



**English 1301.310-0313
Composition I
Fall 2024
Internet Course
(16-week)**

Instructor Information: Dr. Brian Anderson, banderson@com.edu, 409-933-8186

Student hours and location: M-T 9:30 a.m.-Noon
TH 9:30 a.m.-Noon, LRC Suite B
Other times and virtual meetings by appointment.

Required Textbook/Materials: *The Rough Writer's Guide: A Handbook for Writing Well*, by Dr. Karen Palmer and Dr. Sandi Van Lieu (free textbook, Open Educational Resources). All reading materials, including supplemental readings, will be provided without additional cost to student. (<https://pressbooks.pub/roughwritersguide/>). Text and readings made available through Brightspace.

Handbook: Purdue Online Writing Lab (<https://owl.purdue.edu/>, Open Resource). Links for both resources can be found in the online course.

Course Description: Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

Course Prerequisites: See college catalog or consult with advisor for current prerequisite requirements for English 1301.

Course Requirements/Major Assignments

Besides the major assignments listed below, class activities and teaching tools may include discussions, group work, presentations, videos, and supplemental readings. Students are expected to read and review all material assigned.

Major Assignments:

Essays

Students will receive separate handouts and instructions for major essay assignments. Major essay assignments will range from 3-10 pages in length, and each essay will build on your ideas

as you focus on certain interests or topics over the course of the semester. For certain essay assignments, students should be aware that the final draft may not be submitted for credit if the early steps are not completed. We will be emphasizing process in this class.

Journal Assignments

Students will be asked to generate 1-2-page journal entries, consisting of reflections and thoughts generated by the readings, class discussions, and other assigned journal topics. Journal assignments will be assigned in class or online and turned in either electronically or in printed form (as instructed). Although students have a lot of liberty in completing the journal assignments, they should not use journal assignments as a way to vent about the class, other students, or instructors at the college; this may result in a failing grade on the journal. Please remain professional and use common sense. Inform the instructor directly if you have a concern. While journals will not be graded for grammar or punctuation, it also makes sense to be mindful of these concerns, and you should proofread if you have time. MLA format should be used on all journals.

Short Essay

For this first essay of around two (2) pages, students will write a short essay with minimal instruction and guidance from the instructor. This assignment will be used to assess each student's current skills as a writer and to identify areas for improvement.

Oral Presentation

As part of the college's continuing oral communication across-the-curriculum initiative, this class includes an oral presentation assignment. More information on this assignment will be distributed later.

Final Exam

The objective portion of the final exam will potentially cover assigned readings, important class concepts (like plagiarism), the writing process, MLA citation, and grammar concepts that have been reviewed in course materials. Exam questions may also be drawn from class handouts, class notes, lessons, presentations, and readings.

Discussions

Discussions are an important way to gauge student participation and keep the class engaged and interactive, particularly in an online class. 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 as a way to encourage and objectively measure student participation. A discussion rubric will be distributed to help you understand how discussions are graded. 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 citations.

Note on discussions and other class materials: Certain questions and notes may be used or adapted from textbook and publisher resources.

Other Assignments

Minor assignment grades may include turning in a preliminary Works Cited list or working thesis for major paper assignments. Other assignments may include prewriting exercises, research checks, the Research Tutorial, grammar and style exercises, and shorter writing assignments.

Extra Credit

Because this class is skills-oriented and focuses on the rigors of the writing process, extra credit will not normally be made available. I will award extra credit to students who pursue certain writing accomplishments outside of class (e.g., having a letter published in the newspaper). Let me know if you think you might have done something that would qualify. I may also award extra credit for attending certain college events if they're deemed especially valuable. Finally, at my discretion, I will award 2-3 points to students who call attention to an error in course materials, if they are the first student to point out the error (and if it's truly an error). Just send me an email.

Students interested in developing an abstract for the college symposium in the spring based on their research paper should contact me; extra credit may be available for this. (See below.)

Other Assignments

Minor assignment grades may include turning in a preliminary Works Cited list or a working thesis for major paper assignments. Other assignments may include prewriting exercises, peer review, research checks, the Research Tutorial, grammar and style exercises, and shorter writing assignments.

The GCIC Academic Symposium: COM's GCIC Academic Symposium is an opportunity for students to showcase their best academic and creative projects. To learn more, visit: [com.edu/symposium](https://www.com.edu/symposium). Participation in the symposium helps develop your professional skills and widen your professional networks; it should be noted on your resume/CV. This academic year, the Symposium is on Friday, March 28, 2025, from 9 a.m. to 2:30 p.m. in the ICB building. The abstract submission deadline is Thursday, Feb. 6, 2025, at 11:59 p.m. Please speak with me if you are interested or have questions and visit this site for more information: <https://www.com.edu/symposium/>

Honors Contracts are special projects that extend the work we do in class. They are for ambitious students who wish to deepen their knowledge and experiences of the practices and ideas related to this class. They require students to earn at least a B in class and approval from me since the Honors Contract will require the student and I to work closely together. Please speak with me if you are interested or have questions and visit this site for more information: <https://www.com.edu/honorsprogram/>.

Determination of Course Grade/Detailed Grading Formula:

Grading Plan

First Short Essay	50 points
Journal Assignments	100 points total
Essay #1 (Identity)	100 points
Essay #2 (Critical Response)	150 points
Essay #3 (Research-based argument)	200 points
Essay #4 (Purposeful revision)	100 points
Participation/Discussions/Minor Assignments	150 points
Oral Presentation/Video	50 points
Final Exam	50 points
	1000 points total

Grading scale: A—900 to 1000 pts.; B—800 to 899 pts.; C—700 to 799 pts.; D—600 to 699 pts.; F—599 and below.

Notes: There may be some adjustment of point distributions, totals, or weights as needed to correct for errors or changes in assignments/schedules. Any extra-credit points will be added as raw points.

Online Gradebook: The online gradebook in Brightspace allows you to review and keep track of completed grades and get an overview of your grade. Please note that the final grade display may be incomplete at any given time and is simply for your convenience (not a substitute for the instructor's official records). The final grade display may be artificially inflated or deflated at any time if assignments have not been graded. 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 just to correct for technical problems or input errors. You are responsible for keeping track of your progress in the class and keeping up with all assignments. 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 Brightspace will also be considered official.

You should also not use the gradebook area as a way to locate assignments, as this can lead to confusion and missing deadlines. You will need to read all learning module instructions and all instructions for individual assignments. Please email me if you have questions.

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

1. *Late work/deadlines:* Please keep in mind that this class is not self-paced. Students are expected to know deadlines and to turn work in on time. This is in the interest of fairness as well as keeping the class manageable. Students should check deadlines carefully and understand that assignments may be locked down after the deadline, preventing further access. Points may be deducted for late or incomplete discussion postings (posting after the initial deadline); once an assignment has been taken down or a discussion has been “locked,” it will not be reopened. Late papers (essays) will only be accepted late with permission from instructor, and then a late penalty will apply as appropriate (20 percent of grade, per business day). Please contact me if you’re having difficulty with deadlines. Because of the asynchronous nature of the class, quizzes and exams cannot normally be made up or taken late, so plan accordingly.
2. *Make-up work:* Students may only turn in a major essay late or complete a make-up exam with the instructor’s express permission. Documentation may be required for students who request a makeup or deadline extension due to an emergency.
3. *Extra Credit:* Extra credit may be offered for attending certain presentations, lectures, plays, and other activities outside of class. These will be announced as the opportunities arise. See also “extra credit” under course description. 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 D2L discussions and other learning activities. Students should expect to devote a minimum of three hours to class each week in terms of Brightspace participation only (for a 16-week class), 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, and crafting discussion posts. 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.) 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.

Student Learner Outcomes

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

Please note that these learning outcomes are state mandated.

Secondary objectives include:

1. Demonstrate knowledge of MLA bibliographic and citation systems.
2. Use technology in the writing process.

Core Objectives: Students successfully completing this course will demonstrate competency in the following Core Objectives:

- 1. Critical Thinking Skills (CT):** Students will demonstrate creative thinking, innovation, and the ability to analyze, evaluate, and synthesis information.
- 2. Communication Skills (CS):** Develop, interpret, and express ideas through written, oral, and visual communication.
- 3. Teamwork (TW):** Consider different points of view and work effectively with others to support a shared purpose or goal.
- 4. Personal Responsibility (PR):** Evaluate choices and actions of others or one’s own, and relate consequences to ethical decision-making.

Assessment Information Box:

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Demonstrate knowledge of individual and collaborative writing processes.	Teamwork (TW)	<ol style="list-style-type: none"> 1. Research-based Essay 2. Peer Review Activities

		3. Essay assignments
2. Develop ideas with appropriate support and attribution.		Research-based Essay
3. Write in a style appropriate to audience and purpose.	Communication Skills (CS)	1. Research-based Essay 2. Essay assignments
4. Read, reflect, and respond critically to a variety of texts.	Critical Thinking (CT)	1. Research-based Essay 2. Essay and journal assignments
5. Use Edited American English in academic essays.		1. Research-based essay 2. Other essay and journal assignments
Personal Responsibility: Evaluate choices and actions of others or one's own, and relate consequences to decision-making.	Personal Responsibility (PR)	Course interaction and participation. Professionalism grade if applicable.

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 prewriting as instructed) 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. We will also use TurnItIn for at least some essay assignments.

The use of any form of Artificial Intelligence (including but not limited to ChatGPT) to complete discussions, journals, or papers may be considered a form of academic dishonesty. 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 may be permissible, but you should also be aware that using some of these tools in certain ways may also lead to flagging of your paper as “A.I.” by detection tools. We will discuss A.I. and these other tools, and we may have a select assignment where we use the tool and discuss its limitations and benefits. However, you should not use A.I. to write your papers or discussion posts, unless otherwise noted, and this will be construed as plagiarism. If there is a suspected problem, you may be asked to have a discussion with the instructor.

In English 1301, we will also be receiving additional instruction, resources, and guidance on avoiding plagiarism.

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

Other Policies:

- 1. Role of Online Environment:** This is an Internet class. There are no face-to-face or synchronous online 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”).
- 2.** 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. 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.

3. **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.
4. 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.
5. **Withdrawals:** 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 before Census Day. 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 institutional withdrawal policy below.
6. **Caveat on Grading.** The instructor reserves the right to make subjective 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.
7. **Syllabus Changes.** The instructor reserves the right to change the syllabus and/or schedule as needed. Readings may also be added, but no major assignments will be added unless needed due to a weather emergency or other outside circumstances. You will be duly notified of any such changes.
8. **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 outline: Schedule and calendar subject to change. Please review each week's learning module for specific instructions and guidance. 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.

Week	Corresponding Dates	Reading Assignment <i>RWG = Roughwriter's Guide</i>	Activities and Major Due Dates
1	8/19-8/25	<ul style="list-style-type: none"> • Review Syllabus and Plagiarism Policy; review course introduction letter • Why Writing is Important (PowerPoint) • In RWG: Chapter 1 (Balancing College, Work, Life) 	<ul style="list-style-type: none"> • Review Course Syllabus • Introduce Yourself (discussion) – due Sunday • Discussion: Work-Life Balance • Download MLA format

			<p>template (use all semester)</p> <ul style="list-style-type: none"> • First short essay – due Sunday
2	8/26-9/1	<p>In text:</p> <ul style="list-style-type: none"> • RWG: Formatting, Chapters 17-18 <p>Handouts/Readings</p> <ul style="list-style-type: none"> • “Everyone’s a Writer” (Anderson) • “What Makes Writing So Important • Simple Ways to Improve Academic Writing • “Once More to the Lake” (provided) • “Us and Them” (provided) • “Santa Anas” by Joan Didion (provided) 	<p>Plagiarism Quiz</p> <p>Writing Discussion</p> <p>Discussion: “Once More to the Lake”</p> <p>Reflective/Identity Essay (Essay 1) assigned</p> <p>Journal 1 – due Sunday</p>
3	<p>9/2-9/8</p> <p>9/2 Labor Day</p> <p>9/4 Census Day for 16-week classes</p>	<ul style="list-style-type: none"> • “Narration,” link in course to section from <i>Writing for Success</i> • <i>Additional links in course</i> <p>Handouts:</p> <ul style="list-style-type: none"> • Importance of Grammar and Standard English • Mini Grammar Lesson #1 • “Foul Shots” (provided) • “What is a Hunter?” (provided) 	<p>Document format and Standard English discussion</p> <p>Continue Writing Essay 1</p> <p>Discussions: “Foul Shots”; importance of format</p>
4	9/9-9/15	<p>In text:</p> <ul style="list-style-type: none"> • RWG, Chapter 29 <p>Handouts:</p> <ul style="list-style-type: none"> • Tools for Personal Writing 	<p>Finish Week 3 Discussions</p> <p>Identity Essay Peer Review (first two</p>

		<ul style="list-style-type: none"> • “The Value of Personal Writing” (Instructor Journal 2, Anderson) • Sample essays (provided): “What is a Hunter?” • Rhetorical Triangle 	<p>pages posted online by Wednesday)</p> <p>Final draft Identity Essay (Essay 1) Due Sunday</p>
5	9/16-9/22	<p>In text/readings:</p> <ul style="list-style-type: none"> • RWG: Academic Writing, Chapters 4, 7, 8, 14, 15, 20, 21, 29, 36 <p>Handouts:</p> <ul style="list-style-type: none"> • Recommend Essays for Analysis • Basic MLA citation 	<p>Essay 2 (Critical Response) Assigned</p> <p>Writing Process reviewed Writing Process Quiz Introduction to MLA Citation Journal 2</p>
6	9/23-9/29	<p>Readings:</p> <ul style="list-style-type: none"> • RWG: Basics of Rhetoric, Chapter 5 • RWG: Summary vs. Analysis, Chapter 6 • Analysis: OpenStax text <p>Handouts:</p> <ul style="list-style-type: none"> • What is Common Knowledge? <p>Video: Comma Splices, “Thesis is Just a Sentence”</p>	<p>Review of Thesis Statement</p> <p>Review of Comma Splices and Commonly Confused Words</p> <p>Review of Common Knowledge</p> <p>Journal 3</p>
7	9/30-10/6	<p>Readings:</p> <ul style="list-style-type: none"> • Readings on plagiarism <p>Handouts</p> <ul style="list-style-type: none"> • In-text citations and the signal phrase • Academic titles 	<p>Research Tutorial</p> <p>QEP Oral Presentation assigned</p> <p>Plagiarism Discussion</p> <p>Journal 4</p>
8	10/7-10/13	<p>Readings:</p> <ul style="list-style-type: none"> • “A Modest Proposal” (distributed) • Argument and Persuasion. • Sample Research Essay 	<p>Essay 2 Due (Sunday) Essay 3 assigned</p>

		Handouts: <ul style="list-style-type: none"> • “Importance of Argument” (Anderson) • Rhetorical Triangle 	Review of Rhetorical Triangle “A Modest Proposal” Discussion
9	10/14-10/20	In text: <ul style="list-style-type: none"> • <i>RWG</i>: Chapters 7, 10, 39 Handouts: Logical Fallacies	Finish “A Modest Proposal” discussion Discussion on Logical Fallacies Topic discussion forum
10	10/21-10/27	In text: <ul style="list-style-type: none"> • <i>RWG</i>: Chapters 8, 9, 14, 15, 16 Handouts: <ul style="list-style-type: none"> • Argument Organization • Evaluating Sources • Academic Titles 	Discussion of Topics continued
11	10/28-11/3	Readings: <ul style="list-style-type: none"> • Distributed in course Handouts: <ul style="list-style-type: none"> • Common Citation Problems • Language Awareness • Introduction Methods 	Slang Discussion Work individually on essays Journal 5
12	11/4-11/10	In Text: <ul style="list-style-type: none"> • <i>RWG</i>: Chapters on presenting your work, editing Handouts: Completing the research paper, using quotations properly, persuasive outline	Peer Review of Essay #3 (Research-based argument) Presentation assignment distributed
13	11/11-11/17	In text: <ul style="list-style-type: none"> • <i>RWG</i>: Editing Strategies 	Peer review continued

14	11/18-11/24	Readings: <ul style="list-style-type: none"> • <i>RWG</i>: Writing Beyond Academia 	<ul style="list-style-type: none"> • Final draft of Essay 3 due Sunday • QEP Presentation Due • Literary reading discussion • Essay 4 instructions distributed
15	11/25-12/1 (Thanksgiving holidays, 11/28-12/1)		<ul style="list-style-type: none"> • Proofreading and Revision of Essay 4 • Final Draft of Essay #4 Due • Course Evaluation deadline
16	12/2-12-6	No readings. View short video “Shaped by Writing.”	<ul style="list-style-type: none"> • Final Quiz due Thursday by noon • “Shaped by Writing” video and discussion • Final Thoughts and Course Completion

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://www.com.edu/student-services/docs/Student_Handbook_2024-2025_v2.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.*

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

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 8-week session is October 2. The last date to withdraw from the 16-week session is November 15. The last date to withdraw for the 2nd 8-week session is November 26.

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 or 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.