ENGL 1101-23, and ENGL 1101LS -052 (Spring 2020)

Instructor Information
Julie Steed
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Office Hours: M/W 8-10:30, T 11:00-12:00
TH Online 10:00-12:00 or by appointment

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
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

Microsoft Word (free download https://www.westga.edu/its/microsoft-office-365.php)

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

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>Out-of-Class Essay 1</td>
<td>Engage the Text</td>
<td>Monday, February 10</td>
</tr>
<tr>
<td>Out-of-Class Essay 2</td>
<td>Rhetorical Analysis</td>
<td>Wednesday, March 25</td>
</tr>
<tr>
<td>Out-of-Class Essay 3</td>
<td>Argumentative Synthesis</td>
<td>Monday, April 20</td>
</tr>
<tr>
<td>In-Class Writing</td>
<td>We write every day. If you are absent, you do not receive credit for this work.</td>
<td>Every class meeting.</td>
</tr>
<tr>
<td>Class Participation</td>
<td>Being present is not enough to earn a high participation grade. You must be engaged with the writing, discussion and learning process.</td>
<td>Participation grades will be given with the return of each out-of-class essay (3 grades).</td>
</tr>
<tr>
<td>Reading Accountability Assignments (RA)</td>
<td>A variety of reading and writing assignments, typically completed as homework, 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>Journaling/Blogging</td>
<td>A series of weekly journaling assignments that culminate in a multimedia blog on Tumblr.</td>
<td>One journal entry due each Monday, posted to Tumblr.</td>
</tr>
<tr>
<td>Revision</td>
<td>Essay One or Two</td>
<td>In Portfolio: due Wednesday, April 22</td>
</tr>
<tr>
<td>Multimedia Blog</td>
<td>The journal entries will culminate in a visually pleasing, entertaining, and well-written series of blog posts that will serve as a component of your final portfolio. Pictures and videos pertaining to your wandering are encouraged.</td>
<td>Due April 22 at midnight.</td>
</tr>
<tr>
<td>Portfolio</td>
<td>A compilation of the work you’ve completed over the semester to include: a full revision of either essay one or essay 2; all graded, out-of-class essays from the semester, and a metacognitive reflection of your work in ENGL 1101.</td>
<td>Due April 22 in class (hardcopy).</td>
</tr>
</tbody>
</table>
Evaluation Information
This class is based on a grading contract and lacks grading in a traditional sense. Instead, you will receive for each assignment one of the following:
10 – Work is proficient
5 – Work is developing
0 – Work is incomplete

See the grading contract outlined below for more details.

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

Homework and In-Class Work

In-class work must be done in class. If you are absent, you cannot complete the work. Any late homework for the class (journals, RA assignments, etc.) receives a 5. Out-of-class work turned in seven days beyond the original due date receives a 0.

Essays

All rough drafts and final drafts are due at the beginning of class; therefore, bring them to class already printed. 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. Please note that arriving late for class is disruptive and consistent tardiness will affect your grade; my general rule of thumb is that every tardy counts as half of an absence. If you have extenuating circumstances, you need to communicate those circumstances with me.

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. Please note that I consider tardiness disruptive; please be early as class starts on time. See the above attendance policy regarding tardiness. A personal pet peeve of mine is trying to talk over other students or conversations in the class. 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)
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<tr>
<th>Dates</th>
<th>In-class Work</th>
<th>Homework</th>
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<tr>
<td></td>
<td>in this class. Revise to make your work formal.</td>
<td>Complete journal 3 for next class.</td>
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<tr>
<td>M 1/27</td>
<td>Freewrite 5 minutes</td>
<td>Journal entry #3 due on Tumblr.</td>
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<td></td>
<td>Student-led discussion of journal entry three and experience as a wanderer.</td>
<td>Read for the next class: The Wander Society pages 11-29 and complete the reading</td>
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<td></td>
<td>Put it all together: use your existing introductory paragraph, consider the</td>
<td>accountability assignment on Course Den (RA5).</td>
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<td>courtroom analogy, and add a body paragraph.</td>
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<tr>
<td>W 1/29</td>
<td>Freewrite 5 minutes</td>
<td>Complete journal 4 for next class.</td>
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<td></td>
<td>MLA and in-text citations. Create a works cited page for your essay and use</td>
<td>Read The Wander Society pages 63-69 and complete the reading accountability assignment on</td>
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<td>the appropriate citation format in the text.</td>
<td>Course Den (RA6).</td>
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<td>M 2/3</td>
<td>Freewrite 8 minutes</td>
<td>Journal entry 4 is due on Tumblr.</td>
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<td>Student-led discussion of journal entry 4 and experience as a wanderer.</td>
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<td>Knock out essay 1; you will have time to draft your essay in class.</td>
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<tr>
<td>W 2/5</td>
<td>Freewrite 8 minutes</td>
<td>Essay 1 is due on Monday, 2/10.</td>
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<td></td>
<td>Finish up for essay one.</td>
<td>Complete journal entry 5 for next class.</td>
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<td>Possible peer review day.</td>
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**Unit 2: Rhetorical Analysis: The Wander Society (Book)** **Bring the book to every class for this unit.**

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<tr>
<th>Dates</th>
<th>In-class Work</th>
<th>Homework</th>
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<tr>
<td>M 2/10</td>
<td>Freewrite 8 minutes</td>
<td>Essay #1 due—Turn in a digital copy in the Essay 1 drop box on Course Den and a hardcopy in</td>
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<td></td>
<td>Student-led discussion of journal entry five and experience as a wanderer.</td>
<td>class. You may turn in your essay at any point up until today. 3 pages.</td>
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<td></td>
<td>Revisit Tumblr. How’s it going? What elements can you add to make this more</td>
<td>Read before our next class “The Three Appeals of Argument: Logos, Ethos, Pathos” and</td>
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<td>entertaining? Create a rhetorical situation for your blog and determine</td>
<td>complete the reading accountability assignment on Course Den (RA7).</td>
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<td></td>
<td>audience, purpose, etc. Choose one entry to revise and create an argument for</td>
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<td>the entry. Try and persuade your reader to wander with you using your mad</td>
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<td>writing skills. Intro to rhetorical analysis: Analysis of Budweiser Ad</td>
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<td>W 2/12</td>
<td>Freewrite 8 minutes</td>
<td>Complete journal entry 6 for next class</td>
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<td>Receive essay 2 assignment. The Wander Society rhetorical situation. What are</td>
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<td>the author’s intentions and how do you know? Analyze Smith’s use of photos</td>
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<td>and choose one photo to analyze for class. How can we use what we learned in</td>
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<td></td>
<td>Budweiser ad and apply it to The Wander Society?</td>
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<td>M 2/17 ONLINE CLASS</td>
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<td>Journal 6 due on Tumblr. (This entry requires extra work, so get an early start.)</td>
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<tr>
<td>W 2/19 ONLINE CLASS</td>
<td></td>
<td>Complete journal 7 for next class.</td>
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<tr>
<td>Dates</td>
<td>In-class Work</td>
<td>Homework</td>
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</table>
| M 2/24     | Freewrite 10 minutes
Student-led discussion of journal entries six and seven and experience as a wanderer.
| W 2/26     | Freewrite 10 minutes
Does Smith use logical fallacies? If so, how can you use this information in your rhetorical analysis essay?
Introductions and thesis statements: How to write an introduction for a rhetorical analysis and how to create an argumentative thesis statement. | **Complete journal 8 for next class.**                                    |
| M 3/2      | Freewrite 10 minutes
Student-led discussion of journal entry eight and experience as a wanderer.
Organizing your thoughts: using a mind map or other organizational tool to create a well-organized argument for your essay. | Journal 8 due on **Tumblr**.                                               |
| W 3/4      | Freewrite 10 minutes
Write a body paragraph that complements the introduction you’ve already written for this essay and text. Keep going! Draft essay 2. | **Complete journal 9 for next class.**                                    |
| M 3/9      | Freewrite 10 minutes
Student-led discussion of journal entry nine and experience as a wanderer.
Lingering questions and concerns about essay 2. | Journal 9 is due on **Tumblr**.                                            |
| W 3/11     | Freewrite 10 minutes.
In-class viewing “Smooth: Writing Paragraph Transitions” (WG)
Revise your blog to tell your story as a wanderer. Connect existing posts with idea links/transitions. Make sure your photos and videos tell a story. Eliminate sloppy or rushed work in existing posts. | No journal over break.                                                     |
| 3/16       | NO CLASS-Spring Break                                                          | NO CLASS-Spring Break                                                    |
| 3/18       | NO CLASS-Spring Break                                                          | NO CLASS-Spring Break                                                    |
| M 3/23     | Conferences: bring completed draft of essay 2 to my office (Pafford 310B) at your designated time. | Essay 2 is due next class. No journal due today; journal 10 will be completed in class on Wednesday, 3/25. |
| **Unit 3: Argumentative Synthesis: “Why Our Screens Are Making Us Less Happy” and “My So-Called (Instagram) Life”** |                                                                                         |
| W 3/25     | Freewrite 10 minutes.
Receive essay 3 assignment.
In class reading and activity.
“Synthesizing” (WG).
Journal 10 to be completed in class. | **Essay #2 due—Turn in a digital copy in the Essay 1 drop box on Course Den and a hardcopy in class**
Complete journal 11 for next class.
Read “My So-Called (Instagram) Life” and complete the reading accountability assignment on Course Den (RA8). |
| M 3/30     | Freewrite 10 minutes.
Student-led discussion of journal entry eleven and experience as a wanderer. | Journal 11 is due on **Tumblr**.                                         |
<table>
<thead>
<tr>
<th>Dates</th>
<th>In-class Work</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>W 4/01</td>
<td>Unpack “My So-Called (Instagram) Life”</td>
<td>Complete journal 12 for next class.</td>
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<tr>
<td></td>
<td>Freewrite 10 minutes. In-class viewing “Why Our Screens Make Us Less Happy”</td>
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<td></td>
<td>(TED Talk) Unpack TED Talk</td>
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<tr>
<td>M 4/06</td>
<td>Freewrite 10 minutes. Student-led discussion of journal entry 12 and</td>
<td>Journal 12 due on Tumblr.</td>
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<td></td>
<td>experience as a wanderer. Strategies for: organizing a synthesis essay,</td>
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<td>introducing a synthesis essay, getting started.</td>
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<td>Time to draft essay 3.</td>
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<td>W 4/08</td>
<td>Freewrite 10 minutes. Synthesis body paragraphs, conclusions, citations.</td>
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<td>More time to draft essay 3.</td>
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<tr>
<td>M 4/13</td>
<td>Conferences: bring completed draft of essay 3 to my office (Pafford 310B)</td>
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<td>at your designated time.</td>
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<tr>
<td>W 4/15</td>
<td>Portfolio presentation recap and expectations.</td>
<td>Essay 3 is due for the next class.</td>
</tr>
<tr>
<td>M 4/20</td>
<td>Teaching evaluations. Revise your blog to create a story: create a title</td>
<td>Essay #3 due—Turn in a digital copy in the</td>
</tr>
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<td></td>
<td>page, add transitions between posts and eliminate sloppy or hurried work.</td>
<td>Essay 3 drop box on Course Den and turn in</td>
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<td></td>
<td>Make this a project you can be proud of.</td>
<td>a hard copy in class. 5 pages.</td>
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<tr>
<td></td>
<td>Create a meme that summarizes your experience in ENGL 1101: the meme</td>
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<td>can represent you as a wanderer or as a student.</td>
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<tr>
<td>W 4/22</td>
<td>Organizing your portfolio. End of course presentations: blog, meme and</td>
<td>Multimodal Blog is due by midnight.</td>
</tr>
<tr>
<td></td>
<td>portfolio questions.</td>
<td>Portfolios are due in class.</td>
</tr>
<tr>
<td>M 4/27 (Last day of class)</td>
<td>End of course presentations: blog, meme and portfolio questions.</td>
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<td></td>
<td>Portfolio pick up in classroom</td>
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<tr>
<td>Finals Week</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 May 11th. 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 Course Den, 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/16RI1XgaIIGx28ooO-zRvYPrav3AQ3F5ZUyVDGvNEd/edit?ts=57b4c82d#heading=h.yrgeffvts1