



**ENGL 2328-052IN**  
**American Literature II**  
**Summer 2024**  
**Internet Course**

**Instructor Information:** Dr. Brian Anderson  
Email: banderson@com.edu  
Telephone: 409-933-8186 (office)

**Student hours and location** (office hours): Tuesdays 11 a.m.-12:30 p.m., LRC Suite B  
Other times and virtual meetings by appointment.

**Required Textbook:** *The Norton Anthology of American Literature, 1865 to the Present*, Shorter Tenth Edition, Vol. 2

*Additional notes on textbook:* The electronic access is not needed, but may be helpful, if your vendor is charging extra for that. You may be able to use an older or different edition of the text, but you will have to find page numbers on your own and cite them appropriately in any written work. I will also make public-domain copies of the older readings available when possible, since much of the material in the course is no longer under copyright, but the public-domain texts are often unedited and more challenging to read.

**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 online 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 online 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 satisfactorily 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. Students are responsible for understanding the technical parameters of the test and the testing recommendations as explained in the course and on the college's online resource pages.

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 and Quizzes*

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. Alternative options for discussions (such as voice responses) will also be offered on some discussions.

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. More informal references (in place of formal citations), such as "in the article by Jones in the learning module" are acceptable in discussions. 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 any 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.

Though the emphasis will be on discussions for the summer semester, there will be a few quizzes. These will count toward the overall discussion grade.

### *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 overall credibility. (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 & Quizzes (~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.

**Online Grade Book:** Running point totals and current grades will be posted on Brightspace (D2L). Remember that the online 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. (Zeroes that are not posted immediately will especially have an impact.) You are responsible for keeping track of your progress in the class. Your final grades will be made available through WebAdvisor at the end of the semester. The final grade as posted in Brightspace will be official.

#### **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 or if you have a situation that is outside of your control. Because of the asynchronous nature of the class, quizzes and exams cannot normally be made up or taken late, so plan accordingly.

For an online class, technological problems or lack of Internet access will not normally be a reason to allow an extension of a deadline. Please give yourself time to complete assignments and have backup plans for accessing the Internet if needed.

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 (1-3) 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 or problem; 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 for the entire course.

**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 D2L discussions and other learning activities. Students should expect to devote a minimum of nine hours to class each week in terms of Brightspace 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 Brightspace. Reading all instructions is essential for your success.

Please note that I do not normally drop students based on lack of attendance, although this is done automatically for those who do not attend class or participate in some way before Census Day. (As explained in the Student Handbook, simply logging in is not enough to count for online attendance. You must complete something or communicate with me.) After that time, students

are responsible for withdrawing themselves and for managing their own schedule and how they might be affected by the six-drop rule. See withdrawal policy below.

**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. (Communication for this class may also take place through the LMS messaging tool and discussions.)

### Student Learner Outcomes and Core Objectives

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
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	<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	<b>Participation and professionalism;</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.		Critical essay assignments
5. Write research-based critical papers about the assigned readings in clear and grammatically correct	Critical Thinking	Critical essay assignments

prose, 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, 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 policy applies to all written work submitted for this class, including tests, journals, quizzes, online forums, 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 as explicitly allowed) is also not permitted; 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. Students may also be required to submit papers through a plagiarism-checking tool such as Turnitin (depending on availability of specific tool during a given semester).

The use of any form of Artificial Intelligence (including but not limited to ChatGPT) to complete discussions, journals, or papers will be considered a form of academic dishonesty and will be subject to the ramifications as described above. Please note that our current plagiarism-checking tool provides information on possible use of AI, though the instructor is responsible for making a final determination. Use of “smart” grammar checkers and “writing advice” aids, including Grammarly, are allowed, but students should be aware that suggestions are not always valid or helpful to improving writing style. Use of these tools for anything but basic help with grammar and spelling is not allowed, and students should also note that use of these tools may increase likelihood of submitted work being flagged as “A.I. created.” Use your own judgment and make sure you’re doing your own work.

Students enrolled in the class should have successfully completed English 1301 and are expected to be familiar with and understand the academic standards for citation. Ignorance of the standards is not an acceptable defense, although we will expand on this knowledge and

have some review of these standards in this class. Students are also expected to ask questions and seek help as needed.

Additional note: If I am concerned that a student has used A.I. tools inappropriately or has completed a written assignment (whether minor or major) in a dishonest way, I may ask that student to have a conversation with me about his or her work. If you cannot explain your own work or language, that may be additional cause for concern. Failure to comply with this request for a meeting and discussion will result in a failing grade on the assignment.

**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 Dean of Academic Programs Rocky Barney at [rbarney@com.edu](mailto:rbarney@com.edu) or 409-933-8727.

### **Additional Course Policies and Procedures:**

- 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 environment. All assignments will be completed in the LMS (Learning Management System, also referred to as “D2L” and “Brightspace”).

Each week, I will release a “Learning Module” (“unit” 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 will not stay open.

Please be aware that completing assignments on your smart phone and/or using the Brightspace app to complete major assignments is not normally recommended. The app can be useful for receiving announcements and similar communication.

- 2. Assignment submission requirements and standards:** All work submitted for evaluation in this class 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 essays must be submitted as MS Word document attachments. In addition, all messages posted online or sent to the instructor via email should be written in [Standard English](#) (i.e., complete sentences with normal punctuation) as much as possible.



All writing assignments (essays and informal writing assignments) must be uploaded as Word documents and submitted **via the online assignment tools**. If you need help with accessing or using Word software or Brightspace (D2L), please contact me or support staff early in the semester.

- 3. 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.
- 4. 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.
- 5. 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.
- 6. Technology Outage Policy:** You should allow yourself time to deal with technical issues that might arise; I will not normally reopen an assignment or extend a deadline 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 DE support staff do not recommend using a wireless connection when taking an exam or other timed assignments. See link on COM website for resources and assistance in helping with LMS issues. If you experience a problem with Brightspace, 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.

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.

College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the Student Handbook. 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). Students should strive to create an atmosphere of respectful academic discourse and professionalism.

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.

Please also note that this document does not cover every eventuality or possible circumstance in a class. Just because something is not covered here doesn't mean it is or is not "allowed." In addition to college policies and procedures, we also follow the common rules of society and many other unwritten rules specific to our educational situation. Please talk to me if you have any questions or doubts about anything. 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.

## COURSE CALENDAR

**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.

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

**Week 1 (7/8 to 7/14)**

**Course Introduction and Poets in Transition**

Review Syllabus and Policies

Introduction Discussion

Unit: Poets in Transition

*Read in text:*

Period Introduction (“1865-1914”), pp. 3-20

Walt Whitman, introduction, pp. 21-24

“The Wound-Dresser,” pp. 29-31

“When Lilacs Last in the Dooryard Bloom’d,” pp. 31-37

“O Captain! My Captain!” (provided in D2L)

Emily Dickinson, introduction, pp. 41-45

Poems of Emily Dickinson:

*Poems (since Dickinson’s poems are untitled, numbers refer to first number before poem; bolded poems will be especially useful for discussion):*

202, “Faith is a fine invention,” p. 45

207, “I taste a liquor never brewed,” p. 46

260, “I’m Nobody! Who are you?” (provided on D2L)

269, “Wild nights – Wild nights!” p. 46

320, “There’s a certain Slant of light,” p. 48

339, “I Like a Look of Agony” (provided on D2L)

340, “I felt a Funeral, in my Brain,” p. 49

409, “The Soul selects her own Society,” p. 50

**479, “Because I could not stop for Death,” p. 50**

**591, “I heard a Fly buzz – when I died,” p. 52**

656, “I started Early – Took my Dog,” p. 53

1096, “A narrow Fellow in the Grass,” p. 53

Discussions on Whitman and Dickinson (**first post due Thursday; follow-up posts due Sunday.**) **Suggest beginning reading Mark Twain assignment for next week also.**

First essay (Essay 1) assigned (not due until 7/21).

**Week 2 (7/15 to 7/21)**

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

*Read in text:*

Mark Twain, introduction, pp. 79-82

From *Adventures of Huckleberry Finn*, Chapters 1-11, pp. 87-126

Chapters 15-16, pp. 138-47

Chapter 23, pp. 182-86

Chapter 31, pp. 219-24

Chapter the Last, pp. 269-70

Toni Morrison's "From Introduction to *Adventures of Huckleberry Finn*," pp. 276-78

Alan Gribben's "From Introduction," pp. 278-79

Booker T. Washington, intro. and "Up from Slavery," pp. 438-48

Kate Chopin, Kate Chopin, pp. intro., pp. 415-16; "The Story of an Hour," pp. 420-22; "The Storm," pp. 422-26

Charlotte Perkins Gilman, Intro., "The Yellow Wallpaper" and "Why I Wrote 'The Yellow Wallpaper,'" pp. 479-95

The Civil War and the Stories of Ambrose Bierce

Intro. to Ambrose Bierce, p. 303

"An Occurrence at Owl Creek Bridge," pp. 304-310

"Realism and Naturalism," pp. 311-12

### **First response essay (Essay 1) due 7/21**

#### **Week 3 (7/22 to 7/28)**

#### *Modernism and Modernist Poets:*

Read in text:

Period Introduction, "1914-1945," pp. 619-44

William Carlos Williams, intro., pp. 718-20; "Red Wheelbarrow" and "This is Just to Say," p. 726

Robert Frost, intro. and all poems, pp. 671-82

(Focus on "The Road Not Taken," "Stopping by Woods on a Snowy Evening," and "Fire and Ice.")

Langston Hughes: intro. and all poems, pp. 1068-77

"*The Negro Artist and the Racial Mountain*," pp. 872-74

"All About that Troublesome Word" (article posted online).

Wallace Stevens, "The Idea of Order at Key West," pp. 716-17

"Thirteen Ways of Looking at a Blackbird," pp. 714-16

#### *Short Stories:*

Ernest Hemingway, Intro., "Indian Camp" and "Soldier's Home," pp. 1058-68

Faulkner, Intro. and "A Rose for Emily" pp. 1036-45

Willa Cather, intro. and "The Sculptor's Funeral," pp. 645-57

Second essay assigned.

Additional required and supplemental activities and learning materials in module.

**Week 4 (7/29 to 8/4)**

*Read in text:*

Zora Neale Hurston, intro., pp. 918-920

"How It Feels to Be Colored Me," pp. 929-31

*Unit: American Literature, 1945-Present:*

Read period introduction, pp. 1109-30

(Also review illustrations in middle of book.)

Modern Poetry:

Roethke, "My Papa's Waltz," p. 1133; "Cuttings," p. 1132

Brooks, "We Real Cool," p. 1252

Dove, "Adolescence-I" and "Adolescence-II," p. 1635

Sexton, "The Starry Night," p. 1339

Bishop, "The Fish," p. 1146-48

Read intros. for all authors.

Southern Gothic fiction revisited:

O'Connor, intro., "Good Country People," and "A Good Man is Hard to Find," pp. 1300-26

Science Fiction:

"Bodies as Technology," pp. 1373-74

Phillip K. Dick, intro. and "Precious Artifact," pp. 1374-56

Additional required and supplemental activities and learning materials in module.

**Week 5 (8/5 to 8/9)**

Sampling of Modern Fiction:

Kerouac, intro. and "From *On The Road*," pp. 1254-64

Carver, intro. and "Cathedral," pp. 1549-60

Cisneros, intro. and "Woman Hollering Creek," pp. 1638-47

Lahiri, intro. and "Sexy," pp. 1707-23

Morrison, intro. and "Recitatif," pp. 1487-1502

Saunders, intro. and "CivilWarLand in Bad Decline," pp. 1663-76

Sherman Alexie, intro. and poems, pp. 1695-97

Graphic Works:

Bechdel, intro. and excerpt from *Fun Home*, pp. 1676-87

Also peruse Spielgeman and *Maus*, pp. 1607-24.

Creative Nonfiction:

Extra Credit Reading and discussion: David Foster Wallace, *"This is Water"* (released online).

Additional required and supplemental activities and learning materials in module.

**Second Essay due midnight on 8/7 (Wednesday of last week)**

**Final Exam due 8/9 (Friday) by 6 p.m.**

Final Grades due Aug. 12.

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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 [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, Student Accessibility Services Coordinator

Phone: 409-933-8919

Email: [AccessibilityServices@com.edu](mailto:AccessibilityServices@com.edu)

Location: COM Doyle Family Administration Building, 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 1st 5-week session is July 1. The last date to withdraw from the 10-week session is July 30. The last date to withdraw for the 2nd 5-week session is August 2.

**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).

**Nondiscrimination Statement:**

The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.