ENGL 1101-10, 19, 23 (Fall 2018)

Instructor Information
Julie Steed  
Office: Pafford Hall 310B  
Email: jsteed@westga.edu

Office Hours:  
M/W 8:15 – 9:15  
Tuesday 8:30-10:00, 1:00-2:30 and by appointment  
Th: Online 8:30 – 10:30

UWC: Tuesday 10-1*  
*Appointment Required

Support for courses
*Hyperlinks provided for accessibility throughout; full URLs are available at the end of the document.

CourseDen D2L Home Page
D2L UWG Online Help (8 AM – 5 PM)  
Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu

24/7/365 D2L Help Center  
Call 1-855-772-0423

University Bookstore
Student Services

Center for Academic Success  
678-839-6280

Distance Learning Library Services

Ingram Library Services  
Accessibility Services  
678-839-6428  
counseling@westga.edu

Course Information

Course Description
ENGL 1101 is a composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation.

Required Texts and Materials

Graff and Birkenstein.  *They Say/I Say, The Moves That Matter in Academic Writing*

Booklet designed specifically for this class (only available at the bookstore). *You will need this on the first day of class.

Three-ring binder to hold your booklet and loose leaf paper.

Additional Supplies: A flash drive for saving essays or a working knowledge of how to use Google Drive, including knowing your password; a large Blue Book for Pre-test and Post-test.

NOTE: All additional readings will be found in the “Additional Readings” folder on Course Den. Writing resources are also available in the “Writing Guide” folder on Course Den.
Course Objectives and Learning Outcomes

1. To identify and employ a variety of rhetorical modes and techniques of persuasion and acquire reasonable mastery of conventions of college-level prose writing.
2. To develop and apply critical thinking skills in effective expository, analytical, and argumentative writing and to gain facility with the entire writing process from invention through revision.
3. To develop organizational strategies, incorporate and document additional textual materials to strengthen and support argument.

Course Policies and Assignments

Assignments

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Description</th>
<th>Due Date</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay 1</td>
<td>Summary/Response 2-3 pages minimum</td>
<td>Monday, Sept. 24</td>
<td>20%</td>
</tr>
<tr>
<td>Essay 2</td>
<td>Critique 3 pages minimum</td>
<td>Monday, Oct. 22</td>
<td>25%</td>
</tr>
<tr>
<td>Essay 3</td>
<td>Argumentative Synthesis 3-4 pages minimum</td>
<td>Wednesday, Dec. 5</td>
<td>30%</td>
</tr>
</tbody>
</table>

Class Participation

Pre/Post-tests, in-class assignments, online postings, reading annotations, etc.

Pre/Post-tests: You will be asked to write two handwritten in-class essays to measure your writing development at the beginning and end of the semester. These essays will be at least 2 paragraphs in length—one paragraph will be a summary of an article given to you, and the other paragraph will be an argument prompted by the article.

Total Points: 1 each for a total of 2

3 Online Postings: You will be expected to submit portions of your out-of-class essays on Course Den before final drafts of those essays are due. These submissions will be used in writing workshops the following class day.

Total Points: 1 each for a total of 3

Booklet: The booklet you purchase from the bookstore contains the bulk of your in and out of class work. Completion of this booklet is worth the bulk of your class participation grade.

Total Points: 10

Multimodal Project

This project is a “repackaging” of Essay 3 using a mode other than or in addition to the written word; for example, a physical or digital academic-style poster or comic strip. This project will also have a presentation component. See Course Den for more detailed information.

Finals Week

Total

100%
Essay Grading Information
Each out-of-class essay will be graded according to the grading rubrics found in the “Essay Assignments and Grading Rubrics” folder on Course Den and will receive a letter and numerical grade as shown below. The numerical grade will be used when calculating your overall average at the end of the semester.

A+=97-100  A=93-95  A-=90-92
B+=87-89  B=83-85  B-=80-82
C+=77-79  C=73-75  C-=70-72
D+=67-69  D=63-65  D-=60-62
F=50

Essay Revision Policy
You will have the option to revise Essay 1. This revision must include: 1.) a hardcopy of your revised draft of Essay 1 2.) a stapled copy of the original graded draft and 3.) a metacognitive reflection paragraph that thoughtfully discusses your plan for improving your essay (details for the revision reflection can be found the “Essay Assignments” folder on Course Den). Your revision will be due no later than Monday, Oct. 15th.

Late Work Policy
Essays
All rough drafts and final drafts are due at the beginning of class; therefore, bring them to class already printed and stapled. All papers turned in after class has dismissed will be penalized five points, and five points will also be deducted each day thereafter they are late. If you have a planned absence on the day a paper is due, you MUST make arrangements to turn your paper in prior to your absence. Any essays submitted over seven days beyond the due date will NOT receive a grade! NOTE: To avoid confusion and potential problems, I will not grade emailed papers—you must turn in a hard copy. If, however, you turn in an essay outside of class and I am not in my office when you turn it in, you should also email a copy of your paper (through Course Den) just to document the time and date you turned your paper in. Otherwise I will assume the paper is late and will deduct points. Also, if you have an emergency and cannot come to class the day a paper is due, you must email me a copy of your finished paper (through Course Den) to document its completion AND turn in a hard copy of the paper upon your return to class. In these cases, I will always verify through Course Den mail that I received your paper.

Class Participation: If you miss an in-class assignment because you are tardy or absent—as with the attendance policy, no distinctions will be made between excused and unexcused absences—you will NOT be allowed to make up the assignment you missed. However, I will drop a minimum of ONE low or missed class participation (one day’s worth of work in your booklet) grade at the end of the semester. You can also earn one additional extra credit that will replace ONE low or missed daily grade with a “100.” To earn this extra credit, you must do the following:

- **Attend an on-campus or off-campus academic event** (for example, a guest lecturer or filmmaker, a COAH event, a play, etc). from any discipline and write a 1-2 paragraph, typed response to the event. This response should:
  1. Clearly identify the event you attended and the date and time of the event.
  2. Include a thoughtful response that addresses some or all of the following questions: How does the event connect to themes/ideas discussed in class? What was your reaction to the event? What was discussed at the event you attended?
What did you learn? If it was a film or theatrical performance, what themes were addressed? What do you make of the character performances, staging, etc.?

3. Extra credit will not be accepted after December 5, the last day of regular classes.

NOTE: No additional opportunities will be given to makeup missed class work.

Attendance Policy
Your regular participation in this class is a vital part of your success. Each student is allotted up to three absences—no more.

Upon the student’s fourth absence, his/her grade will automatically revert to a “D” and upon the fifth, a “F.”

If you incur a fifth absence, you will have two options: 1) withdraw from the class, which will generate a W if done on or before Monday, October 8th—or a WF if after that deadline or 2) remain on the roll (still attending classes, if so desired) and receive an F for the course/semester. Therefore, if you suspect that outside responsibilities might cause you to miss more than four classes, then you should consider taking the course at another time. Note: There is no distinction between excused and unexcused absences. October 8th is the last day to withdraw from class with a W (without incurring a WF).

Disruptive Behavior Policy
I expect you to come to class ready to learn. If you plan to disrupt the class, stay home. My time and the time of my students is very valuable, and disruptive behavior will not be tolerated; specifically, phones should be turned off and, for the most part, out of sight. Texting, watching videos and playing games on your phone during class are all considered disruptive behavior as it distracts you, me and other students in the class. Likewise, inappropriate, loud or rude comments or behavior are not appropriate for college classes. A personal pet peeve of mine is trying to talk over other students or conversations in the classroom. I will provide plenty of opportunities for group work, in-class collaboration, and brainstorming when talking is appropriate and encouraged; however, talking when I am lecturing is not allowed.

Consequences for Disruptive Behavior: I will give the class a verbal warning if I notice disruptive behavior. If the behavior does not cease, I will address the disruptive student individually, in front of the class. As a final course of action, the disruptive student(s) will be asked to leave class and will receive an absence for the day.

If disruptive behavior persists or escalates, the following will be implemented:
The Student Conduct Code, section 3.00 (Appendix A in the Student Handbook) prohibits disruptive behavior on campus, defined as “interfering with normal university sponsored activities, including, but not limited to, studying, teaching, research, university administration, disciplinary or public service activities, or fire, police or emergency services.” Reasonable examples of appropriate classroom behavior prohibit such actions as cell phone use, eating in class, talking while the instructor is talking, coming late or leaving early, sleeping, etc. Specific information on disruptive behavior in the classroom and how such behavior is addressed can be found by visiting the following:
http://www.westga.edu/vpsa/index_4721.php (Office of Student Affairs and Enrollment Management)
# Tentative Class Schedule*

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic/Reading Assignment</th>
<th>Assignment Name &amp; Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>W 8/15</td>
<td>Introduction to the course and theme.</td>
<td>Watch before the next class: “Good Writer’s Rule the World” (AT) and complete the guided notetaking in your booklet.</td>
</tr>
</tbody>
</table>

**UNIT 1: Reading Response**

<p>| M 8/20 | Introduction to College Writing: Critical Reading, Thinking, and Writing: Critical Reading: Building Literal Reading Skills | Read before our next class Chapter One “They Say” in They Say/I Say and complete the guided notetaking in your booklet. |
| W 8/22 | Introduction to College Writing: Critical Reading and Thinking (continued) Critical Reading: Building Analytical Reading Skills | Read before our next class: Chapter Two “The Art of Summarizing” in They Say/I Say and complete the guided notetaking in your booklet. |
| M 8/27 | <strong>In-class Pre-test essay</strong>: Bring a large blue book to class. NOTE: This essay will only count as a daily grade. It will be used to measure your writing ability at this point in the semester and will help me better plan writing workshops to suit your needs. | Print out and read before our next class: “Deconstructing America” (AT); annotate using the “what it says/what it does” method; be prepared to respond with “what I think.” Bring the annotated article to class on Wednesday. |
| W 8/29 | Critical Reading—A Closer Look Critical Thinking—Formulating a Response | Read before our next class: Chapter 4 “Yes/No/Okay, But” in They Say/I Say and complete the guided notetaking in your booklet. |
| M 9/3 | <strong>No class—Labor Day!</strong> | |
| W 9/5 | Formulating a Response and Developing a Thesis Statement | Assign Essay #1—20% (2-3 typed pgs., 500-1000 words). Topics in the “Essay Assignments and Rubrics” folder on Course Den). |
| M 9/10 | Organization of essay Body Paragraphs | <strong>Posting #1</strong>: Post an introduction (with thesis included) to Essay #1 on Course Den by 5:00 p.m. on Sunday, Sept. 9th. |</p>
<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic/Reading Assignment</th>
<th>Assignment Name &amp; Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>W 9/12</td>
<td>Meet in computer lab: MLA format, works cited page and in-text citations</td>
<td>In-class Writing Workshop: Bring an electronic copy of you working draft to class.</td>
</tr>
<tr>
<td>M 9/17</td>
<td>Peer Review</td>
<td>Read before our next class “The Three Appeals of Argument: Logos, Ethos, Pathos” (WG) AND Chapter 5 “And Yet” of They Say/I Say and complete the guided notetaking in your booklet.</td>
</tr>
</tbody>
</table>

**Unit 2: Critique**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic/Reading Assignment</th>
<th>Assignment Name &amp; Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>W 9/19</td>
<td><strong>In-class Viewing:</strong> Chapter 3 “The Bomb” of Oliver Stone’s <em>The Untold History of the United States</em> in class</td>
<td>Watch before our next class “The Bomb” and complete the guided notetaking in your booklet. (Second viewing)</td>
</tr>
<tr>
<td>W 9/26</td>
<td>“The Bomb” (continued)</td>
<td>In-class scene analysis exercise</td>
</tr>
<tr>
<td>M 9/24</td>
<td>Begin Discussion of “The Bomb” Historical Memory—What is truth and what is adopted misinformation?</td>
<td>Watch before the next class: “<a href="#">In Our Tribe We Trust</a>” (AT)— Essay #1 due—Turn in a digital copy in the Essay 1 drop box on Course Den and a hardcopy in class. You may turn in your essay at any point up until today.</td>
</tr>
<tr>
<td>W 10/3</td>
<td>Drafting a Critique—Introductions <strong>In-class Viewing:</strong> <a href="#">“How to Write a Critique Essay”</a> (WG) <strong>Read in class:</strong> Seitz’s “Oliver Stone’s <em>The Untold History of the United States: Telling Tales Out of School</em>” (AT)</td>
<td>In-class Writing Workshop: Bring working draft of Essay 2 to class—this can be an electronic or handwritten draft Read before the next class: Chapter 3 in They Say/I Say “The Art of Quoting” and complete the guided notetaking in your booklet.</td>
</tr>
<tr>
<td>M 10/8</td>
<td>Drafting a Critique <strong>Last day to withdraw with a grade of W</strong></td>
<td>In-class Writing Workshop: Bring working draft of Essay 2 to class—this can be an electronic or handwritten draft Posting #2: Post ONE body paragraph for Essay #2 on Course Den by 5:00 p.m. on Tuesday, Oct. 9th.</td>
</tr>
<tr>
<td>Dates</td>
<td>Topic/Reading Assignment</td>
<td>Assignment Name &amp; Due Date</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>W 10/10</td>
<td>Drafting a Critique (Continued)</td>
<td>Meet in computer lab. In-class Writing Workshop: Bring electronic draft of essay 2.</td>
</tr>
<tr>
<td>M 10/15</td>
<td>Revising and Editing</td>
<td>Essay #1 Revision and Metacognitive Reflection due in hardcopy.</td>
</tr>
</tbody>
</table>

In-class Writing Workshop/Peer Review: Bring printed hardcopy of your best-effort critique essay.

Read for next class: How to Read a Graphic Novel (AT) (2 pages) and Trinity (pgs. 2-31) before class on Wednesday and complete the guided notetaking in your booklet.

**Unit 3: Argumentative Synthesis**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic/Reading Assignment</th>
<th>Assignment Name &amp; Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>W 10/17</td>
<td>Introduction to Graphic Novels</td>
<td>Introduction to Trinity pgs. 2-31</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to Argumentative Synthesis</td>
</tr>
<tr>
<td></td>
<td>In-class Reading: William Blake’s “The Lamb” (AT)</td>
<td></td>
</tr>
<tr>
<td>M 10/22</td>
<td>Trinity (pgs 2-31)</td>
<td>Essay #2 due—Turn in a digital copy in the Essay 1 drop box on Course Den and a hardcopy in class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read before the next class: Trinity (pgs. 32-79) and complete the guided notetaking in your booklet.</td>
</tr>
<tr>
<td>W 10/24</td>
<td>Trinity (pgs. 32-79)</td>
<td>Assign Essay #3—30% (3-4 pgs. 1000-1200 words) Topics in the “Essay Assignments and Rubrics” folder on Course Den</td>
</tr>
<tr>
<td>M 10/29</td>
<td>Trinity (pgs. 32-79) continued</td>
<td>Read before the next class: Trinity (pgs 80-113) and complete the guided notetaking in your booklet.</td>
</tr>
<tr>
<td>W 10/31</td>
<td>Trinity (pgs. 80-113)</td>
<td>Read before the next class: “Nuclearism and the Legacy of the U.S Media Coverage of Hiroshima” (AT) and complete the guided notetaking in your booklet.</td>
</tr>
<tr>
<td></td>
<td>In-class Reading/Viewing:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Picasso’s Guernica (AT)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hiroshima in Four Poems (AT)</td>
<td></td>
</tr>
<tr>
<td>M 11/5</td>
<td>Trinity (pgs. 80-113) continued</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assign the Multimodal Project (10%)—</td>
<td>Assignment details in the “Multimodal Project” Folder on Course Den</td>
</tr>
<tr>
<td></td>
<td>Assignment details in the “Multimodal Project” Folder on Course Den</td>
<td></td>
</tr>
<tr>
<td>Dates</td>
<td>Topic/Reading Assignment</td>
<td>Assignment Name &amp; Due Date</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------</td>
<td>----------------------------</td>
</tr>
</tbody>
</table>
| W 11/7 | *Trinity* (pgs. 114-151)  
**In-class Viewings:**  
Oppenheimer’s Response to the Decision to Use the Atomic Bombs (AT)  
Oppenheimer Speaks about the Atomic Bombs at the Capitol Building in Washington, D.C. (AT) | |
| M 11/12 | *Trinity* (pgs. 114-151) continued  
In-class Reading:  
Chapter 6 *They Say/I Say* “Planting a Naysayer in Your Text” pages 78-90 | *Meet in the computer lab.  
In-class Writing Workshop: Developing a working thesis and outlining a logical structure* |
| W 11/14 | In Class Reading:  
Chapter 7 *They Say/I Say* “Saying Why it Matters” pages 92-100  
Developing Essay 3—Introduction | In-class Writing Workshop—bring a handwritten or electronic copy of working draft to class  
**Posting 3:** Post an argumentative body paragraph that synthesizes *Trinity* and at least one other text on the syllabus. No outside research please. This posting is due in the posting 3 drop box by 5:00 p.m. on Sunday, November 25th. |
| M 11/19 | No Class—Thanksgiving Break! | |
| W 11/21 | No Class—Thanksgiving Break! | |
| M 11/26 | Developing Essay #3—Modeling Body Paragraphs and Conclusions  
Integrating and Citing Sources | In-class Writing Workshop—bring a handwritten or electronic copy of working draft to class. |
| W 11/28 | **In-class Post-test Essay:** Bring a large blue book to class. NOTE: This essay will only count as a daily grade. It will be used to measure your growth as a writer since the pre-test. | Bring a *typed hardcopy* of Essay #3 to class for peer editing  
Complete online Course Reflection by 11:59 p.m. on Friday, Dec. 7th. Submit response in the “Course Reflection” drop box. |
| M 12/3 | Revision Checklist (WG); teaching evaluations | Essay #3 due—Turn in a digital copy in the Essay 3 drop box on Course Den and a hardcopy in class |
| W 12/5 | | |
| Finals Week | **Multimodal Presentations** | |

*Note: Dates are subject to change based on our pace in the course. The syllabus on Course Den will include updates as needed. All changes will also be posted in the News/Announcements section of Course Den. Final grades for the course will be posted on Banweb by noon on December 17th. Grades will not be given out over phone or email.*
UWG Policies

HB 280 (Campus Carry):
UWG follows University System of Georgia (USG) guidance:
http://www.usg.edu/hb280/additional_information
You may also visit our website for help with USG Guidance:
https://www.westga.edu/police/campus-carry.php

Americans with Disabilities Act Statement:
If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the Center for Disability. UWG also provides Accessibility Statements for Technology that you may be required to use for this course.
For more information on the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the Common Language for Syllabus document.

Honor Code
At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student’s conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student’s account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the Student Handbook.

UWG Email Policy
University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of
communicating important university related information to UWG students in a timely manner. It is the student’s responsibility to check his or her email.

**Email Etiquette:**
Your college experience prepares you for your future professional life by teaching you the knowledge needed for a particular occupation as well as by introducing you to proper etiquette in professional environments. How you address your professors and structure your emails are parts of your display of professionalism and reflect on your character. When emailing a professor, begin with a proper address (Mrs. Steed,) and follow with a thoughtfully written, grammatically sound email. Remember, emails are not texts, so write complete sentences and be mindful of spelling and tone. Also respect your professor’s authority. Sending an email that reads, “What did I miss today?”—1) Fails to address the teacher respectfully by disregarding his/her authority and time, 2) hints at your disregard for the class by not giving a valid reason for your absence, and 3) shows a disregard for class policies by not first consulting the syllabus and/or a class peer. Finally, when sending an email attachment, be sure to also include an email explaining why you sent the attachment. Don’t just send the attachment—that reads as rude and leaves your professor to figure out why you sent the attachment. Be respectful and thoughtful in your correspondences. Your future boss will not tolerate carelessness. He/she has a wealth of applicants to choose from, so how you structure initial communications with him/her creates an impression about your character and work ethic.

**Email Responses:**
While I make every attempt to respond to your emails in a timely manner, I do put my phone away at various times throughout the day: while I’m teaching, driving, and spending time with my family, and I may not respond immediately. If you send an email in the evening, it may be the following morning before you receive a response. If you receive no response from me, you can assume that the answer to your question is available on the course schedule, in the syllabus, or on Course Den.

**Additional Support Information**

**Technical Support**
Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at UWG Online Student Help.

**University Writing Center**
Location:  TLC 1201  
Phone:  678-839-6513  
Website:  Writing@westga.edu  
Email:  http://www.westga.edu/~writing

**Center for Academic Success**
The new Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops.
though the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

Smarthinking
Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services
Here is a great resource of Student Services for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need.

Mental Health Support
If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the Counseling Center. Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services. To report a concern anonymously, please go to UWGcares.

Additional Information
For additional information, visit the Common Language for Course Syllabi page.

Full URL Support for Courses

- CourseDen D2L Home Page
  https://westga.view.usg.edu/
- D2L UWG Online Help (8 AM – 5 PM)
  http://uwgonline.westga.edu/students.php
  online@westga.edu
- 24/7/365 D2L Help Center
  https://d2lhelp.view.usg.edu/
- University Bookstore
  http://www.bookstore.westga.edu/
- Common Language for Course Syllabi
  https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php
- UWG Cares
  http://www.westga.edu/UWGcares/
- Center for Disability
  https://www.westga.edu/student-services/counseling/accessibility-services.php
- Student Services
  http://uwgonline.westga.edu/online-student-guide.php
- Center for Academic Success
  http://www.westga.edu/cas/
- Distance Learning Library Services
  https://www.westga.edu/library/resource-sharing.php
- Ingram Library Services
  http://www.westga.edu/library/
- Proctored Exams
  http://uwgonline.westga.edu/exams.php#student
- Student Services
  https://uwgonline.westga.edu/online-student-guide.php
- UWG Accessibility Statements for Technology
  https://docs.google.com/document/d/16R1XgXiGx280O-zRvYPraV3Aq3F5ZNJYbVDGVnFA/edit?ts=57b4c82d#heading=h.yrqeffvts1f