ENGL 1102-37, 107, 132 (Spring 2020)

Instructor Information
Julie Steed
Office: Pafford Hall 310B
Email: jsteed@westga.edu
Office Hours: M/W 8-10:30
T 11:00-12:00

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

Course Information
Course Description
Course description: A composition course that develops writing skills beyond the levels of proficiency required by ENGL 1101 that emphasizes interpretation and evaluation, and that incorporates a variety of more advanced research methods.

Required Texts and Materials
So What? The Writer’s Argument. By Kurt Schick and Laura Schubert

Notebook, pencil (we are in a computer classroom, but we will use paper each day)
Microsoft Word (download free here: https://www.westga.edu/its/microsoft-office-365.php)

Additional Supplies: Ability to save documents and move them between devices (flash drive, Google Drive, One Drive, etc.); ability to print documents as required

NOTE: All additional readings will be found in the “Course Texts” (CT) folder on Course Den. Writing resources are also available in the “Writing Guide” (WG) folder on Course Den. Homework assignments and questions are available in the “Reading Accountability” (RA) folder on Course Den.
Course Objectives and Learning Outcomes

- To extend the skills of effective expository, analytical, and argumentative writing established in English 1101 and to comprehend principles important to constructing analysis-based essays.
- To apply critical thinking skills to analyze, synthesize, and evaluate information and ideas from diverse oral, written, and/or visual sources.
- To conduct research, develop organizational strategies, and compose documents using the academic conventions of English and to include both primary and secondary sources.

Course Policies and Assignments

Assignments

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Description</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milestone One</td>
<td>Annotated Bibliography: Researching Conversations</td>
<td>February 10</td>
</tr>
<tr>
<td>Milestone Two</td>
<td>Research Proposal: Proposing Perspectives</td>
<td>February 19</td>
</tr>
<tr>
<td>Milestone Three</td>
<td>Research Essay: Presenting Discoveries</td>
<td>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 evaluation will be given with the return of each milestone assignment.</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.</td>
</tr>
<tr>
<td>Blog Posts</td>
<td>A series of weekly blogging assignments will serve as a repository for your research findings and will serve as a portfolio for your research in this class.</td>
<td>One blog entry due each week; see course schedule for details as days vary depending on your class meeting day.</td>
</tr>
<tr>
<td>Conferences</td>
<td>We will meet individually to go over your research several times during the semester. These meetings are required and missing a conference is an absence in the class.</td>
<td>Variable dates. See course schedule.</td>
</tr>
<tr>
<td>Presentation of Final Research</td>
<td>You will read your final research paper to the class.</td>
<td>April 20, 22, 27</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 milestone assignments in the course on time, achieve a 10/work is proficient designation on all 3 milestone assignments and adhere to the directions outlined in the assignments
- Complete at least **ninety percent** of all other assignments in the course, including reading accountability assignments, journal assignments, blog posts, freewrites and other 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.
- Present your final paper at the end of the course.

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

- Complete all milestone assignments in the course on time, achieve a 10/work is proficient designation on all 3 milestone assignments and adhere to the directions outlined in the assignments
- Complete at least **eighty percent** of all other assignments in the course, including reading accountability assignments, journal assignments, blog posts, freewrites and other 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.
- Present your final paper at the end of the course.

To earn a grade of “C” in the course, you agree to do the following:
• Complete all milestone assignments in the course on time, achieve a 10/work is proficient designation on all 3 milestone assignments and adhere to the directions outlined in the assignments
• Complete at least seventy percent of all other assignments in the course, including reading accountability assignments, journal assignments, blog posts, freewrites and other 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.
• Present your final paper at the end of the course.

**To earn a grade of “D” in the course, you agree to do the following:**
• Complete all but one of the milestone assignments in the course on time, achieve a 10/work is proficient designation on both milestone assignments and adhere to the directions outlined in the assignments
• Complete at least sixty percent of all other assignments in the course, including reading accountability assignments, journal assignments, blog posts, freewrites and other 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.
• Present your final paper at the end of the course.

**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 (blog posts, RA assignments, etc.) receives a 5. Work turned in seven days beyond the original due date receives a 0.

**Milestone Assignments**
All rough drafts and final drafts are due at the beginning of class unless otherwise instructed. All assignments submitted after class begins 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 milestone assignment is due, you MUST make arrangements to turn your assignment in prior to your absence.
Any milestone assignments submitted over seven days beyond the due automatically drops your grade to a D in the class. No exceptions will be made. You must keep up with the pace of the class for the assignments to be effective.

*NOTE:* At any time if you have an issue using Course Den, email me about the problem and attach a copy of your completed assignment. Emailed assignments DO NOT take the place of submissions into the appropriate Course Den dropbox, but it will show your best effort and show me that the assignment was completed on time.

**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 in-class work) 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 10. 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 April 20, the last day of regular classes.

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

**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.

**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.

**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</th>
<th>Assignment Name &amp; Due Date</th>
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<tbody>
<tr>
<td>M 1/6</td>
<td>Introduction to the course and theme. How to navigate Course Den and my expectations for reading accountability assignments, blogging and notetaking. Create Tumblr account. 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; (RA) “Reading Accountability” folder on Course Den</td>
<td>Read So What? Pages 1-13 and answer the reading accountability questions in Course Den (RA1).</td>
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<tr>
<td>T 1/7</td>
<td></td>
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<tr>
<td>W 1/8</td>
<td>Assign research essay. In-class viewing: Wall-e Consider Wall-e’s rhetorical situation/purpose. In-class reading as time allows: “The Assault on Empathy” (CT).</td>
<td>RA1 is due in Course Den. Read So What? Pages 15-35 and answer the reading accountability questions in Course Den (RA2). Blog post #1 is due next class.</td>
</tr>
<tr>
<td>TH 1/9</td>
<td>Open Drop and Add Period ends January 10 at 11:59pm</td>
<td></td>
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<tr>
<td>M 1/13</td>
<td>Student-led discussion of blog post 1 findings. Search for bias in sources. Work out issues with Tumblr; create works cited entry for article in blog post 1. In-class viewing: Wall-e</td>
<td>RA 2 is due in Course Den. Blog post #1 due on Tumblr. Read So What? Pages 37-46 and answer the reading accountability questions in Course Den (RA3).</td>
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<tr>
<td>T 1/14</td>
<td></td>
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<tr>
<td>Dates</td>
<td>Topic</td>
<td>Assignment Name &amp; Due Date</td>
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<tr>
<td>Brainstorm more ideas for research topics.</td>
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<tr>
<td>W 1/15</td>
<td>What kinds of sources do you need for this paper? Research containers and how to find more ideas to narrow your topic. Read <em>So What?</em> as directed in class.</td>
<td>RA3 is due in Course Den. Read <em>So What?</em> Pages 69-94 and answer the reading accountability questions in Course Den (RA4). Complete blog 2 for next class.</td>
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<tr>
<td>TH 1/16</td>
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<tr>
<td>M 1/20 – NO CLASS MLK</td>
<td>--NO CLASS MLK</td>
<td>--NO CLASS MLK</td>
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<tr>
<td>T 1/21</td>
<td>Assign annotated bibliography. What is the purpose of this assignment? Student-led discussion of blog post 2 findings.</td>
<td>RA4 is due in Course Den. Blog post #2 due on <em>Tumblr</em>. Complete blog 3 for next class.</td>
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<tr>
<td>W 1/22</td>
<td></td>
<td></td>
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<tr>
<td>TH 1/23</td>
<td>Student-led discussion of blog post 3 findings.</td>
<td>Blog post #3 due on <em>Tumblr</em>.</td>
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<tr>
<td>M 1/27</td>
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<tr>
<td>T 1/28</td>
<td>Student-led discussion of blog post 4 findings.</td>
<td>Blog 4 is due on <em>Tumblr</em>.</td>
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<td>W 1/29</td>
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<td>TH 1/30</td>
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<tr>
<td>M 2/3</td>
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<tr>
<td>T2/4</td>
<td>Student-led discussion of current research findings and problems. Assign research proposal. What is a research proposal and how do I complete one?</td>
<td>Annotated bibliography and precis due. Blog 5 due on <em>Tumblr</em>. Read <em>So What?</em> Pages 69-80 and answer the reading accountability questions in Course Den (RA5).</td>
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<tr>
<td>W 2/5</td>
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<td>TH 2/6</td>
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<tr>
<td>M 2/10</td>
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<td>T 2/11</td>
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<tr>
<td>W 2/12</td>
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<tr>
<td>M 2/17 ONLINE CLASS</td>
<td>Class is online this week.</td>
<td>RA6 is due in Course Den. Research proposal is due by 11:59pm Sunday night, February 23 on Course Den.</td>
</tr>
<tr>
<td>W 2/19 ONLINE CLASS</td>
<td>Class is online this week.</td>
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<tr>
<td>M 2/24</td>
<td>Conferences: come to my office to discuss your research proposal and plans for your research paper.</td>
<td>Blog 7 due on <em>Tumblr</em>. Read <em>So What?</em> Pages 145-167 and answer the reading accountability questions in Course Den (RA7).</td>
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<tr>
<td>T 2/25</td>
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<tr>
<td>W 2/26</td>
<td>Conferences: come to my office to discuss your research proposal and plans for your research paper.</td>
<td>Complete blog 8 for next class.</td>
</tr>
<tr>
<td>TH 2/27</td>
<td>Last day to withdraw with a grade of W is February 28</td>
<td></td>
</tr>
<tr>
<td>M 3/2</td>
<td>Student-led discussion of current research findings and problems. Outlining your paper, working thesis, synthesizing your sources. Building an argument (pages 169-193 in <em>So What?</em>)</td>
<td>Blog 8 due on <em>Tumblr</em>. RA7 is due</td>
</tr>
<tr>
<td>T 3/3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dates</td>
<td>Topic</td>
<td>Assignment Name &amp; Due Date</td>
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<tr>
<td>M 3/9 T 3/10</td>
<td>Student-led discussion of current research findings and problems.</td>
<td>Blog 9 is due on Tumblr. Outline of intro, working thesis and four body paragraphs due on Course Den.</td>
</tr>
<tr>
<td>W 3/11 TH 3/12</td>
<td>Continue outline, research and writing. Continue building an argument.</td>
<td>Complete blog 10 for next class.</td>
</tr>
<tr>
<td>3/16 Spring Break</td>
<td>No class</td>
<td>No class</td>
</tr>
<tr>
<td>3/18 Spring Break</td>
<td>No class</td>
<td>No class</td>
</tr>
<tr>
<td>M 3/30 T 3/31</td>
<td>Student-led discussion of writing and research experiences. Continue outline, research and writing.</td>
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</tr>
<tr>
<td>M 4/06 T 4/07</td>
<td>Conferences: sign up for a meeting and bring your finished draft and questions to my office: 310B Pafford.</td>
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<tr>
<td>W 4/08 TH 4/09</td>
<td>Conferences: sign up for a meeting and bring your finished draft and questions to my office: 310B Pafford.</td>
<td></td>
</tr>
<tr>
<td>M 4/13 T 4/14</td>
<td>Conferences: sign up for a meeting and bring your finished draft and questions to my office: 310B Pafford.</td>
<td>Read <em>So What?</em> Pages 219-241 before class on Wednesday.</td>
</tr>
<tr>
<td>W 4/15 TH 4/16</td>
<td>Editing workshop; putting the final touches on your research paper.</td>
<td></td>
</tr>
<tr>
<td>M 4/27 (Last day of M/W classes) T 4/28 (Last day of T/TH classes)</td>
<td>Paper presentations.</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. The have greetings and salutations, they are proofread for typos and they are formatted in chunky, easy to read paragraphs, instead of one long paragraph.

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. Therefore, it is wise to not procrastinate or wait until the last moment to email me.

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/16Ri1XgaXiGx28ooOzRvYPravV3Ag3F5ZNUyvDGvNEA/edit?ts=57b4c82d#heading=h.yrqefffvts1f