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. Prerequisites: C or better in ENGL 1101. Completed ENGL 1101 within the past five years. Passed the home institution's computer literacy requirements. For more information on this institution's eCore courses, please see http://www.westga.edu/ecore/

Requisites
Prerequisites:
ENGL 1101 Minimum Grade: C or ENGL Placmnt Exam-Place 1102 2 or ENG 101 Minimum Grade: C
Corequisites:

Contact Information

Instructor: Melissa Dickson Jackson

Email: Mjackson@westga.edu
Office: Newnan Campus Room 225

Meeting Times

This is an asynchronous online class. However, I have established specific due dates and times each week to help you monitor and maintain your progress. Please be aware that discussion posts are always due at the beginning of the week in order to give your classmates time to respond. I recommend that you check the weekly course task list on Sundays to prepare for the coming week.

Materials

Required Course Materials

I will provide most course materials and texts online.

However, I do require you to invest in two items and consider three others:

1) Print out the Essay Survival Kit and keep it in a binder.

2) Purchase or re-purpose a Composition notebook like this one: https://www.schoolspecialty.com/school-smart-flexible-cover-ruled-composition-book-48-sheets-002058?gclid=CjwKCAjw7-P1BxwAIXoPWA1OjHHluW2dvvcPCGgA7aUS3i2VeXb5IDEek3esK7-WtZXWTbtrieRoC0xUQAvD_BwE

You can find Composition notebooks at Target, Walmart, drug stores, dollar stores, and grocery stores. This notebook should be used for this class only. They are inexpensive. Please prioritize this purchase. Do not get a spiral notebook; get a bound notebook.

3) I can provide Meditations in full as a PDF because it is an ancient text. However, I enjoy having a hard copy in which I can make notes and ask questions. If you would like to purchase a hard copy, they are inexpensive and widely available. It is not required,
but I recommend the experience of having your own copy. *Intimations* and *David and Goliath* are more recent publications. They are also inexpensive and widely available. I will provide excerpts of selected chapters in Course Den, but I cannot provide the whole text. Again, if it is an option for you, I highly recommend purchasing copies, but it is not required to succeed in class.

Here are the Amazon links:


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**Outcomes**

Our theme this semester is "Meditations and Intimations" but as we explore that theme, we will also study critical thinking, media literacy, rhetoric, style, essay and paragraph organization, sentence structure, grammar, and punctuation. By the end of the semester, you should understand how to identify the rhetorical situation of a text, how to write an effective summary, how to write an analytical response, how to write a paper in which you present your own position based on research, and how to organize formal academic writing. You will also have the opportunity to improve your understanding of punctuation and grammar through peer tutorials and guided practice.

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**Evaluation**

**Criteria**

My goal is to encourage your growth as a writer and thinker. I believe that numeric grades are counterproductive to a compassionate and effective learning environment. You will receive feedback on your writing when it is appropriate and constructive. Your major essay grades will have three possible evaluation notes: "incomplete" for failure to submit, "revise" (try again), and "pass."

I may add benchmark steps along the way that are indicated by graded responses in Course Den.

Other items will be graded with points that accumulate over the course of the semester.

I do not average grades. If you earn 2 points and then earn a 0, your point accumulation is still 2.

If you complete all tasks, submit all work by the due dates, and complete your revisions you can earn up to a 100 for the course.

Please read over the grading and evaluation carefully.

I look forward to working with you!

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<th>Type</th>
<th>Weight</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Essays</td>
<td>70</td>
<td>3 Formal Essays</td>
<td>Must pass to complete the course.</td>
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<td>You will have opportunities to revise the papers.</td>
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<td>Type</td>
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<td>Topic</td>
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<td>Foundation Work</td>
<td>20</td>
<td>Grammar, Punctuation, Organization, Rhetoric</td>
<td>ESK Tutorials and Quizzes 10%</td>
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<td>ESK &quot;Final Exam&quot; 10%</td>
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<tr>
<td>Journal</td>
<td>10</td>
<td>Journal Writing and Reflection</td>
<td>You are expected to complete 90 pages of note taking, drafting, and journaling.</td>
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<td>We will complete a lot of journal writing in class (or if you are taking the course online, during your class window). You are also expected to keep notes on all of your reading, watching, and listening in the journal. If you diligently use your journal, it will not be difficult to complete the 90 pages.</td>
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<td>You will also complete a reflection letter at the end of the semester.</td>
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<td>Roll Call Discussion Posts</td>
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<td>Weekly Roll Call Discussions</td>
<td>You must complete 13 (80%) of the Roll Call Discussions to earn a C or higher.</td>
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<td>You must complete 15 of the 16 (95%) Roll Call discussions to earn an A.</td>
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<td>Roll Call discussions are due in the beginning of the week. Do not put them off until later.</td>
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<td>Process and Development Work</td>
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<td>Outlines and Other Process Work</td>
<td>To earn an A, you must complete 95% of your process work and submit it on time. For example, a rough draft cannot be retroactively submitted after the paper has been submitted. This includes Free Writing, Thesis Proposals, Outlines, Annotated Bibliographies, Reports of Quotations, etc.</td>
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<td></td>
<td>B: 85%</td>
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<td></td>
<td>C: 75%</td>
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<td>Note: This work is &quot;work in progress.&quot; I'm not looking for perfection; I'm looking for engagement in the process. You can revise your thesis, rearrange your outline, and change your list of sources in the final paper. That's to be expected. Show up to the process and you will be fine.</td>
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### Assignments

The focus of this course is writing. Because writing is essentially “thinking on the page,” you will also be thinking. You will think about thinking, think about writing, and write while thinking. You will have weekly informal writing assignments, you will keep a writing journal, and you will submit three major formal writing assignments. In addition to these writing assignments, I will ask you to prepare one or more tutorials on a topic related to writing from the Essay Survival Kit. I will also ask you to watch some tutorials I have prepared and to practice what you have learned in the discussion posts. You will prepare proposals, drafts, and outlines as we proceed. There will also be practice exercises and assignments on Course Den. The goal of all your assignments is to prepare you for future writing in other college classes and in your personal and professional career.

**Essay 1: Research : Research Paper on Author**

Research the life and influence of Marcus Aurelius, Zadie Smith, or Malcolm Gladwell. This paper requires 5 credible sources. In the case of the contemporary authors, you may also use videos and more popular sources.

3-4 pages with added works cited.

Due by 10 am September 18.

You must pass this essay to pass the class. You will have an opportunity to revise it after reviewing my constructive feedback.

**Essay 2: Rhetorical Analysis: Rhetorical Analysis of Selected Chapter or Essay**

An analysis of the persuasive strategies used in the chapter of your choice from *Meditations, Intimations*, or *David and Goliath*, or a video (song or comedy stand up) by Doc Brown. There will be a list of links to select from on the prompt.

3 (full) to 4 pages plus added works cited.
Due by 10 am October 9.

You must pass this essay to pass the class. You will have an opportunity to revise it after reviewing my constructive feedback.

**Essay 3: Position Paper: Contemporary Meditations**

In this assignment you will follow the lead of Marcus Aurelius and Zadie Smith and write your own meditation in conversation with Smith, Aurelius, Gladwell, and any other thinker you have encountered. You may also bring other secondary voices into the conversation, such as Andrew Kirby or Doc Brown (Smith’s brother), as you deem appropriate. You will include properly integrated evidence in the form of quotations from each of the authors. You will use the rhetorical strategies we have discussed and studied.

4 to 5 pages plus added works cited page.

Due by 10 am on November 6.

You must pass this essay to pass the class. To pass this essay, consider the constructive feedback on your previous papers, follow the prompt, and submit the assignment on time. You will have an opportunity to revise this paper if it has been submitted on time.

**Essay Survival Kit Tutorials: ESK Quizzes**

You will prepare a quiz and also take all other prepared quizzes after reviewing the ESK tutorials and lessons.

**Informal Process Writing: Journal Completion and Response**

During the sixteen weeks of this course, you will keep a journal in a composition notebook that is only for this class. The writing in the journal is for you. I will not grade it based on grammar, or punctuation, or organization. I will grade it based on the quantity of writing and on your reflection at the end of the semester. There will be several types of writing in the journal. I will go over it again in class. Here are a few examples:

1) Free writing and notes in response to the texts that you read and the videos that you watch for the class.

2) Notes from my in-class or video lectures and tutorials.

3) Notes from your classmate’s ESK tutorials.

4) Drafts and outlines for your formal writing assignments.

5) To do lists that help keep you organized in this class and in your private life.

6) Exercises that support your learning and processing including the in-class writing prompts.

7) Stress relief writing to help you process any issue that may be getting in the way of your academics and peace of mind.

GOAL: To make an A in the course, you need to pass the three major essays, complete your ESK Tutorial, complete 95% of the Roll Call Discussion posts, complete 95% of the process work, and complete 90 pages in your journal (those 90 pages will include all the hand-written process work). You will also write and submit a journal reflection at the end of the semester. Please note, I did not say you have to be a brilliant writer. You simply have to do the work to improve your writing in the sixteen weeks we have together. I know you can do it!

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**Schedule**

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<th>When</th>
<th>Topic</th>
<th>Notes</th>
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4 of 12
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<tr>
<th>When</th>
<th>Topic</th>
<th>Notes</th>
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| **Course Begins**  
 **Week 1**  
 **Aug 12-14, 2020**  
 **In Class and COURSE DEN** | **Syllabus and Course Review**  
 Please review the syllabus and prepare any questions you have. I will open a discussion thread to respond publicly to your questions. I will also answer questions in class. Purchase a composition notebook to use as your writing journal. The journal should be used for all notes, free writing, drafts, and informal writing assignments. Please have this journal ready to use by August 17. You will have an assignment at the end of the course that requires you to use your notes and writings from your journal. Do not skip this step. It's critical to your success and I want you to succeed. | TASK LIST FOR WEEK 1  
 1. Complete the “Roll-Call Discussion Post”  
 2. Syllabus Review and Course Intro Video/Class Lecture  
 4. Watch the video introductions to Aurelius, Smith, and Gladwell -- posted to Course Den  
 5. Make notes on all readings and in-class or video lectures in your journal every week. Start your free writing. (90 pages by end of semester. Aim for seven pages a week)  
 6. Review pages 3-14 of the ESK - take notes in your journal! :)  
 7. Coordinate with your cohort to produce ESK quizzes.  
 8. Learn about the Antonine Plague [https://www.youtube.com/watch?v=ZqXhvVqDqDI](https://www.youtube.com/watch?v=ZqXhvVqDqDI)  
| **Drop/Add Ends**  
 **August 18, 2020** | **Week 2**  
 **August 17-22**  
 **COURSE DEN** | **Quote Integration, Paragraph Organization, Writing Summaries**  
 WEEK 2 TASK LIST  
 1. Read Book One of Meditations before class begins this week.  
 2. Complete the “Roll-Call Discussion Post”  
 3. Write your own “Debts and Lessons” in your journal (you will refer to this again later in the semester)  
 4. Watch the Quote Integration and Paragraph Organization Video  
 5. Complete the Quote Integration Exercise  
 6. Read ESK pages 15-21 |
| **Week 3**  
 **August 23-28**  
 **COURSE DEN** | **Essay 1** | **WEEK THREE TASK LIST**  
 1. Listen to or read “Peonies” by Zadie Smith  
 2. Complete the “Roll-Call Discussion Post”  
 3. Write informal responses to one Google alert and “Peonies” in your journal. Let your mind wonder. Respond honestly and make connections to other ideas and disciplines where you can.  
 4. Write your own meditation on items provided in class.  
 5. Read ESK pages 22-37  
 6. Review Prompt for Essay 1  
 7. Submit any questions you have to the discussion thread  
 8. Complete the ESK Tutorial and any associated quiz or exercise.  
 9. Watch any videos posted to Course Den |
| **Week 4**  
 **August 31 - Sept 4**  
 **COURSE DEN** | **Essay 1** | **WEEK FOUR TASK LIST**  
 1. Read Meditations books 2 and 3  
 2. Complete the “Roll-Call Discussion Post”  
 3. Write informal responses to one Google alerts and to books 2 and 3 of Meditations.  
 4. Read ESK 38-49  
 5. Watch Annotated Bibliography video tutorial  
 6. Submit annotated bibliography by Friday to Drop Box in Course Den  
 7. Watch any video or ESK tutorial posted to Course Den and complete any associated quiz or exercise |
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<th>Week</th>
<th>Topic</th>
<th>Notes</th>
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<tr>
<td>Week 6</td>
<td>Essay 1</td>
<td>WEEK SIX TASK LIST 1. Read or Listen to &quot;A Hovering Young Man&quot; 2. Complete the &quot;Roll-Call Discussion Post&quot; 3. Complete informal responses to one Google Alert and “A Hovering Young Man” in journal 4. Read ESK 64-71 5. Submit formatted draft with Works Cited by Wednesday 6. Submit Finished Essay 1 to Course Den on Friday by 10 am 7. Complete any ESK tutorial posted to Course Den and complete the associated quiz or exercise. 8. Watch any video posted to Course Den</td>
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<td>Week 7</td>
<td>Essay 2</td>
<td>WEEK SEVEN TASK LIST 1. Read <em>Meditations</em> Books 4 and 5 2. Complete the &quot;Roll-Call Discussion Post&quot; 3. Review Prompt for Essay 2 and post any questions that you have to the discussion thread. 4. Read ESK 72-85 5. Complete any ESK tutorial posted to Course Den and complete the associated quiz or exercise. 6. Watch any video posted to Course Den</td>
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<td>Week 8</td>
<td>Essay 2 &amp; Gladwell</td>
<td>WEEK EIGHT TASK LIST 1. Read Chapter 4 of <em>David and Goliath</em> &quot;David Boies: You Wouldn't Wish Dyslexia on your Child. Or would You?&quot; (page 99-124) 2. Complete the &quot;Roll-Call Discussion Post&quot; 3. In your journal -- write about a disadvantage or a traumatic event that ended up benefiting you in an unexpected way. 4. Complete any ESK tutorial posted to Course Den and complete the associated quiz or exercise. 5. Submit Thesis proposal and 5 quotations you think you might use in your paper along with an explanation of how you might use them by Friday, October 2 6. Watch any video posted to Course Den</td>
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<td>Last Day</td>
<td>Withdrawal</td>
<td>Last day to withdraw with a grade of W fromFull Term (non-eCore) 16 week courses. Students who withdraw from a Full Term (non-eCore) class between August 19th and October 5th will receive a grade of W. Reminder there is no refund associated with withdrawing from a course.</td>
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<td>Week 9</td>
<td>Essay 2</td>
<td>1. Read <em>Meditations</em> books 6 and 7</td>
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<td>October 5-9</td>
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<td>2. Respond to the Roll Call Discussion post</td>
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<td>Course Den /</td>
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<td>3. Complete any ESK tutorial posted to Course Den and complete the associated quiz or exercise.</td>
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<td>Room 164</td>
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<td>4. Submit Informal Draft 1 to Course Den drop box, Monday</td>
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<td>5. Submit your formatted draft with Works Cited to Drop Box, Wednesday</td>
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<td>6. Submit Essay 2 to Course Den Drop Box Friday before 10am</td>
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<td>7. Watch any video posted to Course Den</td>
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<td>Week 10</td>
<td>Essay 3 &amp;</td>
<td>1. Read Joseph Brodsky: &quot;Homage to Marcus Aurelius.&quot;</td>
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<td>October 12-16</td>
<td>&quot;Homage to Marcus Aurelius&quot;</td>
<td>2. Respond to the &quot;Roll Call&quot; Discussion post.</td>
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<td>Course Den /</td>
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<td>3. Write an informal response to Brodsky's essay in your journal, making notes of any quotations that you found beautiful, interesting, meaningful, confusing, disagreeable, or curious.</td>
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<td>Room 164</td>
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<td>4. Complete any ESK Tutorials and associated quizzes or exercises in Course Den.</td>
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<td>5. Review prompt for your third and final essay.</td>
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<td>6. Post any questions you have to the discussion thread regarding Prompt 3.</td>
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<td>7. Submit 3 pages of free writing in response to the prompt by Friday, 10 am</td>
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<td>8. Watch any video posted to Course Den</td>
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<td>Week 11</td>
<td>Essay 3</td>
<td>1. Read <em>Meditations</em> books 8 and 9</td>
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<td>October 19-23</td>
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<td>2. Respond to the &quot;Roll Call&quot; discussion post.</td>
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<td>Course Den /</td>
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<td>3. Respond to one Google Alert and your assigned reading in your journal</td>
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<td>Room 164</td>
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<td>4. Submit an annotated bibliography by Wednesday</td>
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<td>5. Complete any ESK Tutorials posted to Course Den and complete the associated quiz or exercise</td>
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<td>6. Watch any video posted to Course Den</td>
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<td>Week 12</td>
<td>Essay 3</td>
<td>1. Read <em>Meditations</em> books 10, 11, 12 (Finish)</td>
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<td>October 26-30</td>
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<td>2. Respond to the &quot;Roll Call&quot; Discussion Post.</td>
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<td>Course Den /</td>
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<td>3. Complete any ESK Tutorials posted to Course Den and do the associated quizzes or exercises</td>
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<td>Room 164</td>
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<td>4. Submit 5 quotations that you think you may use in your final paper along with an explanation of how you plan to use them by Wednesday</td>
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<td>5. Submit an Outline of your paper on Friday</td>
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<td>6. Watch any video posted to Course Den</td>
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<td>Week 13</td>
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| November 2-6 | Essay 3 | 1. Respond to the Roll Call Discussion post (revisit your "Debts and Lessons" journal entry from week 3 and revise it to share with your classmates  
2. Submit Draft on Monday  
3. Submit Formatted Draft with Works Cited on Wednesday  
4. Submit final paper to Course Den drop box by 10 am on Friday  
5. Watch any video posted to Course Den |

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<th>Week 14</th>
<th>Topic</th>
<th>Notes</th>
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2. Review ESK  
3. Take ESK Final Exam  
4. Complete Faculty Evaluation  
5. Watch any video posted to Course Den |

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<th>Week 15</th>
<th>Topic</th>
<th>Notes</th>
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| November 16-20 | Submit Journal Reflection | 1. Respond to the Roll Call Discussion post. Your Elevator Speech about Marcus Aurelius  
2. Watch any posted videos and respond to associated quizzes or exercises  
3. Submit your Journal reflection Letter to Course Den Drop box  
4. Complete faculty evaluation if you haven't already |

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<th>Week 16</th>
<th>Topic</th>
<th>Notes</th>
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| November 23-25 | Submit All Revisions | 1. Respond to the Roll Call Discussion post. What ideas and information will you take with you from this class?  
2. Submit any revision that you have not already submitted.  
3. Watch the fond farewell video posted to Course Den |

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**Course Policies and Resources**

Please review the Course Policies to prepare yourself for our mini-semester together.

**Help**

If you need help developing ideas or understanding a project, please make an online appointment with me. Appointments are most helpful when you have your notes and free-writing with you to begin our discussion, so take an hour or more to do some brainstorming and free-writing before we meet. I use Google Hangouts out Collaborate Ultra for Online meetings. However, if there are connectivity problems, I will call you on the phone if you want me to.

**On Grades**

Grades are a result of your effort and academic performance. If you engage in the process and turn in the material on time, you will be successful. I do not round up final grades. An 89 is a B. A 79 is a C. Do not ask me to change your grade. Please know that I have designed the course so that all conscientious students can succeed. Process work and revisions are your friends! I promise.

**Attendance**
I will take attendance per UWG requirements.

I will also take attendance using the “Roll Call” Discussion Post. Complete the “Roll Call” discussion posts on Monday and check the task list to organize your time and submissions appropriately.

Roll Call discussions will be due at the beginning of each week in order to give your classmates time to respond. You must respond to 80% (13) to earn a C or higher in the course. You must respond to 95% (15) to earn an A in the course.

I will also take attendance in class to monitor and support contact tracing.

Do not attend class if you feel ill or have any reason to believe you have been exposed to Covid-19.

Make Up and Late Work

You may turn in a major essay submission up to one week late. However, I beg you to stay on task and submit material on time. After one week, I will deduct TWO POINTS per day late from the final grade. For example, if you submit everything else and pass all the essays, but your first essay was two weeks late, you cannot make better than an 86.

The final paper cannot be submitted late. There simply won’t be time for me to grade it and complete the final grade calculations.

Plagiarism and Academic Dishonesty

The Department of English and Philosophy defines plagiarism as taking personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. The Department expects that students will accurately credit sources in all assignments. An equally dishonest practice is fabricating sources or facts; this is another form of misrepresenting the truth. In addition, working closely with someone else to the point at which his/her ideas significantly contribute to your paper also constitutes a form of plagiarism known as excessive collaboration.

Regardless of the extent of the plagiarism, students who plagiarize will be given a 0 on the assignment and an automatic F in the course, and may face possible expulsion (Note: This policy extends to cheating on all other assignments as well, including journal entries, quizzes, or other in-class work.). See below for University policies for handling Academic Dishonesty: The Faculty Handbook, sections 207 and 208.0401: http://www.westga.edu/~vpaa/handrev/  Student Uncatalogue: "Rights and Responsibilities"; Appendix J: http://www.westga.edu/handbook/

Plagiarism Defined: http://www.westga.edu/writing/index_153.php

Plagiarism Exemplified: https://drive.google.com/drive/folders/0BycRKttSSms-ZHA1OUJoVXJiaUU

Disruptive Behavior and Class Decorum

Disruptive Behavior Policy (FYW policy ): I expect students to be compassionate and thoughtful to one another in class and in their discussion posts. I encourage you to debate issues with respect and supporting evidence. Please disagree, but disagree thoughtfully.

Classroom Decorum: Respect, compassion and support for the class, the instructor, yourself, and your fellow students is critical. If I feel that a student is behaving in a way that creates conflict or stops our progress, I will ask them to take a break and return when they are ready.

Masks are required in all UWG public spaces including classrooms until further notice. Masks must be worn correctly. Students unwilling to abide by this requirement will be asked to leave class for the safety of themselves and others. Thank you for your cooperation!

E-mail Correspondence

Please limit your email correspondence to between the hours of 9 am and 5 pm weekdays.

I will always try to respond to you as quickly as possible. However, if you do not hear from me within 24 hours, please write to me again.

While I’m happy to help via email, please do not abuse this privilege (i.e. re-sending thesis statements multiple times with changes made according to my suggestions). Likewise, do not send emails asking questions that I have covered in our online documents and that you can find on your own (due dates, course policies, etc.).
*Note: All student-professor email correspondence must take place via your myUWG account; likewise, if you need to reach me outside of class and/or office hours, email is the most efficient way to do so. Mjackson@westga.edu

Institutional Policies

Academic Support

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services (https://www.westga.edu/student-services/counseling/accessibility-services.php).

Center for Academic Success: The Center for Academic Success (http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The University Writing Center (https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Online Courses

UWG takes students’ privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the UWG Online (https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide (http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the UWG Cares (http://www.westga.edu/UWGCares/) site. Online counseling (https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

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 (https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).
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.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: [http://www.usg.edu/hb280/additional_information#](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](https://www.westga.edu/police/campus-carry.php)

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.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page for more information.

COVID-19

Proctored Exams/Online Instruction: Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

Face Coverings: Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

Student FAQs: For more information about UWG COVID-19 guidance for students visit the Student FAQ webpage ([https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php](https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php)).
Additional Items

Text Links to Reading Materials

Fall 2020 EC 1102 Reading List

Set up Google Alerts on Marcus Aurelius at https://www.google.com/alerts

2. Excerpts from *Intimations* by Zadie Smith as provided
3. Excerpts from *David and Goliath* by Malcolm Gladwell as provided