



ENGL 2327.001IN
American Literature I
Fall 2022
Internet Course

Instructor Information

Dr. Brian Anderson

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Telephone: 409-933-8186 (office)

Student Hours (Office Hours): M-TH, 9:30-11:30 a.m., LRC Suite B
Other times and virtually by appointment.

Required Textbook:

The Norton Anthology of American Literature, Shorter Ninth Edition (Vol. 1, Beginnings to 1865)

Additional notes on textbook: You may be able to use an older or different edition of the text, but you will have to find page numbers on your own. I will also make public-domain copies of the readings available, since much of the material in the course is no longer under copyright, but the public-domain texts are often unedited and more challenging to read.

Course Description:

A survey of American literature from the period of exploration and settlement through the Civil War. 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 focused on a work or author read this semester (guidelines and possible topics will be distributed with the assignment) and based on a specific critical approach. Papers should be formatted according to MLA guidelines and should include a Works Cited list of appropriate resources and research. Separate instructions for each essay assignment, including guidelines on length, will be distributed. 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 online grading window or in a marked-up Word document that is returned to you.

Quizzes

Multiple-choice quizzes based on the reading assignments will be released with many of the weekly learning modules (units). Please pay attention to the due dates for these quizzes, given in each week's learning module, as they will not be reopened for students who miss the deadline.

Informal Writing Assignments

Informal writing assignments (also called "journals") may include reflective pieces (in which you write about your personal reaction to certain literary topics or questions) and pre-writing exercises for the essays. Informal writing assignments should demonstrate knowledge of the readings and serious thought on the topic. While grammar and punctuation are not stressed, attention to these matters will improve readability and clarity. Points will be deducted for writing assignments that are late or not substantive enough. You should also refrain from using these journals or any other writing assignment (including discussions) to criticize the assignment itself or make unhelpful comments about 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 in part to give you feedback on your developing ideas, and you will receive this feedback through the grading comments.

Discussions

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

Discussions are an important way to assess student participation and to 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 than normal classroom discussions would be, as a way to encourage and objectively measure student participation.

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 reference to another source (such as an instructor-provided handout or a classmate's remarks), acknowledge that person by name. You should normally avoid using outside sources besides the readings (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. Discussions should also not be used as a forum to make provocative remarks on subjects only tangentially related to the class materials, though of course we will be discussing some potentially controversial subjects. I just ask that you keep your comments academically grounded and strive to maintain a professional and diplomatic tone.

Final Exam

The final exam may consist of multiple-choice questions or short-answer questions. It will be an open-book, timed exam that you will complete on your own without assistance from others. Although you may use your notes, textbooks, and online class materials, you should not consult 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. The exam is a final learning opportunity, a way to reward students for keeping up with the reading and to give a satisfactory experience in thinking about all the readings at once.

The exam requires some critical thinking about the questions and concepts learned in the course, so you will have to think about what you have already read. The students who do the best on this exam have kept up with the readings in the class (as reflected in their contributions to class discussions and other assignments). For this online class, the final exam is worth 50 points, so it might be seen as more of a "long quiz."

Discussion Grading Rubric: A discussion grading rubric will be released with the first week's learning module and will also be posted on the course home page for easy reference. This is a guide and does not necessarily cover all factors that may affect a discussion grade. Specific discussions may use different rubrics.

Extra Credit

See below.

Determination of Grade

Course Assignments and Grading/Methods of Evaluation

Informal Writing Assignments (3)	150 points
Quizzes/Misc.	150 points
Discussions	200 points
First Critical Essay	150 points
Second Critical Essay	200 points
Final Exam	50 points

Total: 900 points

Final Grading Scale: A—810 to 900; B—720 to 809 pts.; C—630 to 719 pts.; D--540 to 629 pts.; F—539 and below.

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

Gradebook: The online grade area (grade book) is for reviewing and keeping track of completed grades and getting an overview of your grade. Please note that the 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 just to correct for technical problems or design 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.

You should also avoid using 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. You cannot successfully complete this course by clicking on assignments as you find them in the gradebook. Please email me if you have questions.

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. 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 online 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 class 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 the LMS. 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 the LMS.)

Additional clarification on communication: I will answer questions submitted through 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 Outcomes

Upon successful completion of this course, students will:

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.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the 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.

Please note that these learning outcomes are state mandated.

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

- **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- **Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication.
- **Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
- **Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision-making.

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 (SR)	Critical essay assignments; quizzes; Discussions; 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 (PR)	Critical Essay assignments
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.		Critical Essay assignments; Quizzes; discussions; Final Exam;
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.		Critical Essay assignments
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.	Critical Thinking (CT) and Communication Skills (CS)	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 Dr. Rocky Barney, Dean of Academic Programs, 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 environment. All assignments will be completed in the LMS.

Each week, I will release a "Learning Module" ("unit" or week's folder) that contains the assignments and course materials for that week. Normally, I will release the module and instructions for each week on **Monday**, and major assignments will be due on **Sunday** evening. (Some minor deadlines vary, especially in the summer. Pay attention to the weekly instructions in each learning module.) Please read all the instructions for each learning module. You should log on to the course on Monday to

check the assignments and due dates for the week, and you should check your course email at least every other day to make sure you don't miss any important announcements or changes. You should be able to see this week's learning module on the course home page; you can also access older modules, though older assignments will not stay open.

Students should follow the normal or expected guidelines regarding online etiquette and strive to create an atmosphere of respectful academic discourse and professionalism.

2. **Assignment submission requirements and standards:** All work submitted for evaluation in this class should have a minimum of mechanical and grammatical errors, result from the student's own work, and show mature and serious attention to the assignment. Assignments should be formatted according to MLA guidelines unless otherwise specified; all essays must be submitted as MS Word document attachments. In addition, all messages posted online or sent to the instructor via email should be written in [Standard English](#) (i.e., complete sentences with normal punctuation) as much as possible.

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

3. **Caveat on Grading:** The instructor reserves the right to make evaluative decisions on student grades and assessment based on his own expertise and judgment in the subject matter. The instructor also reserves the right to assign a final grade based on a student's overall mastery of the material and improvement over the course of the semester.
4. **Syllabus Changes:** The instructor reserves the right to change the syllabus, grading plan, and/or schedule as needed. You will be duly notified of any such changes.
5. **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.

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. Don’t wait until the last minute to submit assignments.
- 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.

Course Outline

General Course Outline (calendar) and Schedule of Reading Assignments

Note: Journal assignments, discussions, quizzes, and other minor assignments will be announced with each learning module. Unless otherwise announced, major assignments will generally be due on **Sunday** at midnight and learning modules will be released on **Monday** morning by noon. Due dates for minor assignments and discussions will be announced with each weekly learning unit. Check instructions for each learning module carefully.

Tentative Class Schedule and Reading Assignments

Schedule and readings subject to change as needed. Weeks usually run from Monday to Sunday. Listed readings (with page numbers) are **reading assignments**. Always read the introductory material, but focus on the primary texts. Additional or different readings may be assigned with learning module as semester progresses.

Because this is Early American Literature, many of the readings are no longer protected by copyright and can be found legally online. I will post links to the correct reading materials when possible, but you should also know that the introductory chapters are only found in the textbooks. You can read the introductions in the textbooks held in reserve at the library, and you can also review the “supplementary” introductory material for each unit in the learning modules. Please also note that many “public-domain” versions of these texts are not edited and do not include footnotes. Using public-domain copies will also make citation more difficult.

Page numbers are from **Shorter Ninth Edition**. Most of the readings can also be found in earlier editions.

Read all learning module instructions each week to get started.

Week 1 (8/22-8/28)	Course Introduction, Syllabus, and Policies Introductions and American Foundations (“Melting Pot”) Discussion “Course Introduction Letter” Syllabus and Course Intro. Quiz Review other material in Week 1 Learning Module
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Part 1: Beginnings to 1820: The Formation of a National Identity

Week 2 (8/29 to 9/4)	Beginnings Read: Period Introduction, pp. 3-28
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Iroquois Creation story, pp. 31-35
Trickster Tales, pp. 35-38
Powhatan's Discourse and King Philip's Speech, pp. 38-41
Genesis Chapter 1-3 (provided)
"What is American Literature and what are we reading this semester?" ("Instructor Journal," read online)

Week 3 (9/5 to 9/11)

Early Explorers

Columbus, pp. 44-53
Additional readings and required video released with learning module.
First Critical Essay assigned
(Labor Day holiday does not affect class, but nothing will be due that day.)
*Please note that Sept. 7 is Census Day for the fall semester. Students who have not signed in or completed any work for this class at that point may be dropped.

Week 4 (9/12 to 9/18)

Settlers

John Smith, pp. 53-69
Bradford, "Of Plymouth Plantation," pp. 69-91
Additional readings and required video released with learning module.

Week 5 (9/19 to 9/25)

Puritans

Winthrop, "A Model of Christian Charity," pp. 92-104
Anne Bradstreet, biography, pp. 112-13
"The Author to Her Book," pp. 122-23
"Before the Birth of One of Her Children," pp. 123-24
"To My Dear and Loving Husband," p. 124
"A Letter to Her Husband," pp. 124-25
"In Memory of My Dear Grandchild Elizabeth Bradstreet, Who Deceased August, 1665" p. 125
"Here Follows Some Verses Upon the Burning of Our House," pp. 125-27

Week 6 (9/26 to 10/2)

Introduction to Salem Witch Trials

Cotton Mather, pp. 159-65
Additional required articles and materials on Salem (distributed in learning module).

Week 7 (10/3 to 10/9)

Native American Encounters

Rowlandson, pp. 130-51

Occom, "A Sermon at the Execution of Moses Paul, an Indian," pp. 292-93
Freneau, "The Indian Burying Ground," pp. 418-19
Franklin, "Remarks Concerning the Savages," pp. 216-20

Week 8 (10/10 to 10/16)

American Independence

Paine, from *Common Sense* and *The Crisis* pp. 337-50
Franklin, intro., pp. 204-207; "The Way to Wealth," pp. 208-14; from *Autobiography*, pp. 224-39 (ending with "...than I had intended."
Jefferson, intro. and "Declaration," pp. 352-60
From *The Federalist*, pp. 362-70
Wheatley, "On Being Brought from Africa," p. 422
First Critical Essay Due, Sunday, 10/16

Part 2: American Romanticism and Realism (1820-1865)

Week 9 (10/17 to 10/23)

Period Introduction, pp. 489-510
Irving, intro., pp. 511-15; "Rip Van Winkle," pp. 515-27
"Legend of Sleepy Hollow," distributed online
Second critical essay assigned

Week 10 (10/24 to 10/30)

Transcendentalists

Emerson, intro., pp. 550-53
From *Nature*, pp. 554-70
"Self-Reliance," pp. 596-613
Thoreau, intro., pp. 950-52
Thoreau, from *Walden*, pp. 920-62; pp. 962-77
Additional required readings and video in learning module.

Week 11 (10/31 to 11/6)

Hawthorne and Salem revisited

Hawthorne, intro., pp. 651-55
"Young Goodman Brown," pp. 668-77
"May-Pole of Merry Mount," pp. 678-85
Additional required readings and video in learning module.

Week 12 (11/7 to 11/13)

Poe, intro., pp. 731-35
"The Raven," pp. 735-39
"Philosophy of Composition," pp. 790-94
"The Tell-Tale Heart," pp. 762-66
"The Fall of the House of Usher," pp. 749-62
"The Black Cat," pp. 766-72
"Ligeia," pp. 739-49

Week 13 (11/14 to 11/20) **Slave Narratives**
Douglass, intro., pp. 996-1000
from *Narrative of the Life*, pp. 1008-66
Jacobs, intro. and from *Incidents in the Life of a Slave Girl*,
pp. 878-99

Week 14 (11/21 to 11/27) Melville
Melville, intro., pp. 1154-57
"Bartleby, the Scrivener," pp. 1157-83
From *Moby-Dick*, pages distributed

Last day to withdraw – Nov. 19
(Assignments not due until Monday in recognition of
Thanksgiving holiday. College closed Nov. 24-27.)

Week 15 (11/28 to 12/4) **Poets and New Directions for American Literature**
Emily Dickinson, intro., pp. 1246-50
Poems (numbers refer to first number before poem;
bolded poems will be especially useful for discussion):
112, "Success is counted sweetest," p. 1250
124, "Safe in their Alabaster Chambers," p. 1251
202, "Faith is a fine invention," p. 1252
207, "I taste a liquor never brewed," p. 1252
260, "I'm Nobody! Who are you?" p. 1254
269, "Wild nights – Wild nights!" p. 1254
320, "There's a certain Slant of light," pp. 1254-56
479, "Because I could not stop for Death," p. 1262
591, "I heard a Fly buzz – when I died," pp. 1263-64
760, "Pain – has an element of Blank," p. 1267
1108, "The Bustle in a House," p. 1269

Second Critical Essay Due, Sunday 12/4

Week 16 (12/5 to 12/9) **Final Week and Course Completion**
Walt Whitman, intro., pp. 1070-73
"When I Heard the Learn'd Astronomer," p. 1144
"Beat! Beat! Drums!" p. 1145
"The Wound-Dresser," pp. 1146-48
"When Lilacs Last in the Dooryard Bloom'd," pp. 1148-54

Bonus Discussion

Final Exam and Creative Projects (Extra Credit) due by Thursday (12/8) at 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 Michelle Brezina at 409-933-8124 or mvaldes1@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is October 5. The last date to withdraw from the 16-week session is November 18. The last date to withdraw for the 2nd 8-week session is December 1.

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.

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.