

Senior Seminar

PHIL-4300

Fall 2020 Section 01W 3 Credits 08/12/2020 to 12/05/2020 Modified 08/17/2020

Description

The aim of this course is to examine current theoretical and practical issues about the discipline of philosophy; to reflect upon and analyze implications of students' course of study; to read and discuss the debates surrounding the topic of the seminar; to develop, research, and execute a rigorous philosophical argument relating to the topic of the seminar; and to develop the skills of leading class discussion and presenting an academic paper. Required for Philosophy majors. Students must have obtained Senior level status.

Requisites

Prerequisites:

Corequisites:

Contact Information

Instructor: Dr. Robert Lane

Email: rlane@westga.edu

Office: TLC 2247

Phone: 678-839-4745

Website: https://www.westga.edu/administration/profile.php?emp_id=410 (https://www.westga.edu/administration/profile.php?emp_id=410)

Because it is impossible to practice social distancing in my small office, I will not be holding in-person office hours this semester. I am usually available for telephone calls and video conferencing (Google Meet, Zoom or Facetime) by appointment between 9am and 5pm on Tuesdays, Thursdays and Fridays. I will also be available on some weekend days, so if you cannot schedule an appointment during the work week, feel free to request a time on Saturday or Sunday. Just email me to make an appointment.

Meeting Times

Monday and Wednesday 11am–12:15pm, Pafford Building Room 107

In order to maintain social distancing in the classroom, only half of the students enrolled in the course will be permitted to attend class on a given day. The alphabetical class roster will be split down the middle, with the first half attending class only on Mondays and the second half attending class only on Wednesdays.

Materials

Human Identity and Bioethics

Author: David DeGrazia

Publisher: Cambridge University Press

Edition: 1st

ISBN: 978-0-521-53268-6

Availability: Campus Bookstore and online book retailers. New printed copies are available from Amazon for under \$30, and

Kindle versions can be rented from Amazon for under \$10.

Additional readings will be made available online for no charge.

Outcomes

This seminar stands at the intersection of **metaphysics** and **ethics**. It deals with different conceptions of **human identity** and **personhood** and their implications for selected issues within **bioethics**, including **abortion**, **human enhancement**, **advance directives**, and **death**.

This is a **Discipline Specific Writing (DSW)** course. All DSW courses require that students write a minimum of 4,000 words across multiple assignments, not including revisions. There will be multiple written assignments that will be evaluated for subject matter, grammar, punctuation, spelling, accuracy, and organization, among other things.

Students will develop, research, and execute a rigorous philosophical argument relating to one or more issues dealt with in the assigned readings. They will also develop the skills of leading class discussion and presenting an academic paper.

By the end of the semester students will be able to:

- clearly frame a philosophical question or issue for investigation;
- conduct research into primary and secondary sources relevant to the issue of human identity and its implications for bioethics;
- state and critically analyze philosophical arguments; and
- present a philosophical argument in both written and oral form.

These course-specific learning outcomes contribute to the departmental learning outcomes of the Philosophy Program by enabling students better to

- discuss the views of at least three major historical figures of philosophy;
- critically analyze and explain a philosophical issue in written communications;
- incorporate and defend a philosophical position in oral communications.

Evaluation

A	90%–100%
B	80%–89%
C	70%–79%
D	60%–69%
F	0%–59%

Criteria

Breakdown

1. Personal Statement	<i>ungraded but required for passing grade</i>
2. Resume	<i>ungraded but required for passing grade</i>
3. Weekly Discussion Boards	30%

4. Leading Class Discussion & Lecture Notes	20%
5. Seminar Paper (drafts, presentation, etc.)	50%
<i>total</i>	100%

☰ Assignments

1. Personal Statement (Intellectual Autobiography)

Ungraded, but required in order to receive a passing grade in the course.

Deadline: Saturday August 22 by 12pm.

This is a short essay that describes your growth as a scholar of philosophy. It is *not* a traditional autobiography, in that it does not deal with every aspect of your life. It is limited to your intellectual growth as a student of philosophy. Topics might include: your first memory of having a philosophical interest or asking a philosophical question; a favorite philosophical tradition, movement, theory or idea; the impact of the works of a specific philosopher or intellectual mentor; and/or one or more topics of past, present, or future research interest. If you are applying to graduate school in philosophy, what you write can serve as a draft of the personal statement you will submit along with your application. ***Length: 1000-2000 words.***

2. Resume

Ungraded, but required in order to receive a passing grade in the course.

Deadline: Saturday September 5 by 12pm.

This resume should include details about all of your employment experiences to date and all of your relevant technical skills, including all computer programs with which you are proficient, e.g., Word, PowerPoint, Excel, etc. If you have had papers published or made presentations at conferences, you should include that information in a way that it emphasizes the relevant skills involved (writing, public speaking) rather than the specific content (do not include an abstract of your paper, for example).

3. Weekly Discussion Boards: Reading Responses and Comments

30% of total course grade

Every week, each student will do the following to contribute to that week's online Discussion Board.

- A. Start a thread in which you post your **Reading Response** for the week. Each Reading Response should be one long paragraph, about 300–350 words long, in which you provide your own original response to one or two aspects of the week's assigned reading. ***Deadline for all students: Every Monday by 10:30am, beginning August 24. Exception: Week of Labor Day (9/7), Reading Response due by Wednesday 9/9 at 10:30am.***
- B. Post at least one substantial **Comment** in reply to at least one other students' Reading Responses. Your Comments should be about the same length as your Reading Response (about 300–350 words long). Each Comment should thoughtfully engage with one or more of the specific points made by the person to whom you're responding. You can post as many Comments as you like on each week's board, and I will grade only your best one. ***Deadline for all students: Every Thursday by 11:59pm, beginning August 27. Exception: During Thanksgiving week, students will post Comments on at least TWO other student's Reading Responses; the first is due by Tuesday 11/24 at 11:59pm; the second is due by Wednesday 11/25 at 11:59pm.***

There will be no Discussion Board during the week of 11/9, which is Symposium Week (see below).

There are 13 weeks in which Discussion Board activity will be due (not counting the ungraded Week 1 Discussion Board, which is just personal introductions and does not cover the course content). However, you will not participate in the Discussion Board during the week in which you lead class discussion (see below), and you can skip two other weekly Discussion Boards with no penalty. So you will participate in a total of 10 Discussion Boards (10 Reading Responses, and at least 11 Comments).

See each Discussion Board for specific instructions, and see the Discussion Board Grading Rubric for how your work will be graded.

4. Leading Class Discussion & Lecture Notes

20% of total course grade (10% for Leading Class; 10% for Lecture Notes)

Each student will lead an in-person Class Discussion (or an online Class Discussion, in the event we move to online-only instruction). You will *not* be required to contribute to the online Discussion Board for the week in which you lead Class Discussion.

You will begin the class meeting by presenting a summary of the most important ideas, arguments, etc. covered in the assigned reading. This presentation should take about 10 to 12 minutes. You will also bring have a list of questions to be raised in order to guide our discussion during the remainder of the class meeting.

You will also submit Lecture Notes (750–1000 words) based on that reading. You should model your notes on the ones that I am providing online. This notes document must be uploaded to the relevant Assignment Folder by 12pm noon on the Saturday *before* you are scheduled to lead class.

See Instructions for Leading Class Discussion & Lecture Notes for more details.

5. Seminar Paper

50% of total course grade

This is the main project of this course and the culmination of your philosophical studies at UWG: an original philosophical work dealing with the human identity and issues within bioethics. It should represent active engagement with recent work in the metaphysics of human identity and bioethics. The final draft of your paper should be a high-quality essay suitable for submission to undergraduate philosophy conferences and graduate programs.

Philosophical Question (4% of course grade): A 100–200 word statement of the philosophical question you will explore in your Seminar Paper and why you find it interesting.

Deadline: Saturday September 19 by 12pm noon

Mandatory One-on-One with Dr. Lane (ungraded but required for passing grade): This is a mandatory conversation over either the phone or video to discuss your Seminar Paper. Plan for the conversation to take at least 15 minutes.

Deadline: Friday September 25

Abstract and Annotated Bibliography (4% of course grade): A 150–250 word abstract of your paper's expected thesis and argument, as well as a bibliography of at least three scholarly sources that are not from the course, along with a short (around 100 words) description of each source and its relevance to your paper. These sources must be either journal articles or book chapters. [Philosopher's Index](#) is an essential tool for finding sources. Many journals and some books cited in *Philosopher's Index* are available online through UWG's library website.

Deadline: Saturday October 3 by 12pm noon

Detailed Outline (4% of course grade): This outline will consist of an explanation of what each paragraph in your paper will do. On the assumption that your Final Draft will consist of 1.5–2 paragraphs per page for 12 pages, your outline should provide a description of at least different 18 paragraphs.

Deadline: Saturday October 10 by 12pm noon

First Draft (4% of course grade): A polished draft that's at least 2,000 words long.

Deadline: Saturday October 24 by 12pm noon

Senior Seminar Symposium presentation (10% of course grade): A formal, professional oral presentation of your final paper during our Symposium, which is an online philosophy conference spread across three days:

- Monday November 9
- Wednesday November 11
- Friday November 13 (time TBD)

There will be two or three presentations per day (15 minutes each, followed by 5-10 minutes of questions). Participation is mandatory.

Deadline for the Text of your Symposium Presentation (ungraded, but required in order to receive a passing grade for your presentation): Friday November 6 by 12pm noon for presentations on November 9, 11 and 13.

Second Draft (4% of course grade): A polished, full-length [3,000+ word] paper that incorporates additions and improvements in response to feedback to the first draft and to your Symposium presentation.

Deadline: Saturday November 21 at 12pm noon.

Final Draft (20% of course grade):

Deadline: Monday November 30 at 12pm noon.

Schedule

Note: Some of the "weeks" described below are longer than seven days, and some overlap with each other. This is to offer greater flexibility for students to access each Learning Module on the schedule that works best for them. For example, the Learning Module for Week 3 will open before the deadline for completing the Discussion Board assignment for Week 2.

"HIB" refers to *Human Identity and Bioethics*, the required textbook for this course.

Week 1: Wednesday August 12 – Thursday August 20

Topic: Personhood (Learning Module 1)

Reading: HIB pp.1–15.

Wednesday August 12: Class meeting for Wednesday group. Learning Module 1 opens.

Monday August 17: Class meeting for Monday group.

Wednesday August 18: Class meeting for Wednesday group.

Thursday August 20: Deadline for posting on the Week 1 Discussion Board (Introductions). Students who do not post by this date may be dropped from the course for non-attendance.

Week 2: Thursday August 20 – Thursday August 27

Topic: Parfit's Account of Personhood 1 (Learning Module 2)

Reading: Parfit, "The Unimportance of Identity" pp.13–28.

Thursday August 20: Learning Module 2 opens.

Saturday August 22: Deadline for your Personal Statement (uploaded by 12pm noon).

Monday August 24: Class meeting for Monday group. Deadline for your Reading Response, posted on the Week 2 Discussion Board by 10:30am.

Wednesday August 26: Class meeting for Wednesday group.

Thursday August 20: Deadline for Commenting on at least one student's Reading Response, on the Week 2 Discussion Board, by 11:59pm.

Week 3: Thursday August 27 – Thursday September 3

Topic: Parfit's Account of Personhood 2 (Learning Module 3)

Reading: Parfit, "The Unimportance of Identity" pp.33–45, and HIB pp.15–19

Thursday August 27: Learning Module 3 opens.

Monday August 31: Class meeting for Monday group. Deadline for your Reading Response, posted on the Week 3 Discussion Board by 10:30am.

Wednesday September 2: Class meeting for Wednesday group.

Thursday September 3: Deadline for Commenting on at least one student's Reading Response, on the Week 3 Discussion Board, by 11:59pm.

Week 4: Thursday September 3 – Thursday September 10

Topic: Essentialism (Learning Module 4)

Reading: HIB pp.19–29

Thursday September 3: Learning Module 4 opens.

Saturday September 5: Deadline for your Resume (uploaded by 12pm noon).

Monday September 7: Labor Day: Class does not meet. Monday group does not have a class meeting this week.

Wednesday September 9: Class meeting for Wednesday group. Deadline for your Reading Response, posted on the Week 4 Discussion Board by 10:30am.

Thursday September 10: Deadline for Commenting on at least one student's Reading Response, on the Week 4 Discussion Board, by 11:59pm.

Week 5: Thursday September 10 – Thursday September 17

Topic: Person Essentialism (Learning Module 5)

Reading: HIB pp.29–46

Thursday September 10: Learning Module 5 opens.

Monday September 14: Class meeting for Monday group. Deadline for your Reading Response, posted on the Week 5 Discussion Board by 10:30am.

Wednesday September 16: Class meeting for Wednesday group.

Thursday September 17: Deadline for Commenting on at least one student's Reading Response, on the Week 6 Discussion Board, by 11:59pm.

Week 6: Thursday September 17 – Thursday September 24

Topic: Animal Essentialism and Mind Essentialism (Learning Module 6)

Reading: HIB pp.46–65

Thursday September 17: Learning Module 6 opens.

Saturday September 19: Deadline for your Seminar Paper Philosophical Question (uploaded by 12pm noon).

Monday September 21: Class meeting for Monday group. Deadline for your Reading Response, posted on the Week 6 Discussion Board by 10:30am.

Wednesday September 22: Class meeting for Wednesday group.

Thursday September 16: Deadline for Commenting on at least one student's Reading Response, on the Week 6 Discussion Board, by 11:59pm.

Week 7: Thursday September 24 – Thursday October 1

Topic: Narrative Identity and Self-Creation (Learning Module 7)

Reading: HIB pp.77–89 and HIB pp.89–114

This is the first week of student-led classes. It is possible that one or both class meetings will be held online—check CourseDen for announcements before coming to class. If you are leading class on Sept. 28 or Sept. 30, you do not need to post a Reading Response or a Comment on this week's Discussion Board.

Thursday September 24: Learning Module 7 opens (without lecture notes).

Friday September 25: Deadline for your one-on-one conversation with Dr. Lane about your Seminar Paper.

Saturday September 26: Deadline for students leading class on Sept.28 and Sept.30 to upload your Lecture Notes (uploaded by 12pm noon).

Monday September 28: Student-led class meeting for Monday group. Deadline for your Reading Response, posted on the Week 7 Discussion Board by 10:30am.

Wednesday September 30: Student-led class meeting for Wednesday group.

Thursday October 1: Deadline for Commenting on at least one student's Reading Response, on the Week 7 Discussion Board, by 11:59pm.

Week 8: Thursday October 1 – Thursday October 8

Topic: Death (Learning Module 8)

Reading: HIB pp.115–130 and HIB pp.131–141

This is the second week of student-led classes. It is possible that one or both class meetings will be held online—check CourseDen for announcements before coming to class. If you are leading class on 10/5 or 10/7, you do not need to post a Reading Response or a Comment on this week's Discussion Board.

Thursday October 1: Learning Module 8 opens (without lecture notes).

Saturday October 3: Deadline for students leading class on Oct. 5 and Oct. 7 to upload your Lecture Notes (uploaded by 12pm noon). Deadline for your Seminar Paper Abstract & Bibliography (uploaded by 12pm noon).

Monday October 5: Student-led class meeting for Monday group. Deadline for your Reading Response, posted on the Week 8 Discussion Board by 10:30am. Last day to withdraw with a grade of "W".

Wednesday October 7: Student-led class meeting for Wednesday group.

Thursday October 8: Deadline for Commenting on at least one student's Reading Response, on the Week 8 Discussion Board, by 11:59pm.

Week 9: Thursday October 8 – Thursday October 15

Topic: Death; Advance Directives (Learning Module 9)

Reading: HIB pp.142–158 and HIB pp.159–173

This is the third week of student-led classes. It is possible that one or both class meetings will be held online—check CourseDen for announcements before coming to class. If you are leading class on 10/12 or 10/14, you do not need to post a Reading Response or a Comment on this week's Discussion Board.

Thursday October 8: Learning Module 9 opens (without lecture notes).

Saturday October 10: Deadline for students leading class on Oct. 12 and Oct. 14 to upload your Lecture Notes (uploaded by 12pm noon). Deadline for your Seminar Paper's Detailed Outline (uploaded by 12pm noon).

Monday October 12: Student-led class meeting for Monday group. Deadline for your Reading Response, posted on the Week 9 Discussion Board by 10:30am.

Wednesday October 14: Student-led class meeting for Wednesday group.

Thursday October 15: Deadline for Commenting on at least one student's Reading Response, on the Week 9 Discussion Board, by 11:59pm.

Week 10: Thursday October 15 – Thursday October 22

Topic: Advance Directives (Learning Module 10)

Reading: HIB pp.173–189 and HIB pp.189–202

This is the fourth week of student-led classes. It is possible that one or both class meetings will be held online—check CourseDen for announcements before coming to class. If you are leading class on 10/19 or 10/21, you do not need to post a Reading Response or a Comment on this week's Discussion Board.

Thursday October 15: Learning Module 10 opens (without lecture notes).

Saturday October 17: Deadline for students leading class on Oct. 19 and Oct. 21 to upload your Lecture Notes (uploaded by 12pm noon).

Monday October 19: Student-led class meeting for Monday group. Deadline for your Reading Response, posted on the Week 10 Discussion Board by 10:30am.

Wednesday October 21: Student-led class meeting for Wednesday group.

Thursday October 22: Deadline for Commenting on at least one student's Reading Response, on the Week 10 Discussion Board, by 11:59pm.

Week 11: Thursday October 22 – Thursday October 29

Topic: Enhancement Technologies (Learning Module 11)

Reading: HIB pp.203–228 and HIB pp.228–243

*This is the final week of student-led classes; only Wednesday's class will be student-led. **It is possible that Wednesday's class meeting will be held online—check CourseDen for announcements before coming to class.** If you are leading class on Weds 10/28, you do not need to post a Reading Response or a Comment on this week's Discussion Board.*

Thursday October 22: Learning Module 11 opens (without lecture notes for HIB pp.228–243).

*Saturday October 24: Deadline for your Seminar Paper First Draft (uploaded by 12pm noon). **Deadline for student leading class on Oct. 27 to upload your Lecture Notes (uploaded by 12pm noon).***

Monday October 26: Class meeting for Monday group. Deadline for your Reading Response, posted on the Week 11 Discussion Board by 10:30am.

Wednesday October 28: Student-led class meeting for Wednesday group.

Thursday October 29: Deadline for Commenting on at least one student's Reading Response, on the Week 11 Discussion Board, by 11:59pm.

Week 12: Thursday October 29 – Thursday November 5

Topic: Prenatal Identity (Learning Module 12)

Reading: HIB pp.244–268

Thursday October 29: Learning Module 12 opens.

Monday November 2: Class meeting for Monday group. Deadline for your Reading Response, posted on the Week 12 Discussion Board by 10:30am.

Wednesday November 4: Class meeting for Wednesday group.

Thursday November 5: Deadline for Commenting on at least one student's Reading Response, on the Week 12 Discussion Board, by 11:59pm.

Week 13: Thursday November 5 – Thursday November 12

Symposium Week. This week everyone will present a draft of their Seminar Papers during our online Symposium. Class will not meet in person this week, and there is no reading assignment and no Discussion Board. Online attendance is mandatory.

Saturday November 7: Deadline for the text of your Seminar Paper presentation (uploaded by 12pm noon).

Monday November 9: Symposium Day 1

Wednesday November 11: Symposium Day 2

Friday November 13: Symposium Day 3 (time TBA)

Week 14: Thursday November 12 – Thursday November 19

Topic: Prenatal Identity (Learning Module 13)

Reading: HIB pp.268–294

Thursday November 12: Learning Module 13 opens.

Monday November 16: Class meeting for Monday group. Deadline for your Reading Response, posted on the Week 13 Discussion Board by 10:30am.

Wednesday November 18: Class meeting for Wednesday group.

Thursday November 19: Deadline for Commenting on at least one student's Reading Response, on the Week 13 Discussion Board, by 11:59pm.

Week 15: Thursday November 19 – Wednesday November 25

Final week of instruction. All instruction will be online; we will not meet in person. The Discussion Board will be devoted to an overall summing up of the material we've covered this semester. Each student will post a Reading Response (instructions to be provided) as well as Comments on two other students' posts.

Thursday November 19: Learning Module 14 opens.

Saturday November 21: Deadline for your Seminar Paper Second Draft (uploaded by 12pm noon).

Monday November 23: No in-person class meeting. Deadline for your Reading Response, posted on the Week 14 Discussion Board by 10:30am.

Tuesday November 24: Deadline for Commenting on at least one student's Reading Response, on the Week 14 Discussion Board, by 11:59pm.

Wednesday November 25: No in-person class meeting. Deadline for Commenting on at least one other student's Reading Response, on the Week 14 Discussion Board, by 11:59pm.

Monday November 30

Deadline for your Seminar Paper Final Draft (uploaded by 12pm noon).

* Course Policies and Resources

What Happens If the Course Goes 100% Online

In the event that UWG cancels in-person class meetings because of the pandemic, this class will begin meeting online for synchronous instruction (live class meetings where everyone gets together at the same time) via Google Meet or some other live video streaming platform. In that event, class meetings will be held on Monday and Wednesday from 11am until 12:15pm, and attendance and participation in our online class will be required.

Senior Seminar Anthology

- Some of your Seminar Papers will be included in this year's **Senior Seminar Anthology**. You have paid a special course fee of \$20 to cover the cost of this anthology, and you will receive printed copies of it at the end of the semester.
- In order for your paper to be included in this collection, you must successfully complete all of the steps in the process of developing of your paper, and the paper itself must meet minimum criteria of quality. **Not every paper is guaranteed to be published in the anthology—only those of sufficient quality will be included.**

- Because your Seminar Paper might be published in a collection and preserved by the Philosophy Program, **your writing is a very public activity**. The class is now your peer group of editors; we begin with a healthy respect for each other's work, but part of your job is to criticize—in helpful ways—your peers' projects and in the same way be willing to use others' criticism of your own work.
- The work of this paper takes up the majority of the class after midterm. **So you must choose a project early and you must complete each of your drafts on schedule**. You must also show extreme discipline and maturity about scheduling and work.

Late Work

- In the absence of extraordinary circumstances (e.g., a serious illness), there will be **no deadline extensions for any of your papers or drafts**.
- There will be **no deadline extensions for Discussion Board posts**. Each Board will lock at its official deadline, and you will not be able to post any comments after that time.
- **Missed presentations cannot be made up**. If you are absent on the day that you are scheduled to lead class discussion or present your Seminar Paper, you will receive a grade of 0% for that presentation.

Expectations of Students

- You **must** be willing to devote at least **8.5 hours each week doing work for this course**: attending one class meeting per week (if you choose to do so), working through the assigned readings, studying the online lecture notes, contributing to the Message Boards, working on papers, preparing for presentations, etc.
- You **must** stay on top of the schedule of work for this course and be aware of all deadlines.
- The online Discussions Boards are a central part of this course where we will explore the concepts introduced in the reading assignments and lecture notes. The online Discussions will involve active learning in which you will apply what you have been learning in original ways and in response to your peers.

Electronic Devices

- You may use electronic devices—smartphones, laptops and tablets—while in class to view the electronic version of assigned readings.
- I strongly encourage you to take notes **by hand** rather than with an electronic device. Typing notes with a laptop encourages you to simply transcribe what's being said without thinking about it, while taking notes by hand encourages you to think about what you're writing.

Attendance

I will record attendance for each class meeting, and I will also maintain a seating chart. But I will not penalize students who opt not to attend face-to-face class meetings. In order to UWG to distribute federal student aid, instructors must verify student attendance. For this class, **students are required to introduce themselves in the Module 1 Discussion Board by no later than 11:59pm on Thursday August 20** to be considered as attending class. **Students who do not do so by that deadline may be dropped from the class for non-attendance**. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in the online discussion.

Online Etiquette

Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them. Avoid acronyms that are common in texting (like "LOL" and "SMH").
- Be forgiving. Anyone can make a mistake.
- Keep the conversation friendly and professional.

Emergencies

If you have an emergency, you can reach me at my UWG email address: rlane@westga.edu, which I check multiple times each day, including on the weekend. Your email must come from your own UWG email account; UWG policy prohibits me from responding to student emails that come from non-UWG addresses. You may also use the CourseDen email system, but I check that email less frequently than my regular UWG email account.

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 \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

Center for Academic Success: The [Center for Academic Success \(http://www.westga.edu/cas/\)](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 \(https://www.westga.edu/writing/\)](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 \(https://uwgonline.westga.edu/\)](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 \(http://uwgonline.westga.edu/online-student-guide.php\)](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 \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](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 \(https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php\)](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
