



ENGL 2328-001IN
American Literature II
Spring 2022
Internet Course

Instructor Information: Dr. Brian Anderson

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

Telephone: 409-933-8186 (office)

Student hours and location (office hours): MTW 9:30-11:30 a.m.

Thursday 9:30-11 a.m. (LRC Suite B)

Other times and virtual meetings available by appointment

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

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.

Critical Essays

For critical-essay assignments, students will complete literary papers (4-8 pages) 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 (or APA) guidelines and should include a Works Cited list of appropriate resources and research. Separate instructions for each essay assignment will be distributed in learning modules. You will

also do informal writing assignments on your essay topics to help you prepare for these more formal papers.

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

Final Exam

The final exam for the online version of the course will consist of a mix of multiple-choice questions, short-answer questions, and possibly essay questions. The exam will test your objective and analytical knowledge of works, authors, social contexts, and other content and concepts covered in lectures, readings, discussions, and other class materials. It will be an open-book, timed exam that you will complete on your own without assistance from others. Although you may use notes, textbooks, and Blackboard class materials on the exam, you should **not** consult outside online sources or other students. The comprehensive final exam (covering readings for the entire semester) is designed to measure your objective as well as interpretative understanding of the readings.

Although I will give you some review information for the exam, it does not involve simply recalling memorized ideas, and you will not do well on the exam if you expect to look up all answers as you take it. The exam also involves some critical thinking about the questions and concepts learned in the class, so that you will have to think about what you have already read. The students who do well on this exam have kept up with the readings and other activities (including distributed class materials) in the class (as indicated by their contributions to class discussions and other assignments).

Quizzes

Short, multiple-choice quizzes based on the reading assignments will be released with many of the weekly learning modules. Please pay attention to the due dates for these quizzes, as they will not be reopened for students who miss the deadline. Deadlines for all smaller assignments like quizzes will be released with each learning module, but with few exceptions, all minor assignments will be due on a specific Sunday night. These deadlines are not listed on the syllabus course outline.

Informal Writing Assignments

Informal writing assignments (journals) will include reflective personal responses, responses to prompts, and pre-writing exercises for the essays. Informal writing assignments should demonstrate knowledge of the readings and serious thought on the topic. While grammar and

punctuation are not stressed, attention to these matters will improve readability and clarity. Points will be deducted for writing assignments that are late, hastily written, or not substantive enough. You should also refrain from using these or any other writing assignment (including discussions) to criticize the assignment itself or some larger aspect of the class. If you have a concern with the class, I urge you to communicate with me directly.

For the most part, *informal* writing assignments are graded on quality of thought and sincerity of effort, not “correctness.” I will use the writing assignments to give you feedback on your developing ideas, and you will receive this feedback through the grading comments. Informal writing assignment grades, depending on the assignment, are based on quality of thought (reasoning + evidence) and sincerity of effort. This will be judged by the length, coherence, and thoughtfulness of a student’s effort.

Discussions

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

Discussions are an important way to gauge student participation and keep the class engaged and interactive. 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 as a way to encourage and assess student participation (including whether students have completed the reading).

Remember that I do monitor and sometimes contribute to 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 having done the reading and having engaged with the question in a serious way. You should be using page or chapter citations and quoting from the text for support. You should usually 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. Some discussions have specific requirements for responses, and others do not. This changes weekly.

As with other assignments, it is important that you be careful to avoid even 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 a reference to another source (such as a class PowerPoint 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 such a source, you should of course give credit with proper MLA

citations (please use newer guidelines from the latest edition of the handbook; you may also use APA style if you wish, but be consistent).

Discussion Grading Rubric: A discussion grading rubric will be posted on the course home page.

Determination of Course Grade/Grading Formula Evaluation

Informal Writing Assignments	100 points total
Reading Quizzes	~70 points
Discussions	130 points
First Critical Essay (shorter)	150 points
Second Critical Essay	200 points
Final Exam	100 points

Final Grading Scale: A—675 to 750 pts.; B—600 to 674 pts.; C—525 to 599 pts.; D—450 to 524 pts.; F—449 and below.

Notes: There may be some adjustment of point distributions, values, or weights as needed to correct for errors or changes in assignments (like quiz updates or change to assignments). Any extra-credit points will be added as raw points.

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

Extra Credit

See below.

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. Quizzes and exams cannot normally be made up or taken late, so plan accordingly.
2. *Make-up work:* Students may only turn in a major essay late or complete a make-up exam with the instructor’s express permission. Documentation may be required for students who request a makeup or deadline extension due to an emergency.
3. *Extra Credit:* Extra credit may be offered for attending certain presentations, lectures, plays, and other activities outside of class. These will be announced as the opportunities arise. This class will also include a creative project that you can complete for extra credit. Additionally, I will usually award a student a few extra-credit points (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; I promise to not take offense, though the points will only be awarded at my discretion (if I agree it’s an error and hasn’t been noted by someone else already). Extra credit will not be offered to individual students as a way of making up grade deficiencies.

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

progress (including last sign-on date, items accessed, etc.) through Blackboard. Reading all instructions is essential for your success. For the purposes of this online class, “attendance” means more than just signing on to the class; activities must be completed or attempted.

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

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

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	Critical essay assignments; 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	Critical essay assignments; journals; discussions
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.		Critical essay assignments; final exam
4. Articulate the aesthetic principles that guide the		Critical essay assignments

scope and variety of works in the arts and humanities.		
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.	Critical Thinking.	Critical essay assignments

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 for your own discussion posts or journal assignments for papers, as explained in the class) is also not allowed; please ask me if you need guidance on this.

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

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

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

Additional Course Policies and Guidelines

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

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

You should also review the “Course Introduction Letter” posted on the course home page and/or Learning Module 1 for additional explanation of my online teaching philosophy, online etiquette, and software requirements.

- 2. Assignment submission requirements and standards:** All work submitted for evaluation in 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 Blackboard assignment tool**. If you need help with accessing or using Word software or Blackboard, please contact me or support staff early in the semester.

- 3. Course Introduction Letter:** Students are responsible for the instructions contained in the “Course Introduction Letter” posted at the beginning of the semester, outlining special concerns for online learning, online etiquette, and deadlines. This letter is considered a course document for policy purposes.

- 4. Caveat on Grading:** The instructor reserves the right to make evaluative decisions on student grades and assessment based on his own expertise and judgment in the subject matter. The instructor also reserves the right to assign a final grade based on a student's overall mastery of the material and improvement over the course of the semester.
- 5. Syllabus Changes:** The instructor reserves the right to change the syllabus, grading plan, and/or schedule as needed. You will be duly notified of any such changes.
- 6. Technology Outage Policy:** You should allow yourself time to deal with technical issues that might arise; I will not normally reopen an assignment 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 Blackboard support staff do not recommend using a wireless connection when taking an exam or other timed assignments. See link on Blackboard for resources and assistance in helping with Blackboard issues. If you experience a problem with Blackboard, please contact support personnel as soon as possible. Also be aware that COM maintains several on-campus computer laboratories if you need access to equipment.

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

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

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

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

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

After reviewing this syllabus and continuing with this class, it is understood that you agree to follow the rules and standards by remaining in the course.

Success Tips for Students:

- Take responsibility for learning and self-organization.
- Be aware of deadlines and responsibilities.
- Complete all course readings in a timely manner. Students who do best in the course complete all the readings.
- Read directions carefully for details about each assignment's requirements.
- Please contact Student Services or the instructor if you need help locating resources for assistance with computer skills.

General Course Outline, Major Due Dates, and Schedule of Reading Assignments

Note: *Journal assignments, discussions, quizzes, and other minor assignments will be announced with each learning module.* Unless otherwise announced, all assignments will be due on Sunday at midnight and learning modules will be released on Monday morning by noon. Due dates for some assignments may vary depending on the week and other aspects of the class schedule.

Schedule subject to change as needed; additional readings may also be assigned. This will be announced in learning modules.

No readings are optional unless indicated. Page numbers are provided for your convenience; please look in the index if you cannot find something or if page numbers seem incorrect (also let me know if there's an error). See note about textbooks at beginning of syllabus.

Quizzes, journals, and discussions announced in each week's learning module.

Any reading assignment may be the basis for questions on the final exam.

Weeks run Monday to Sunday.

Read all learning module instructions each week to get started.

Week 1 (1/18 to 1/23) Course Introduction, Syllabus, and Policies
What does “American” mean to you? (discussion)
Course Introduction Letter
Syllabus Quiz
Introduce Yourself Discussion
Why Study Literature? (video lecture)
(MLK Day 1/17)

Reconstruction and Realism (1865-1914)

Week 2 (1/24 to 1/30) Period Introduction, pp. 1-20
Mark Twain bio, pp. 101-04
Huck Finn, pp. 108-42 (Chapters 1-9)
Strategies for reading *Huck Finn*.

Week 3 (1/31 to 2/6) *Huck Finn*, pp. 141-182 (Chapters 10-18)
Readings on *Huck Finn* controversy in text, pp. 295-306 (several essays – skim and use/cite as needed for discussions); additional material and video on the controversy of *Huck Finn* (released with learning module).

Please note that any of these sources may be used and cited in your essays.

First critical essay assigned.

Feb. 2. is Census Day. Students who have not signed on to the course or completed any assignments at this point may be dropped from the course.

Week 4 (2/7 to 2/13) Unit: Poets in Transition
Read in text:
Walt Whitman, introduction, pp. 21-24
Song of Myself, pp. 25-53 (excerpts)
“The Wound-Dresser,” pp. 74-75

Emily Dickinson, introduction, pp. 82-86

Poems of Emily Dickinson:

(numbers refer to first number before poem; bolded poems will be especially useful for discussion):

202, "Faith is a fine invention," p. 87

207, "I taste a liquor never brewed," p. 87

260, "I'm Nobody! Who are you?" p. 88

269, "Wild nights – Wild nights!" p. 88

320, "There's a certain Slant of light," p. 90

339, "I Like a Look of Agony," p. 90

340, "I felt a Funeral, in my Brain," p. 90

409, "The Soul selects her own Society," p. 93

479, "Because I could not stop for Death," p. 94

591, "I heard a Fly buzz – when I died," pp. 96

706, "I cannot live with You," p. 97

Week 5 (2/14 to 2/20)

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

Additional readings in learning module.

Week 6 (2/21 to 2/27)

Kate Chopin, Kate Chopin, pp. intro., pp. 441-42; "The Story of an Hour," pp. 446-48; "The Storm," pp. 455-59;

Charlotte Perkins Gilman, "The Yellow Wallpaper" and "Why I Wrote 'The Yellow Wallpaper,'" pp. 509-24.

Freeman, "A New England Nun," pp. 459-68

Additional readings on Gilman and Chopin (handouts).

Week 7 (2/28 to 3/6)

Naturalism:

Intro. to Ambrose Bierce, pp. 326-27

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

Additional readings on Civil War (handouts).

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

Between the Wars (1914-1945)

Week 8 (3/7 to 3/13)

Modernism and Modernist Poets:

Read Period Introduction, pp. 667-87

Ezra Pound, pp. "From *A Retrospect*," pp. 809-811
William Carlos Williams, "From *Spring and All*," pp. 814-15
"Red Wheelbarrow" and "This is Just to Say," pp. 793-94

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

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

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

**Additional critical readings on Modernist poetry (handouts
distributed in learning module).**

First critical essay due March 13.

Second critical essay assigned.

Spring Break 3/14-3/20 (College Closed)

Note: Deadlines for the week before Spring Break will be extended over Spring Break.

- | | |
|-----------------------|--|
| Week 9 (3/21 to 3/27) | Langston Hughes: intro. and all poems, pp. 1036-44
"From <i>The Negro Artist and the Racial Mountain</i> ," pp. 816-18
Langston Hughes Biography (video).
"All About that Troublesome Word" (article to be posted in class) |
| Week 10 (3/28 to 4/3) | Sherwood Anderson, intro., "Hands" and "Mother," pp. 761-72
Willa Cather, intro., pp. 691-93, and "The Sculptor's Funeral," pp.
714-24
Additional readings on Anderson/Cather and small-town culture
(handouts) |
| Week 11 (4/4 to 4/10) | William Faulkner, intro. pp. 1005-09
"A Rose for Emily" pp. 1009-15
"Barn Burning," pp. 1015-27
Zora Neale Hurston, intro., pp. 948-50
"Sweat," pp. 950-58
"How It Feels to Be Colored Me," pp. 958-61 |

Additional readings/video on Faulkner and Hurston (distributed online).

Week 12 (4/11 to 4/17) Ernest Hemingway, intro., pp. 1030-32
"Hills Like White Elephants," pp. 1032-35
Hemingway biography video, online
Additional readings and articles on Hemingway (handouts distributed online).
April 15-17, College Closed (Spring Holiday)

Literature since 1945

Week 13 (4/18 to 4/24) Read period introduction, pp. 1069-90

Read Tennessee Williams, intro. and *A Streetcar Named Desire*, pp. 1116-163; view video introduction to New Orleans; begin viewing play.
Elizabeth Bishop, "The Fish," pp. 1106-08

Week 14 (4/25 to 5/1) *Streetcar Named Desire*, pp. 1163-81
Additional readings and discussions on Streetcar released online.

Second critical essay due Sunday, 5/1

Week 15 (5/2 to 5/8) Sampling of Modern Fiction:
Kerouac, "From *On The Road*," pp. 1316-23
Cheever, "The Swimmer," pp. 1182-92
Carver, "Cathedral," pp. 1531-42
Updike, "Separating," pp. 1450-60
Morrison, "Recitatif," pp. 1427-41
Additional creative nonfiction readings, TBA.

Week 16 (5/9 to 5/13) David Foster Wallace, "Consider the Lobster," pp. 1656-61 and
This is Water (released online).

Final Exam and Course Completion
Exam due Thursday, May 12, by noon

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. *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

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. 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. Counseling services are available on campus in the student center for free and students can also email 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 October 6. The last date to withdraw from the 16-week session is November 19. The last date to withdraw for the 2nd 8-week session is December 2.

F_N Grading: The F_N grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F_N grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed

to withdraw. The issuing of the F_N grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F_N 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. 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 for future updates.