ENGL 1101-117, 147 (Fall 2019)

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

Office Hours:  
T/Th: 8:30-10:00 and by appointment  
W: Online 10:00-12:00

UWC: T/Th 10-11:30  
*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

Center for Academic Success

Student Services

University Bookstore

Course Information

Course Description
Composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis and argumentation, and also including introductory use of a variety of research skills. Prerequisites: All English as a Second Language students must have exited from all English as a Second Language courses. All learning support students must have completed all reading and writing required remediation.

Required Texts and Materials
The Wander Society by Keri Smith

1.5 inch or larger three-ring binder and loose-leaf paper.

A designated notebook, journal or tabbed portion of binder for writing journal ONLY. Your journal will need to be separated from all class notes, process work, etc.

Ability to print documents, as printing is frequently mandatory in this class.

Additional Supplies: A flash drive for saving essays or a working knowledge of how to use online storage, including knowing your password and accepting any risks associated with online storage.

NOTE: Remaining texts required for the class are in the “Course Texts” 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>
</tr>
</thead>
<tbody>
<tr>
<td>Essay 1</td>
<td>Engage the Text</td>
<td>Tuesday, September 24</td>
</tr>
<tr>
<td>Essay 2</td>
<td>Rhetorical Analysis</td>
<td>Tuesday, October 29</td>
</tr>
<tr>
<td>Essay 3</td>
<td>Argumentative Synthesis</td>
<td>Thursday, November 21</td>
</tr>
<tr>
<td>Revision</td>
<td>Essay One or Two</td>
<td>In Portfolio</td>
</tr>
<tr>
<td>Process Work</td>
<td>A variety of work designed to help you build your skills from one unit to the next and continuously apply what you’ve learned to the next assignment.</td>
<td>Variable due dates. See course schedule for information.</td>
</tr>
<tr>
<td>Journal Assignments</td>
<td>A series of journaling assignments for both in and out side of class.</td>
<td>Variable due dates. See course schedule for information.</td>
</tr>
<tr>
<td>Portfolio</td>
<td>An overview of both the work you’ve completed throughout the semester and a presentation of, among other things, your personal progression as a writer and thinker as a result of English 1101.</td>
<td>Tuesday, Dec. 3 and Thursday, Dec. 5</td>
</tr>
</tbody>
</table>
Grading Contract

NOTE: A full version of the grading contract is available in our course materials on Course Den. The simplified version is available below. This contract does allow for occasional, if rare, “gray areas.” Perhaps you’ve completed all major assignments and revisions at a level of high quality, submitted at least ninety percent of the other work in the course, and compiled a stellar portfolio, but still missed four class meetings. I reserve the right to exercise my judgment as an instructor, subject-matter expert, and professional in those instances, though I will always grant you the chance to “make your case,” what with our being in a rhetoric/argument course.

To earn a grade of “A” in the course, you agree to do the following:

- Complete all formal essays in the course on time, adhering to the directions outlined in the prompt.
- Revise one or more of the major assignments in the course in consultation with the instructor.
- Complete at least ninety percent of all other assignments in the course, including homework, journaling, and in-class assignments, using your best in good faith effort.
- Miss no more than three class meetings during the semester. A few exceptions apply; please communicate with me before your absence to determine if your circumstance warrants an excused absence.
- Compile a portfolio of your writing, and present the portfolio as outlined in the portfolio assignment. (Do not throw away any of your work during the course of the semester.)

To earn a grade of “B” in the course, you agree to do the following:

- Complete all formal essays in the course on time, adhering to the directions outlined in the prompt.
- Revise one or more of the major assignments in the course in consultation with the instructor.
- Complete at least eighty percent of all other assignments in the course, including homework, journaling, and in-class assignments, using your best in good faith effort.
- Miss no more than four class meetings during the semester. A few exceptions apply; please communicate with me before your absence to determine if your circumstance warrants an excused absence.
- Compile a portfolio of your writing, and present the portfolio as outlined in the portfolio assignment. (Do not throw away any of your work during the course of the semester.)
To earn a grade of “C” in the course, you agree to do the following:

- Complete all formal essays in the course on time, adhering to the directions outlined in the prompt.
- Complete at least seventy percent of all other assignments in the course, including homework, journaling, and in-class assignments, using your best in good faith effort.
- **Miss no more than five class meetings** during the semester without good reason. A few exceptions apply; please communicate with me before your absence to determine if your circumstance warrants an excused absence.
- Compile a portfolio of your writing, and present the portfolio as outlined in the portfolio assignment. (Do not throw away any of your work during the course of the semester.)

To earn a grade of “D” in the course, you agree to do the following:

- Complete all but one of the formal essays in the course, adhering to the directions outlined in the prompt.
- Complete at least sixty percent of all other assignments in the course, including homework, journaling, and in-class assignments, using your best in good faith effort.
- **Miss no more than five class meetings** during the semester without good reason. A few exceptions apply; please communicate with me before your absence to determine if your circumstance warrants an excused absence.
- Compile a portfolio of your writing, and present the portfolio as outlined in the portfolio assignment. (Do not throw away any of your work during the course of the semester.)

You will earn a grade of “F” in the course if you:

- fail to complete more than one major assignment
- miss more than five class meetings
- or otherwise fail to meet the minimum requirements to earn a “D.”

In conclusion, one fails if one simply makes no effort to complete the work in the course.
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 viewed as a less than good faith effort, therefore potentially affecting your final average in the course.

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 be viewed as a missing assignment, and as such will automatically drop your grade to a D in the course, as outlined in the grading contract.

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 not your best “in good faith effort.” 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: Your presence, mentally and physically, in class is paramount to your success this semester. In addition, your attitude and willingness to participate in class are necessary components of your success. If you are not in class, or you refuse to actively participate in individual work, group discussions, peer review and other in-class activities, you are jeopardizing your opportunity to learn and grow as a critical reader, writer and thinker.

Likewise, it is difficult to make up the in-class experience; therefore, you will not be allowed to complete any in-class work you miss due to tardiness or absence.

Attendance Policy

Again, your attendance is directly tied to your overall success in this class, and after three absences, it is no longer possible for you to achieve an A in the class. See the included grading contract for specific details regarding the strict attendance policy in this class.

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>
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</thead>
<tbody>
<tr>
<td>TH 8/15</td>
<td>Introduction to the course and theme. NOTE: All texts labeled (CT) can be found in the “Additional Texts” folder on Course Den; (WG) in the “Writing Guides” folder on Course Den</td>
<td>Read before the next class “The Science of Mindfulness” (CT) and complete the homework questions as directed.</td>
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<tr>
<td></td>
<td><strong>UNIT 1: Engaging the Text</strong></td>
<td></td>
</tr>
<tr>
<td>T 8/20</td>
<td>In-class viewing: “Screen Time” with Diane Sawyer, Parts 1 and 2.</td>
<td>Read the Intro to <em>The Wander Society</em>; xv-xxiii and be prepared to discuss it in our next class. Read “What is ‘Academic’ Writing?” pages 3-6 only and complete the homework questions as directed (CT).</td>
</tr>
<tr>
<td>TH 8/22</td>
<td>In-class viewing: “Screen Time” with Diane Sawyer, Parts 3-4.</td>
<td>Read before the next class “How Smartphones Make Us Superhuman” (CT), and complete the homework questions as directed.</td>
</tr>
<tr>
<td></td>
<td>Plan for a guided wander during class. Bring your journal!</td>
<td></td>
</tr>
<tr>
<td>T 8/27</td>
<td>How to craft a response: essay organization, thesis, components of a well-developed body paragraph and how to use the text as support.</td>
<td>Wander Journal entry due: minimum of 100 words (one well-written paragraph of 5-7 sentences). Any additional documentation of wandering (drawings, etc.) may follow what you have written. Select a prompt from pages 96, 98 or 99 or 102. Read for the next class: <em>The Wander Society</em> Forward, pages xxv-1.</td>
</tr>
<tr>
<td>TH 8/29</td>
<td>In class viewing: “Why Our Screens Make Us Less Happy” TED Talk by Adam Alter. Continue: How to craft a response: essay organization, thesis, components of a well-developed body paragraph and how to use the text as support.</td>
<td></td>
</tr>
<tr>
<td>Dates</td>
<td>Topic/Reading Assignment</td>
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<tr>
<td>T 9/3</td>
<td>Continue crafting a viable response and using text as support.</td>
<td>Wander Journal entry due: minimum of 100 words (one well-written paragraph of 5-7 sentences). Any additional documentation of wandering (drawings, etc.) may follow what you have written. Select a prompt from pages 96, 98 or 99 or 102. Read “What is ‘Academic’ Writing?” page 9-end, skipping pages 11-14. Do NOT complete the exercises at the end of the chapter, but do answer the homework questions as directed (CT).</td>
</tr>
<tr>
<td>TH 9/5</td>
<td>Organize an essay from intro to conclusion. Focus on building strong body paragraphs.</td>
<td>Read for the next class: <em>The Wander Society</em> pages 11-29 and complete the homework as directed.</td>
</tr>
<tr>
<td>T 9/10</td>
<td>Meet in computer lab – TLC Room 1111; intro, working thesis and organization.</td>
<td>Wander Journal entry due: minimum of 100 words (one well-written paragraph of 5-7 sentences). Any additional documentation of wandering (drawings, etc.) may follow what you have written. Select a prompt from pages 96, 98 or 99 or 102. Check in: When you leave class today, you should have a rough draft of your introductory paragraph with a working thesis statement and feel comfortable continuing on your own.</td>
</tr>
<tr>
<td>TH 9/12</td>
<td>Meet in computer lab—TLC Room 1111; body paragraphs, conclusions, and style guide conventions.</td>
<td>In-class Writing Workshop: Bring an electronic copy of you working draft to class. Check in: When you leave class today, you should be ready to complete your draft. No questions about the assignment should remain after this point.</td>
</tr>
<tr>
<td>T 9/17</td>
<td>Peer Review</td>
<td>Bring a printed copy of your essay draft to class. This does count as a grade for the class. Wander Journal entry due: minimum of 100 words (one well-written paragraph of 5-7 sentences). Any additional documentation of wandering (drawings, etc.) may follow what you have written. Select a prompt from pages 96, 98 or 99 or 102. Check in: When you leave class today, you should have minimal work left on your essay. Go home and consider what you learned from your peers. Make revisions and edits as you see fit. Prepare your paper early for submission, both online and in printed copy. Read <em>The Wander Society</em> pages 63-69.</td>
</tr>
</tbody>
</table>

**Unit 2: Rhetorical Analysis**

<p>| TH 9/19 | Plan to wander for a portion of the class: bring you Wander journal and <em>The Wander Society</em> book. | Read before our next class “The Three Appeals of Argument: Logos, Ethos, |</p>
<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic/Reading Assignment</th>
<th>Assignment Name &amp; Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 9/24</td>
<td>In class viewing: The Wander Society video on Vimeo. Analyzing and critiquing the author’s intentions.</td>
<td>Pathos” and answer the homework questions as directed (CT).</td>
</tr>
<tr>
<td>TH 9/26</td>
<td>Analyzing and critiquing the author’s intentions and evaluating evidence.</td>
<td>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. Wander Journal entry due: minimum of 100 words (one well-written paragraph of 5-7 sentences). Any additional documentation of wandering (drawings, etc.) may follow what you have written. Select a prompt from pages 96, 98 or 99 or 102. Read before our next class, “Backpacks vs. Briefcases: Steps Toward Rhetorical Analysis” and answer the homework questions as directed (CT).</td>
</tr>
<tr>
<td>T 10/01</td>
<td>Analyzing and critiquing the author’s intentions and evaluating evidence.</td>
<td>Read before our next class, “Stop Googling. Let’s Talk,” by Sherry Turkle and answer the homework questions (CT).</td>
</tr>
<tr>
<td>TH 10/3</td>
<td>Intro to logical fallacies. Continue evaluating evidence.</td>
<td>Intro to logical fallacies. Continue evaluating evidence.</td>
</tr>
<tr>
<td>T 10/8</td>
<td>Class is Online</td>
<td>Detailed directions for today’s class will first be provided in class on October 2, and again in Course Den.</td>
</tr>
<tr>
<td>Th 10/10</td>
<td>Class is Online</td>
<td>Detailed directions for today’s class will first be provided in class on October 2, and again in Course Den.</td>
</tr>
<tr>
<td>T 10/15</td>
<td>Meet in computer lab—TLC Room 1111.</td>
<td>Wander Journal entry due: minimum of 200 words (two well-written paragraphs of 5-7 sentences each). Any additional documentation of wandering (drawings, etc.) may follow what you have written. Select a prompt from pages 104 or 105 after reading 103. Check in: When you leave today, you should feel comfortable with the introduction to your essay and have a working thesis that critiques the text you’ve chosen to use.</td>
</tr>
<tr>
<td>TH 10/17</td>
<td>Meet in computer lab—TLC Room 1111.</td>
<td>Bring an electronic copy of your essay 2 draft. Check in: When you leave today, you should feel confident that your essay is a rhetorical analysis of one of the selected texts AND you should feel good about the kinds of evidence you are going to</td>
</tr>
<tr>
<td>Dates</td>
<td>Topic/Reading Assignment</td>
<td>Assignment Name &amp; Due Date</td>
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<tr>
<td>T 10/22</td>
<td>Peer Review</td>
<td>Use to support your evaluation of the work.</td>
</tr>
<tr>
<td>T 10/29</td>
<td>Intro to synthesis and in-class viewing: <em>Life 2.0</em></td>
<td><strong>Bring a printed copy of your essay draft to class. This does count as a grade for the class.</strong> Wander Journal entry due: minimum of 200 words (two well-written paragraphs of 5-7 sentences each). Any additional documentation of wandering (drawings, etc.) may follow what you have written. Use the prompt on page 109.</td>
</tr>
<tr>
<td>TH 10/24 – NO CLASS</td>
<td><em>Class is cancelled for the UWG Undergraduate Research Conference.</em></td>
<td>Read before our next class “Synthesizing” (WG) and be prepared to discuss.</td>
</tr>
<tr>
<td>T 10/31</td>
<td>In-class viewing <em>Life 2.0</em> Finding connections and synthesizing texts.</td>
<td>Essay #2 due—Turn in a digital copy in the Essay 1 drop box on Course Den and a hardcopy in class. Wander Journal entry due: minimum of 200 words (two well-written paragraphs of 5-7 sentences each). Any additional documentation of wandering (drawings, etc.) may follow what you have written. Use the prompt on page 110.</td>
</tr>
<tr>
<td>TH 11/5</td>
<td>Finding connections and synthesizing texts.</td>
<td>Read before our next class, ”My So-Called (Instagram) Life” (CT) and answer the homework questions as directed.</td>
</tr>
<tr>
<td>TH 11/7</td>
<td>Strategies for organizing a synthesis essay.</td>
<td>Wander Journal entry due: minimum of 200 words (two well-written paragraphs of 5-7 sentences each). Any additional documentation of wandering (drawings, etc.) may follow what you have written. Choose any prompt from page 112-131.</td>
</tr>
<tr>
<td>T 11/12</td>
<td>Meet in computer lab—TLC Room 1111.</td>
<td>Wander Journal entry due: minimum of 200 words (two well-written paragraphs of 5-7 sentences each). Any additional documentation of wandering (drawings, etc.) may follow what you have written. Choose any prompt from page 112-131. Check in – by the end of class today, you should know which two texts you are using and how those texts connect in light the driving theoretical question listed on the prompt.</td>
</tr>
<tr>
<td>TH 11/14</td>
<td>Meet in computer lab—TLC Room 1111.</td>
<td>In-class Writing Workshop—bring a handwritten or electronic copy of working draft to class. Check in – by the end of class today, you should feel comfortable finishing the draft of your essay alone and creating in-text citations and a works cited page for your essay. No questions should remain.</td>
</tr>
<tr>
<td>T 11/19</td>
<td>Peer Review</td>
<td>Bring a printed copy of your essay to class for a grade.</td>
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<tr>
<td>Dates</td>
<td>Topic/Reading Assignment</td>
<td>Assignment Name &amp; Due Date</td>
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<tr>
<td>TH 11/21</td>
<td>Portfolio presentation recap</td>
<td>Essay #3 due—Turn in a digital copy in the Essay 3 drop box on Course Den and turn in a hard copy in class.</td>
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<td></td>
<td>and expectations.</td>
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<tr>
<td>T 11/26</td>
<td>No Class</td>
<td>No class</td>
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<tr>
<td>Thanksgiving Week</td>
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<tr>
<td>TH 11/28</td>
<td>No Class</td>
<td>No Class</td>
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<tr>
<td>Thanksgiving Week</td>
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<tr>
<td>T 12/3</td>
<td>Portfolio Presentations and</td>
<td>Wander Journal entry due: minimum of 200 words. Your final entry will be a minimum of three paragraphs: in the first, summarize your experience as a wanderer; in the second, explain how the wandering you did this semester was beneficial; in the third, explain whether or not you think you will continue to wander.</td>
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<td></td>
<td>Teaching Evaluations</td>
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<tr>
<td>TH 12/5</td>
<td>Portfolio Presentations</td>
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<td>(Last day of class)</td>
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<tr>
<td>Finals Week</td>
<td>Overflow portfolio presentations, if needed.</td>
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</tbody>
</table>

*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 16th. 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 as a soft skill: let’s practice!**

In the spirit of practicing and growing soft skills embedded within our course, we will be practicing writing professional emails to each other. A professional email is an email that you would write to a colleague or a boss and is written in a different manner than an email to your best friend or peer.

For example, professional emails use complete sentences and proper capitalization and are free of slang. They have greetings and salutations, they are proofread for typos and they are formatted in chunky, easy to read paragraphs, instead of one long paragraph.

Therefore, I have provided you a sample essay for formatting your emails to me. In return, I will strive to model a professional response.

This type of communication will not only help you practice a vital skill needed in almost every job today, but it will also make my job a lot easier!

**Email Responses: what to expect.**

Email is great: you have instant access to me because I do frequently check my email.
However, I do have limitations as to how much I will respond:

--First and foremost, look in the syllabus before you email me. If the answer is in the syllabus, you probably won’t hear back from me. Try and solve the issue on your own and then email me if you still deem it necessary.

--I put my phone away often: while I’m teaching, in meetings, sleeping or driving, and while I am enjoying time with my family. That means I won’t always respond immediately, which means your emergency is not my emergency. Don’t procrastinate and don’t email me at all hours of the night day, as it is unprofessional.

**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](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/16Ri1XgaXiGx28ooO-gRvYPraV3Aq3F5ZNJYbVDGvE/edit?ts=57b4c82d#heading=h.yrgeffvts1