The Yellow Wallpaper" and "Why I Wrote 'The Yellow Wallpaper,'" pp. 509-24.

The Civil War and the Stories of Ambrose Bierce  
Intro. to Ambrose Bierce, pp. 326-27

"An Occurrence at Owl Creek Bridge," pp. 327-33  
"Chickamauga," pp. 333-38

Jack London, intro. and "To Build a Fire," pp. 639-52

Additional readings, activities, and learning materials explained in learning module.

**First response essay (Essay 1) due 6/19**

**Week 3 (6/20 to 6/26)**

*Modernism and Modernist Poets:*

Read in text:

Period Introduction, pp. 667-87

William Carlos Williams, "Red Wheelbarrow" and "This is Just to Say," pp. 793-94

Robert Frost, intro. and all poems, pp. 735-50  
(Focus on "The Road Not Taken" and "Stopping by Woods on a Snowy Evening.")

Langston Hughes: intro. and all poems, pp. 1036-44  
"The Negro Artist and the Racial Mountain," pp. 816-18  
"All About that Troublesome Word" (article posted online).

T.S. Eliot, intro. and "The Love Song of J. Alfred Prufrock," pp. 827-33

Wallace Stevens, "The Idea of Order at Key West," p. 784

*Short Stories:*

Sherwood Anderson, intro., "Hands" and "Mother," pp. 761-72

William Faulkner, intro. pp. 1005-09

"A Rose for Emily" pp. 1009-15; "Barn Burning," pp. 1015-27

Willa Cather, intro., pp. 691-93, and "The Sculptor's Funeral," pp. 714-24

Second essay assigned.

Additional required and supplemental activities and learning materials in module.

**Week 4 (6/27 to 7/3)**

*Read in text:*

Zora Neale Hurston, intro., pp. 948-950

"How It Feels to Be Colored Me," pp. 958-61

Ernest Hemingway, intro., pp. 1030-32

"Hills Like White Elephants," pp. 1032-35

Additional readings and articles on Hemingway (handouts distributed online).

Read period introduction, pp. 1069-90

Read Tennessee Williams, intro. and *A Streetcar Named Desire*, pp. 1116-163 while viewing play as film (link provided).

Additional required and supplemental activities and learning materials in module.

**Week 5 (7/4 to 7/10)**

Continue *Streetcar Named Desire*

Sampling of Modern Fiction:

Kerouac, "From *On The Road*," pp. 1316-23

Cheever, "The Swimmer," pp. 1182-92

Carver, "Cathedral," pp. 1531-42

Updike, "Separating," pp. 1450-60

Morrison, "Recitatif," pp. 1427-1441

Cisneros, "Woman Hollering Creek," pp. 1613-1622

Creative Nonfiction:

David Foster Wallace, "Consider the Lobster," pp. 1656-61 and "*This is Water*" (released online).

Additional creative nonfiction readings, TBA.

Additional required and supplemental activities and learning materials in module.

**Second Essay due 7/6 (Wednesday of last week)**

**Final Exam due 7/8 (Friday) by 6 p.m.**

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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://build.com.edu/uploads/sitecontent/files/student-services/Student\\_Handbook\\_2019-2020v5.pdf](https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.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.*

[https://build.com.edu/uploads/sitecontent/files/student-services/Student\\_Handbook\\_2019-2020v5.pdf](https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf)

**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 Holly Bankston at 409-933-8520 or [hbankston@com.edu](mailto:hbankston@com.edu). The Office of Services for Students with Disabilities is located in the Student Success Center.

**Counseling Statement:** Any student needing counseling services is requested to please contact Holly Bankston in the student success center at 409-933-8520 or [hbankston@com.edu](mailto:hbankston@com.edu). Counseling services are available on campus in the student center for free and students can also email [counseling@com.edu](mailto:counseling@com.edu) to set up their appointment. Appointments are strongly encouraged; however, some concerns may be addressed on a walk-in basis.

**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> 5-week summer session is July 1. The last date to withdraw from the 10-week summer session is August 1. The last date to withdraw for the 2<sup>nd</sup> 5-week summer session is August 5.

**F<sub>N</sub> Grading:** The F<sub>N</sub> grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F<sub>N</sub> 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 F<sub>N</sub> grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F<sub>N</sub> 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.

**COVID-19 Statement:** All students, faculty, and staff are expected to familiarize themselves with materials and information contained on the College of the Mainland's Coronavirus Information site at [www.com.edu/coronavirus](http://www.com.edu/coronavirus). In compliance with [Governor Abbott's May 18 Executive Order](#), face coverings/masks will no longer be required on COM campus. Protocols and college signage are being updated. We will no longer enforce any COM protocol that requires face coverings. We continue to encourage all members of the COM community to distance when possible, use hygiene measures, and get vaccinated to protect against COVID-19. Please visit [com.edu/coronavirus](http://com.edu/coronavirus) for future updates.