



**MUSI 1310-355HY**  
**American Music (050)**  
**Course Semester SPRING 2022**  
**Tuesdays 7:00 – 8:20 AM in classroom**

**Instructor Information:** Cindy Kates, Ed.D. Contact information will be added in in the blackboard program and the first class day.

**Student hours and location:** League City 7:00AM-8:20AM Tuesdays and Internet Online for Thursdays Office Hours are 8:30-10:30 on the ZOOM format –please email me schedule 24 hours in advance and I will adjust my schedule if a different meeting time is needed.

**Textbook/Materials:** **The Beat Goes On: Popular Music in America, 5<sup>th</sup> Edition.** Michael Cambell, Thomson Shirmer Cengage, 2019. Students may contact instructor prior to purchisng textbook.

**Course requirements:** (including description of any special projects or assignments)

**Course Description:**

**MUSI 1310. AMERICAN MUSIC**  
**(LECTURE 3, LAB 0). CREDIT 3. ACGM.**

A general survey of various styles of music of the Americas, including but not limited to jazz, folk, rock, and contemporary music. This course which meets the college's fine arts core requirement is open to all students. Prerequisite: TSI Reading 342 or equivalent development course with a grade of "C" or better.

This course is designed to better understand how rock music developed, how it has changed over time, and how it reflects culture, history, and people's identities.

This course will explore the development of popular "Rock and Roll" music in the United States rom the multicultural roots of jazz, blues, country, rock, hip-hop, from and other popular genres to include many styles that influence the development of rock music and it's artists. To understand cultural and social history and how music is affected by diverse conditions and philosophies. Concluding the class by studying the development of musical technology to operations and strategies of the twenty-first-century music industry.

## **Prerequisites**

Prerequisite: TSI Reading 342 or equivalent development course with a grade of "C" or better.

**Course requirements:** Laptop or desktop computer with Internet access and memory for downloads or an external hard drive. A computer desktop/laptop must be used when submitting all assignments. Do not use your tablet or phone – it is the student's responsibility to confirm that all assignments are submitted and be able to open in the link by the due date. Attendance, participation, working with others within the class and personal time spent listening to and learning to evaluate music, its style, history, etc.

Finances may be needed cover entry to a minimum of one musical event of their choice – such as video rental – Netflix etc.

## **Grading Policies**

Since this is an Hybrid/ Face-to-Face and internet course, please use the Canvas email system or TAMU Email system to communicate with me. I can send to a link for a Zoom Conference. Office Hour – will be conducted as a Zoom Format.

### **General Course Requirements:**

- 1. Students are required to obtain the specified textbook.**
- 2. Each student will attend and critique a live musical performance.**
- 3. Each student will complete and turn in a weekly Interpretation Journal Entry.**
- 4. Each student will review the One through Fifteen Chapter Reading Test.**
- 5. Each Student will prepare and submit an Analytical Research Paper (Midterm).**
- 6. Each Student will prepare and submit a Live Concert Critique/Report.**
- 7. Students will comply with all regulations and policies of College of the Mainland**

**Evaluation Criteria, Assessment, Expanded Details (Assignments and Tests):**

**Determination of Course Grade/Detailed Grading Formula:** (methods of evaluation to be employed to include a variety of means to evaluate student performance)

**Late Work, Make-Up, and Extra-Credit Policy:**

Class attendance and participation is an individual student responsibility. Student taking traditional face-to-face and Zoom courses are expected to attend class and to complete all assignments by stated due dates. Students enrolled in distance education courses are expected to regularly engage with instructional materials and complete all assignments by stated due dates. Instructors are expected to provide notice of the dates on which \*major exams will be given and assignments will be due on the course syllabus, which must be made available by the first-class period.

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in COM's handbook, or other reason deemed appropriate by the instructor.

### **Attendance Policy:**

**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. (Faculty may add additional statement requiring monitoring and communication expectations via Blackboard or other LMS)

### **Learning Outcomes**

1. The student will learn basic music terms and fundamentals (such as melody, texture, rhythm, and instrumentation).
2. The student will have an appreciation and understanding of contemporary rock music by learning multicultural roots of popular styles, the expansion of musical technology, and the procedures and strategies of the music industry.
3. The student will be able to identify aspects of music from listening to examples.
4. The student will have an understanding of the relationship between music, culture, and social identity.
5. The student will be able to develop critical listening skills by listening to a live performance and defend choices based on a set of criteria.
6. The student will compose a scholarly essay on a musical subject with the correct grammar and format.

## **Grading Policy**

### **Evaluation Criteria, Assessment, Expanded Details (Assignments and Tests):**

**10% Participation** – Students must attend – interaction is a must in this class! Students may be dropped if more than three unexcused absences. Additional sign in requirements may be required.

**25% Quizzes, Essays and Tests** - There will be a minimum of 5 tests/quizzes. Tests/quizzes are based on chapter readings and lectures.

**20% Midterm/Analytical Research Paper** - Each student will select a specific composition (or album of work), composer, or musical artists from the genre of their choice. Their research will consist of an artist's bio and the artist's hometown history. Each student will submit a written analytical report (at least six pages in length, plus cover, introduction, and sources cited pages, 12 font, double spaced, 1-inch margins), regarding that work, by the specified due date. Papers will include:

A Cover Page (one page) An Introduction

Main Body (Five-page minimum) of the Analytical Research Document Name of artist and/or group

Name of song(s)

Style of Music

History of the artist

Total in the group including instrumentation Why was this artist chosen?

Past, present, future influences

What influences in history lead to the artist's view of his/her/their music?

How has the group's/artist's style change or influences history/music?

Did technology influence this style? If not, what did?

Describe the history of the artist's hometown.

Did the artist's hometown welcome their music and fame, or were they "outcasted"?

References Cited Page (one page)

**\*\*\*5% Live Concert Report** – Each student will select one live performance (or a recording of an entire concert/performance recorded live - without editing) of their choice (rock, hip-hop, world music, country, etc.) and produce a two-three page, 12 font, double spaced, critical review/report. The students may use the same guidelines as the Midterm Paper; student should express their knowledge learned from the course to write this critique.

**20% PowerPoint Presentation / Writing Assignment** - The individual (or a group) presentation must be presented to the class on assigned dates. A student(s) will be assigned (based on instruction or may select an artist), and at least one piece of music he/she wants to discuss from any music form from the era's discussed in this class subject (History of Rock and Roll – Early American Music to Current 1940 to 2000s). The selection is not limited to Rock and Roll; use any style of music from around the world. Also, with prior instructor approval, topics of his/her choosing may also be used.

The presentation must be submitted in the assignment tab and 15-20 minutes in length. The musical selection (pieces) should be no longer than eight (8) minutes (longer pieces/songs should be abridged.) The presentation must be in PowerPoint. If the student does not have access to the program, the student should complete it in Word format and contact the instructor a minimum of two days prior to class, and she can help cut and paste it into slides. References must be cited. The following is an outline of your presentation. (If student is assigned to a group – each student must design a minimum of one-page PowerPoint and discuss the assigned artists/group for one minute, and a minimum of a one minute discussion of a song/piece– a total 2 minutes - if assigned to a group of more than four members).

#### SUGGESTIONS:

Name of artist and/or group name of song(s) Style of Music

History of the artist

Total in the group including instrumentation

Why was this/these artist (s) chosen?

How has this artist changed/improved music?

What influences in history lead to the artist's view of his/her/their music? \*

As an reminder for all assignments:

**Papers will not be except after due date**

**Grade of Zero will be given for plagiarism**

**As stated in syllabus Wikipedia is not an acceptable source.**

**Do not use a paper from another class as this assignment - this included group projects.**

## Social Responsibility Rubric

	Advanced 8	7	Competent 6	5	Developing 4	3	Beginner 2	1	Not Present 0
<b>Awareness of Current Cultural Worldview Frameworks</b>	Demonstrates a <i>sophisticated</i> understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.		Demonstrates <i>adequate</i> understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.		Demonstrates <i>surface-level</i> understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.		Demonstrates <i>limited</i> understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.		No understanding of the complexity of elements important to members of another culture.
<b>Civic Contexts/ Structures</b>	Demonstrates <i>knowledge of/commitment</i> to the role of <i>collaboration</i> and working across and within community contexts and structures plays in achieving a civic aim <i>and</i> identifies ways to actively engage in civic contexts and structures.		Demonstrates <i>knowledge of/commitment</i> to the roles of working actively within community contexts and structures play in achieving a civic aim <i>and</i> identifies intentional ways to be involved in civic contexts and structures.		Identifies <i>intentional ways to participate</i> in civic contexts and structures.		Identifies <i>surface-level</i> ways to <i>engage</i> with civic contexts and structures.		Did not identify any civic contexts/ structures.
<b>Social Challenges/Issues</b>	Addresses social challenges or issues in an <i>informed</i> way and <i>evaluates</i> the local and/or broader consequences of individual and/or collective (i.e., regional, national, or global) interventions or responses		Addresses social challenges or issues in an <i>informed</i> way and <i>identifies</i> the local and/or broader consequences of individual and/or collective (i.e., regional, national, or global) interventions or responses		<i>Explains</i> the social challenges or issues with <i>minimal discussion</i> of the local and/or broader consequences of individual and/or collective (i.e., regional, national, or global) interventions or responses		Identifies basic social challenges with <i>no discussion</i> of the local and/or broader consequences of individual and/or collective (i.e., regional, national, or global) interventions or responses		Did not identify any social challenges/issues.

## Critical Thinking Rubric

	Advanced 8	7	Competent 6	5	Developing 4	3	Beginner 2	1	Not Present 0
<b>Explanation of Issues</b>	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.		Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.		Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.		Issue/problem to be considered critically is stated without clarification or description.		No issue or problem stated.
<b>Evidence</b> <i>(selecting and using information to investigate a point of view or conclusion)</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.		Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.		Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.		Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.		No information or evidence provided.
<b>Influence of Context and Assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.		Identifies own and others' assumptions and several relevant contexts when presenting a position.		Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).		Show an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.		No awareness of present assumptions.
<b>Student's Position</b> <i>(perspective, thesis/hypothesis)</i>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).		Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).		Specific position (perspective, thesis/ hypothesis) acknowledges different <u>side</u> of an issue.		Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.		No position statement given.
<b>Conclusion and Related Outcomes</b> <i>(implications and consequences)</i>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.		Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.		Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); Some related outcomes (consequences and implications) are identified clearly.		Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.		No conclusion.

## Grading Rubric for Written Assignments

Criteria	Levels of Assessment			
	<b>Inadequate=D (Below Standard)</b>	<b>Adequate=C (Meets Standard)</b>	<b>Above Average=B (Exceeds Standard)</b>	<b>Exemplary=A (Far Exceeds Standard)</b>
<b>Organization</b>	Writing lacks logical organization. It shows some coherence but ideas lack unity. Serious errors.	Writing is coherent and logically organized. Some points remain misplaced and stray from the topic. Transitions evident but not used throughout essay.	Writing is coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Overall unity of ideas is present.	Writing shows high degree of attention to logic and reasoning of points. Unity clearly leads the reader to the conclusion and stirs thought regarding the topic.
<b>Level of Content</b>	Shows some thinking and reasoning but most ideas are underdeveloped and unoriginal.	Content indicates thinking and reasoning applied with original thought on a few ideas.	Content indicates original thinking and develops ideas with sufficient and firm evidence.	Content indicates synthesis of ideas, in-depth analysis and evidences original thought and support for the topic.
<b>Development</b>	Main points lack detailed development. Ideas are vague with little evidence of critical thinking.	Main points are present with limited detail and development. Some critical thinking is present.	Main points well developed with quality supporting details and quantity. Critical thinking is weaved into points	Main points well developed with high quality and quantity support. Reveals high degree of critical thinking.
<b>Grammar &amp; Mechanics</b>	Spelling, punctuation, and grammatical errors create distraction, making reading difficult; fragments, comma splices, run-ons evident. Errors are frequent.	Most spelling, punctuation, and grammar correct allowing reader to progress though essay. Some errors remain.	Essay has few spelling, punctuation, and grammatical errors allowing reader to follow ideas clearly. Very few fragments or run-ons.	Essay is free of distracting spelling, punctuation, and grammatical errors; absent of fragments, comma splices, and run-ons.
<b>Style</b>	Mostly in elementary form with little or no variety in sentence structure, diction, rhetorical devices or emphasis.	Approaches college level usage of some variety in sentence patterns, diction, and rhetorical devices.	Attains college level style; tone is appropriate and rhetorical devices used to enhance content; sentence variety used effectively.	Shows outstanding style going beyond usual college level; rhetorical devices and tone used effectively; creative use of sentence structure and coordination
<b>Format</b>	Fails to follow format and assignment requirements; incorrect margins, spacing and indentation; neatness of essay needs attention.	Meets format and assignment requirements; generally correct margins, spacing, and indentations; essay is neat but may have some assembly errors.	Meets format and assignment requirements; margins, spacing, and indentations are correct; essay is neat and correctly assembled.	Meets all formal and assignment requirements and evidences attention to detail; all margins, spacing and indentations are correct; essay is neat and correctly assembled with professional look.

Adapted from the AAC&U Critical Thinking VALUE Rubric

Papers will be a minimum of pages. One for cover, minimum of 6 pages for the body of the article, and a reference page. The report will be written 12 fonts, doubled spaced, and with 1-inch margins.

Please use MLA Style when writing your paper.

**20% FINAL** - The student will be required to read the assigned chapter of the text. Students will have access to each chapter review. Final Questions will be chosen from each chapter's analysis.

Course Outline – Please see a detailed outline under the Lesson Tab of each chapter in the Blackboard Program.

Please note Course Calendar and Assignment may change due to emergencies or outages. Please review the syllabus and calendar on the Blackboard program on a regular basis.

**PLEASE NOTE**

\*\*\*NOTE: Wikipedia is not recognized as an academic source in this class. If Wikipedia information is stated rather than the assigned textbook or other sources, the student will receive a ZERO for that assignment.



**ALWAYS CHECK THE BLACKBOARD/CANVAS/EMAILS & ANNOUNCEMENTS FOR COURSE COMMUNICATIONS.**

**Grading Rubric for Written Assignments**

Criteria	Levels of Assessment			
	Inadequate=D (Below Standard)	Adequate=C (Meets Standard)	Above Average=B (Exceeds Standard)	Exemplary=A (Far Exceeds Standard)
<b>Organization</b>	Writing lacks logical organization. It shows some coherence but ideas lack unity. Serious errors.	Writing is coherent and logically organized. Some points remain misplaced and stray from the topic. Transitions evident but not used throughout essay.	Writing is coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Overall unity of ideas is present.	Writing shows high degree of attention to logic and reasoning of points. Unity clearly leads the reader to the conclusion and stirs thought regarding the topic.
<b>Level of Content</b>	Shows some thinking and reasoning but most ideas are underdeveloped and unoriginal.	Content indicates thinking and reasoning applied with original thought on a few ideas.	Content indicates original thinking and develops ideas with sufficient and firm evidence.	Content indicates synthesis of ideas, in-depth analysis and evidences original thought and support for the topic.
<b>Development</b>	Main points lack detailed development. Ideas are vague with little evidence of critical thinking.	Main points are present with limited detail and development. Some critical thinking is present.	Main points well developed with quality supporting details and quantity. Critical thinking is weaved into points	Main points well developed with high quality and quantity support. Reveals high degree of critical thinking.
<b>Grammar &amp; Mechanics</b>	Spelling, punctuation, and grammatical errors create distraction, making reading difficult; fragments, comma splices, run-ons evident. Errors are frequent.	Most spelling, punctuation, and grammar correct allowing reader to progress through essay. Some errors remain.	Essay has few spelling, punctuation, and grammatical errors allowing reader to follow ideas clearly. Very few fragments or run-ons.	Essay is free of distracting spelling, punctuation, and grammatical errors; absent of fragments, comma splices, and run-ons.
<b>Style</b>	Mostly in elementary form with little or no variety in sentence structure, diction, rhetorical devices or emphasis.	Approaches college level usage of some variety in sentence patterns, diction, and rhetorical devices.	Attains college level style; tone is appropriate and rhetorical devices used to enhance content; sentence variety used effectively.	Shows outstanding style going beyond usual college level; rhetorical devices and tone used effectively; creative use of sentence structure and coordination
<b>Format</b>	Fails to follow format and assignment requirements; incorrect margins, spacing and indentation; neatness of essay needs attention.	Meets format and assignment requirements; generally correct margins, spacing, and indentations; essay is neat but may have some assembly errors.	Meets format and assignment requirements; margins, spacing, and indentations are correct; essay is neat and correctly assembled.	Meets all formal and assignment requirements and evidences attention to detail; all margins, spacing and indentations are correct; essay is neat and correctly assembled with professional look.

**Grading:**

- 10% Participation and attendance
- 25% Quizzes and Tests
- 20% Midterm / Analytical Research Paper
- 5% Live Concert Report
- 20% PowerPoint Presentation / Writing Assignment
- 20% Final (Multiple Choice)
- 100% Total (1000 Points)

**Grade Score Ranking:**

A = 900-1000 B = 800-890 C = 700-790 D = 600-690 F = <600

Assignments must be submitted by the specified due dates – feel free to turn them in early. All assignments are due no later than the indicated dates unless other arrangements are agreed upon in advance.

ALL forms of tests (quizzes, tests, final, etc.) will be completed by the individual and not as a group effort unless instructed differently by the professor.

## **PLEASE NOTE**

Due to Copywrites, rules, sanctions, etc., no content of the course will be posted, copied, recorded, released to another individual, group, or to the public in any form or fashion; this include social medial sources without prior professor approval.

Due Date will be added in Blackboard and Review the First Class Day

### **Course Topics, Calendar of Activities, Major Assignment Dates**

WK 1 - Chapter 1&2 : Points of Entry? Begin Ch. 3 The Beginning of Americian Polular

WK 2 - Chapter 2, 3 & begin 4 The Emergene of Music

WK 3 – Chapter 4 & begin 5: Popular Song in the Modern Era

WK 4. - Chapter 5: Popular Song in the Modern Era and begin 6

WK 5 - Chapter 6 & 7: The Swing Era, Blue and Gospel 1925-1950's

WK 6 - Chapter 7 & 8 : Blue and Gospel & Country and Folk

WK 7 - Chapter 8 & 9 : Latin Music in the United State, 1900s-1950s

WK 8 - Chapter 8, 9 & 10: Popular Music Matures

WK 9: BREAK Review Ch 8, 9, 10, and begin 11

WK 10 – Chapter 11, 12 & 13: Rock and Roll & The Rock Revolution, Rock and R&B

WK 11 – Chapter 12& 13, 14, 15: New Trends – additional Latin Music

WK 12 - Chapter 14, 15, & 16: Country Music in the Rock Era

WK 13 - Chapter 17, 18, & 19-20: Beyond Rock, Alternatives, Popular Music in 21<sup>st</sup> Century

WK 14 Final Chapters Review and Remaining PowerPoint Presentations EXTRA CREDIT

*WK 15 FINAL*

**DUE TO BEING A DUAL CREDIT CLASS - ASSIGNMENTS DATES  
MAY CHANGE DUE TO DISTRICT AND STATE TESTING  
ASSIGNMENT DATES**

\*\*\* Please note: Due Dates may change based on availability of artist, outages, and/or lesson plan adjustments \*\*\* Please review Calendar and emails for all updates \*\*\* All assignments must be submitted by the specified due dates – feel free to turn them in early.

Attendance and Participation is crucial for this class. Points will be subtracted from daily attendance - arriving late to the lecture or leaving early etc. without prior professor approval. All assignments are due no later than the indicated dates unless other arrangements are agreed upon in advance.

### **Accommodations and Pertinent Course Information**

Some of the writing, lectures, films, or presentations (video of monks [singing] Chanting, an Elvis performance on stage) may include material that conflicts with the core beliefs of some students and may be offensive or objectionable. If you have a concern, please discuss it with the instructor to see if the course is one that you are committed to taking.

In return, please refrain from using/writing vulgar (cursing) wording/ lyrics in group communication in the presentations of your choosing.

The message feature is a private, internal Blackboard only communication system. Users must log on to the blackboard system to send/receive/read messages. There may not be notifications in Blackboard to inform users when a new message has been received; therefore, it is recommended that students check their messages routinely to ensure up-to-date communication.

This is the best method to communicate with your instructor privately.

### **Group Discussion Forums**

Keep in mind that forum discussions are public, and care should be taken when determining what to post.

There will be a discussion question posted periodically by the instructor for course modules on the course Discussion Forum. Participation in the discussions is encouraged and will be factored into your score.

- Review the How to Get Started information located in the course content.
- Introduce yourself to the class during the first week by posting a self-introduction in the appropriate discussion forum. You are not required to share personal information – introductions are for participatory purposes only.
- Submit your assignment prior to the due date to ensure that your computer is compatible with Blackboard.
- Interact online with instructor/s and peers and keep up with all assignments.
- Review and follow the course calendar.
- Log in to the course at least five times per week.
- Respond to discussion boards, blogs, and journal postings within two days.
- Respond to emails or messages within two days.
- Submit assignments by its corresponding deadline.

### **Academic Dishonesty:**

Students that are unfamiliar with the College's policy on plagiarism, please see the College of the Mainland's Catalog. Plagiarism will not be tolerated in this class setting. This includes documentation of all resources. If you have any questions, please do not hesitate to contact the instructor.

**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 Head of the Music Department.

**Course outline** (include calendar with lecture topics, due dates):

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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 1st 8-week session is March 2. The last date to withdraw from the 16-week session is April 25. The last date to withdraw for the 2nd 8-week session is May 4.

**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.

**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.