



**ENGL 1301-103CL & 153CL**  
**English Composition I**  
**SPRING 2023, Jan. 17, 2022 – May 11, 2023**  
**LRC 248, Monday/Wednesday, 8:00 a.m. – 9:20 a.m.**

**Instructor Information:** Lisa Frase, lfrase@com.edu

**Email:** [lfrase@com.edu](mailto:lfrase@com.edu)

**Phone:** 409-933-8389

**Office:** LRC, Ste. B, #242

**Office Hours:**

Monday/Wednesday	Tuesday/Thursday
7:30 a.m. – 8:00 a.m.	7:30 a.m. – 8:00 a.m.
10:50 a.m. – 12:30 p.m.	
1:50 p.m. – 2:15 p.m.	
*I am also available between classes in LRC 248.	*If you would like a private conference, please set an appointment.

**Student Hours & Location:** Monday/Wednesday, 8:00 a.m. – 9:20 a.m., LRC 248

**Required Textbook:** A purchased textbook is not required for this course. All content will be available in D2L/Brightspace.

**Required Online Accounts**

[www.prowritingaid.com](http://www.prowritingaid.com)

[www.citefast.com](http://www.citefast.com)

**Materials & Supplies**

Pocket folder, notebook, pen, and highlighters for taking notes

Flash drive to back up files

**Course Description: ENGL 1301. COMPOSITION I (LECTURE 3, LAB 0). CREDIT 3. AGCM.**

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating and critical analysis. Prerequisites: One of the following TSI scores combinations or equivalent developmental courses (1) TSI Reading 351 and TSI Writing 350 and TSI Essay 5 (2) TSI Reading 351 with TSI Writing 363 and Essay 4 (3) TSI Reading 351 and TSI Writing less than 350 with ABE 4 and TSI Essay 5.

**Course requirements:**

This course is collaborative in nature. You will participate in discussions, class activities, and peer review. You will take weekly quizzes over class lectures, reading assignments, videos (show in class or assigned as homework), and writing project instructions.

**You will complete 6 Major Assignments this semester:**

1. Anchor Paper (Independent Writing Assignment)
2. Professional Email Group Presentation (Group Writing & Presentation Assignment)
3. Professional Writing Presentation (Independent Writing & Presentation Assignment)
4. Article Analysis (Independent Writing Assignment)
5. Argumentative Essay (Independent Writing Assignment)
6. Argument Content Presentation (Independent Writing & Presentation Assignment)
7. Self-Reflection Video Essay (Independent Assignment)

**You will complete the following Learning Activities this semester:**

- Reading/Viewing Assignments + Quizzes (Homework)
- Article for Analysis Approval (due in-class)
- Article Analysis Annotations (due in-class)
- Article Analysis Peer Review (due in-class)
- Article Analysis NetTutor Proof (upload to D2L)
- Composition Notebook with Lecture, Video, Reading, Style & Grammar, Research Notes
- Works Cited for Argumentative Essay (due in-class)
- Argumentative Essay Research Annotations (due in-class)
- PECAT Analysis (in-class activity)
- Argumentative Essay NetTutor Proof (upload to D2L)
- Argumentative Essay Peer Review (due in-class)
- Self-Reflection Video Essay (upload to D2L)
- Final Learning Activities Self-Evaluation: attendance, participation, professionalism, presentations (upload to D2L)
- Other

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

10% Anchor & Growth

- Anchor Paper
- Self-Reflection Video Essay

10% Presentations

- Professional Email Presentation
- Professional Writing Presentation
- In-Class Presentation Activities

20% Learning Activities

- Attendance
- Participation

- Professionalism
- Mini Assignments (NetTutor, Annotations, etc.)
- Quizzes

40% Analysis & Argumentative Essays

20% Comprehensive Final Exam

### **GRADE RANGE:**

A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	Below 60
FN	F earned by excessive absences

**Determination of Course Grades:** To pass this course, all work must be completed and turned in by the established due dates.

\*Students' work will be assessed with grading rubrics.

### **Late Work & Attendance Policies**

#### **Quizzes**

Students must read and/or view weekly content and take quizzes by the due date and time. You may not make up quizzes or retake failed quizzes. If there is a COM/D2L or area wide outage, then I will extend the due date depending on the circumstances. I cannot extend due dates for personal Internet/computer issues. Please do not wait until the last minute to complete a quiz. All quizzes are untimed. You are allowed to access the content and your notes during the quiz.

#### **In-Class Assignments**

Students are expected to come to class prepared. There are assignments that are due in class on specified dates. You must bring these assignments to class to receive credit. I will not accept late in-class assignments without a timely email and proof of an illness or emergency. I have complete discretion as to whether to accept or reject an excuse, which may vary on an individual and confidential basis.

#### **Presentations**

Students are expected to attend class and present on the specified dates. If you are not prepared to present, you will receive a zero. I will not accept presentations without a timely email and proof of an illness or emergency. I have complete discretion as to whether to accept or reject an excuse, which may vary on an individual and confidential basis. If I excuse your absence, I will provide you with an alternative assignment, which may include a presentation video.

#### **Written Assignments**

Students are expected to turn written assignments in by the specified due date and time. Late written assignments will receive a grade of no higher than a grade of 50. I will mark the rubric, but I will not provide additional feedback. I will not accept late writing assignments once the

next writing assignment is due. Due to the length of time provided to complete and submit written work, I will not accept any excuse for late writing assignments.

\*\*\*You must complete all major writing assignments and presentations to pass the course.

### **Attendance**

*I have complete discretion over excused absences. You must provide proof of illness or family emergency.*

*Excused Absences* – If you are absent 4 days, you will not receive a final grade above a C in the course. If you are absent 5 or more days, you will not receive a final grade above a D in the course.

\*\*\*Students who feel sick or display symptoms of COVID19 should stay home, contact the instructor by email at [lfrase@com.edu](mailto:lfrase@com.edu), and complete the COVID19 report form provided by COM: <https://www.com.edu/coronavirus/>

*Unexcused Absences* – If you have 3 unexcused absences, you will not receive a final grade above a C in the course. If you have 4 unexcused absences, you will not receive a final grade above a D in the course. If you have 5 or more unexcused absences, you will receive a FN for the course.

These reasons will *not* be excused: work, busy, stressed, a lot going on, family schedule, other courses, etc.

\*Excessive lateness/leave early will count as unexcused absences.

**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.

Email me regarding *personal* questions and circumstances. I generally check my email twice a day; however, I may not be able to reply right away. Please allow at least 24-hours during the school week. I may or may not be able to reply on weekends.

*Check your college email and Blackboard announcements daily.*

### **Required Technology**

- Internet access to Blackboard

All COM students have free access to Office 365, which includes Microsoft Word, Microsoft PowerPoint, and OneDrive. You will need Microsoft Word for your ENGL 1301 course.

**It is important that you can always access all your work electronically.** Save your work on a flash drive, in OneDrive, and on your personal computer. You can also email your work to yourself.

**SAVE EARLY·SAVE OFTEN·SAVE IN MORE THAN ONE PLACE**

<b>Student Learner Outcome (SLO)</b>	<b>Maps to Core Objective(s)</b>	<b>Assessed via this Assignment</b>
Demonstrate knowledge of individual and collaborative writing processes.	Teamwork (TW)	Peer Review, Quizzes
Develop ideas with appropriate support and attribution.	Social/Personal Responsibility (SPR)	Writing Projects, Quizzes
Write in a style appropriate to audience and purpose.	Communication Skills (COM)	Writing Projects
Read, reflect, and respond critically to a variety of texts.	Critical Thinking Skills (CT)	Reading Assignments
Use edited American English in academic essays.	Unmapped	Writing Projects, Quizzes
Evaluate choices and actions of others or one's own and relate consequences to decision-making.	Social/Personal Responsibility (SPR)	Peer Review, Analysis Activity, Group Presentation

**Academic Dishonesty:** Any incident of academic dishonesty 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 and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action.

**Plagiarism:** Plagiarism is a very serious offense and is not acceptable in this course.

Copying someone else's words and claiming them as your own is plagiarism.

Paraphrasing, summarizing, or quoting someone else's words without proper citations is plagiarism.

Using someone else's images (still or moving), data, audio, interviews, etc. without proper citations is plagiarism.

All essays will be submitted to Safe Assign in Blackboard –a software that checks papers for plagiarism.

Claiming someone else's words as your own (copy / pasting or turning in a borrowed or bought paper) is *completely unacceptable*. Students who blatantly plagiarize will receive a grade of 0 and will be referred to the Office of Student Conduct for the appropriate disciplinary action.

At the instructor's discretion, accidental plagiarism will be dealt with in the following manner: The instructor will counsel the student regarding improper or missing citations. The student will be given an opportunity to revise their work to include the proper citations. The corrected work will receive reduced credit.

(COM) Access this link to learn [How To Avoid Plagiarism](#) or <http://en.writecheck.com/ways-to-avoid-plagiarism/>

**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 Brian Anderson at 409-933-8186, banderson@com.edu.

**Course outline:** The course calendar is subject to change at the discretion of the instructor. Assignments are due by the due date/time indicated on the assignments' calendar. *\*Tentative & subject to change at the professor's discretion.*

<b>Weeks</b>	<b>Topics</b> <i>Handouts</i> <u>Lectures &amp; Lessons</u>	<i>*Due by Sunday, Midnight</i> <i>Due In-Class</i> <u>Textbook Reading Assignment</u>
<b>1</b> <b>Anchor</b> Due Sunday, 01/22	<b>Day 1</b> <ul style="list-style-type: none"> <li>• <u>Lecture:</u> Welcome &amp; Introductions</li> <li>• <i>Anchor Paper Assignment Instructions</i></li> <li>• <i>Course Orientation Assignment Instructions</i></li> <li>• <i>Syllabus in Brief</i></li> </ul> <b>Day 2</b> <ul style="list-style-type: none"> <li>• <u>Style &amp; Grammar:</u> Complete Sentences</li> <li>• <u>Lecture:</u> Why We Write</li> </ul>	<ul style="list-style-type: none"> <li>• <i>*Submit Anchor Paper (1)</i></li> <li>• <i>*Course Orientation &amp; Quiz</i></li> <li>• <u>Read textbook pages 2-7 &amp; take notes (Writing Class) in <i>A Dam Good Argument</i></u></li> <li>• Create an account (download the Kahoot app) at kahoot.it (before class, Day 2)</li> </ul>
<b>2</b> <b>Email</b> Due Sunday, 01/29	<b>Day 1</b> <ul style="list-style-type: none"> <li>• <u>Style &amp; Grammar:</u> Sentence Fragments</li> <li>• <u>Lecture:</u> Writing a Professional Email</li> <li>• <i>Professional Email Assignment Instructions &amp; group formation</i></li> </ul> <b>Day 2</b> <ul style="list-style-type: none"> <li>• <u>Style &amp; Grammar:</u> Run-on Sentences</li> <li>• Workshop: Professional Emails</li> <li>• <i>Tips for Presenting in Front of an Audience</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>*Correct &amp; resubmit Anchor Paper (2)</i></li> <li>• Video Quiz: Understanding Plagiarism</li> <li>• <u>Read textbook pages 24-29 &amp; take notes (Writer's Block) in <i>A Dam Good Argument</i></u></li> <li>• <u>Read the <i>handout: Tips for Presenting in Front of an Audience</i></u></li> </ul>
<b>3</b> Due Sunday, 02/05	<b>Day 1</b> <ul style="list-style-type: none"> <li>• <u>Style &amp; Grammar:</u> Comma Splices</li> <li>• Workshop: Professional Emails</li> </ul> <b>Day 2</b> <ul style="list-style-type: none"> <li>• (2) <u>Style &amp; Grammar:</u> Capitalization</li> <li>• <i>*Email Presentations, Day 2</i></li> <li>• <u>Lecture:</u> Writing Project Time Management</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Email Presentations, Day 2</i></li> <li>• <i>*Correct &amp; resubmit Anchor Paper (3)</i></li> <li>• Read textbook pages 553-564 (Writing Process) in <i>Let's Get Writing</i></li> <li>• Read article: "How to Visually Annotate Text"</li> <li>• Video Quiz: <i>Introduction to Analysis</i></li> </ul>
<b>4</b> <b>Analyses</b>	<b>Day 1</b> <ul style="list-style-type: none"> <li>• <u>Style &amp; Grammar:</u> End Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• <i>*Correct &amp; resubmit Anchor Paper (4)</i></li> </ul>

<p>Due Sunday, 02/12</p>	<ul style="list-style-type: none"> <li>• <u>Lecture</u>: Writing &amp; Structuring Analyses (and thesis statements)</li> <li>• Group Discussion: Analyze an Article</li> <li>• <i>Article Analysis Assignment Instructions</i></li> <li>• <i>PECAT Paragraph Framework Handout</i></li> <li>• <i>Analysis Thesis Statement Worksheet</i></li> </ul> <p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>• (2) <u>Style &amp; Grammar</u>: Formal Writing Style</li> <li>• <u>Lecture</u>: Effectively Using Quotes</li> <li>• <i>Quotes Handout</i></li> <li>• Workshop: Article Research</li> </ul>	<ul style="list-style-type: none"> <li>• Read textbook pages 32-40 (Backpacks vs. Briefcases – Analysis) in <i>A Dam Good Argument</i></li> <li>• Create an account at <a href="http://www.citefast.com">http://www.citefast.com</a> (before class, Day 1, Week 5)</li> </ul>
<p><b>5</b> Due Sunday, 09/25</p>	<p><b>Day 1</b></p> <ul style="list-style-type: none"> <li>• <u>Style &amp; Grammar</u>: Commas</li> <li>• *Article Approval for Article Analysis, Day 1</li> <li>• <u>Lecture</u>: Writing Introductions &amp; Conclusions</li> <li>• <u>Lecture</u>: Save citation to CiteFast</li> <li>• Workshop: Article Analysis</li> </ul> <p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>• <u>Style &amp; Grammar</u>: Commas</li> <li>• Workshop: Article Analysis</li> <li>• *Article Annotations, Day 2</li> </ul>	<ul style="list-style-type: none"> <li>• *Article Approval for Article Analysis, Day 1</li> <li>• Documenting Sources in MLA Quiz</li> <li>• *Correct &amp; resubmit Anchor Paper (5 – Last Chance)</li> <li>• Read textbook pages 519-549 (Logical Fallacies) in <i>Let's Get Writing</i></li> </ul>
<p><b>6</b> Due Sunday, 02/26</p>	<p><b>Day 1</b></p> <ul style="list-style-type: none"> <li>• <u>Style &amp; Grammar</u>: Commas</li> <li>• <u>Lecture</u>: How to Participate in Peer Review</li> <li>• Workshop: Article Analysis</li> <li>• <i>How to Participate in Peer Review Handout</i></li> </ul> <p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>• <u>Style &amp; Grammar</u>: Academic Rules</li> <li>• *Article Analysis Peer Review</li> <li>• <u>Lecture</u>: Revision</li> <li>• Workshop: Revise Article Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• ▲ Peer Review Quiz (before class, Day 2)</li> <li>• Read textbook pages 364-385 (Critical Reading) in <i>Let's Get Writing</i></li> <li>• *Article Analysis, Peer Review, Day 2</li> <li>• <i>Submit Article Analysis Draft to NetTutor</i></li> <li>• Create an account at <a href="http://app.prowritingaid.com">app.prowritingaid.com</a> (before class, Day 1, Week 7)</li> </ul>
<p><b>7</b> Due Sunday, 03/05</p>	<p><b>Day 1</b></p> <ul style="list-style-type: none"> <li>• <u>Style &amp; Grammar</u>: Sentence Starters</li> <li>• <u>Lecture</u>: Editing (ProWritingAid)</li> <li>• Workshop: Edit Article Analysis</li> </ul> <p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>• <u>Style &amp; Grammar</u>: Awkward &amp; Wordy Sentences</li> <li>• <u>Lecture</u>: Proofread</li> </ul>	<ul style="list-style-type: none"> <li>• *Submit NetTutor Proof</li> <li>• *Submit Article Analysis</li> <li>• Read textbook pages 137-147 (Research Questions) in <i>A Dam Good Argument</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <u>Lecture</u>: Add Works Cited (CiteFast)</li> <li>• <i>Argumentative Essay Assignment Instructions</i></li> <li>• Workshop: Article Analysis</li> </ul>	
<b>8</b> <b>Argument</b> Due Sunday, 03/12	<b>Day 1</b> <ul style="list-style-type: none"> <li>• <u>Style &amp; Grammar</u>: Vague &amp; Repetitive Sentences</li> <li>• <u>Lecture</u>: Making &amp; Structuring an Argument (PECAT)</li> <li>• <i>Types of Sources for Academic Writing and Research Handout</i></li> <li>• <i>Argument Planning Worksheet</i></li> </ul> <b>Day 2</b> <u>Style &amp; Grammar</u> : Sentence Fluency & Variety <u>Lecture</u> : Get Ready to Write: Reading & Annotating Research Workshop: Research	<ul style="list-style-type: none"> <li>• Library Research Webquest &amp; Quiz</li> <li>• Read textbook pages 154-167 (Sources) in <i>A Dam Good Argument</i></li> <li>• Read and take notes on the textbook chapter on “Argument” in <i>Let’s Get Writing</i> (there is a quiz due by the end Week 10).</li> </ul>
<b>March 13-19</b>	<b>SPRING BREAK</b> <i>Use this time to find, read, &amp; annotate your research.</i>	<b>SPRING BREAK</b> <i>Use this time to find, read, &amp; annotate your research.</i>
<b>9</b> Due Sunday, 03/26	<b>Day 1</b> <ul style="list-style-type: none"> <li>• <u>Lecture</u>: Planning &amp; Drafting an Argument (PECAT)</li> <li>• Workshop: Plan, &amp; Draft</li> <li>• <i>Midterm Notebook Check</i></li> </ul> <b>Day 2</b> <ul style="list-style-type: none"> <li>• <u>Lecture</u>: Thesis Statements</li> <li>• Workshop: Plan &amp; Draft</li> <li>• <i>Midterm Notebook Check</i></li> <li>• <i>Annotated Research</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Midterm Notebook Check, Days 1 &amp; 2</i></li> <li>• <i>Annotated Research, Due Day 2</i></li> </ul>
<b>10</b> Due Sunday, 04/02	<b>Day 1</b> <ul style="list-style-type: none"> <li>• Workshop: Drafting</li> </ul> <b>Day 2</b> <ul style="list-style-type: none"> <li>• PECAT Paragraph Analysis</li> <li>• Workshop: Drafting</li> </ul>	<ul style="list-style-type: none"> <li>• <i>PECAT Paragraph Analysis, Day 2</i></li> <li>• *Take the Argument Quiz</li> </ul>
<b>11</b> Due Sunday, 04/09	<b>Day 1</b> <ul style="list-style-type: none"> <li>• Workshop: Drafting</li> </ul> <b>Day 2</b> <ul style="list-style-type: none"> <li>• *Argumentative Essay, Peer Review, Day 2</li> <li>• Workshop: Draft &amp; Revise</li> </ul>	<ul style="list-style-type: none"> <li>• *Argumentative Essay, Peer Review, Day 2</li> <li>• <i>Submit Argumentative Essay Draft to NetTutor</i></li> </ul>
<b>12</b> Due Sunday, 04/16	<b>Day 1</b> <ul style="list-style-type: none"> <li>• Workshop: Edit, Proofread, &amp; Add Works Cited</li> </ul> <b>Day 2</b> <ul style="list-style-type: none"> <li>• Workshop: Edit, Proofread, &amp; <i>Add Works Cited</i></li> </ul>	<ul style="list-style-type: none"> <li>• Submit NetTutor Proof</li> <li>• <b>Submit Argumentative Essay</b></li> </ul>



<p><b>13</b> <b>Professional Writing</b> Due Sunday, 04/23</p>	<p><b>Day 1</b></p> <ul style="list-style-type: none"> <li>• <u>Lecture</u>: Professional Writing</li> <li>• <i>Professional Writing Assignment Instructions</i></li> <li>• Workshop: Professional Writing</li> </ul> <p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>• Workshop: Professional Writing</li> <li>• <i>Self-Reflection Video Assignment Instructions</i></li> </ul>	<ul style="list-style-type: none"> <li>• Read the article: “The Importance of Good Writing Skills in the Workplace” by Andrew Moran <a href="https://www.careeraddict.com/the-importance-of-good-writing-skills-in-the-workplace">https://www.careeraddict.com/the-importance-of-good-writing-skills-in-the-workplace</a></li> </ul>
<p><b>14</b> Due Sunday, 04/30</p>	<p><b>Days 1 &amp; 2</b></p> <ul style="list-style-type: none"> <li>• Workshop: Professional Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare your Self-Reflection Video Essay</li> <li>• Prepare for your Professional Writing Presentation</li> </ul>
<p><b>15</b> Due Sunday, 05/07</p>	<p><b>Days 1 &amp; 2</b> Professional Writing Presentations, Days 1 &amp; 2</p>	<ul style="list-style-type: none"> <li>• *Professional Writing Presentations, Days 1 &amp; 2</li> <li>• <b>Submit Self-Reflection Video</b></li> </ul>
<p><b>16</b></p>	<p><b>Day 1</b></p> <ul style="list-style-type: none"> <li>• *Comprehensive Final Exam, Day 1 (must be present)</li> <li>• Final Notebook Check</li> </ul> <p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>• No class. Conferences scheduled as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Final Notebook Check, Day 1</i></li> <li>• No work will be accepted after the end of class, Week 16, Day 1.</li> </ul>

### **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 [Student Handbook 2022-2023\\_v4.pdf \(com.edu\)](#). *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 March 1. The last date to withdraw from the 16-week session is April 24. The last date to withdraw for the 2<sup>nd</sup> 8-week session is May 3.

**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).