

## XIDS 2002-18: WDYKA *The Hunger Games* & the Politics of Food?

Spring 2019

### Instructor Information

Instructor: Pam Murphy

Class Meeting, Time, Location: T/TH 11-11:50 in Hum 131

Office Location: TLC 1114B

Telephone (direct): 678-839-4885

Telephone (department): 678-839-6512

Office Hours: Monday-Thursday: 10-11 am;

Fridays online only: 10am-12 pm;

Also available by appointment.

Writing Center Hours: Tuesdays and Thursdays, 12-1:30 pm, by appointment.

### Course Information

#### Course Description

XIDS 2002 is a course designed to help students get excited about learning at West Georgia. In addition, it is our hope that this course helps you succeed academically as well as personally and socially during this semester and beyond. The fundamental focus of the class is to provide an understanding of the basic structure of critical thinking and of academic disciplines in order to increase learning in the university classroom. Students are required to attend class and to interact with their instructors and classmates. While students must take responsibility for their own learning, the course attempts to support and enhance that responsibility by making the class a learning community within the University.

#### Section Description

In this section, we will explore what food in the districts of *The Hunger Games* can teach us about ourselves and our culture. We'll examine how class contributes to ideas about what counts as "food" and what makes certain foods more or less desirable. Our exploration will dive into the origins of fast food, take us aboard the *Snowpiercer* where a class system emerges on a train that circles the globe, and help us investigate and blog about the role diet plays in understanding and forming our identities.

In addition to the primary texts listed below, we will read and discuss brief essays/articles (available as hyperlinks on my website), as well as other texts/media suggested by either myself or students during class discussions.

## Texts, Readings, Instructional Resources, and References

### Required Text(s)

- 1) Excerpts from *The Hunger Games*, available through links on my website
- 2) Access to *The Hunger Games* film
- 3) Access to *Snowpiercer*, directed by Bong Joon Ho: I have copies available and we'll also set aside time to watch the film as a class, if you'd like
- 4) Excerpts from *Fast Food Nation*, by Eric Schlosser, available through links on my Website
- 5) Access to *In Defense of Food* on Netflix
- 6) A selection of podcasts and TED talks, TBA, available online
- 7) Additional Supplies: A flash drive for saving writing assignments; a notebook for journaling; reliable access to the internet for blogging, etc.; reliable access to a printer and email.

**Additional Text(s)**     *See links available on my website.*

## \*Course Objectives and Learning Outcomes

As a result of participating in this course, students should be able to:

1. adapt written and oral communication to specific rhetorical purposes and audiences;
2. recognize and begin to implement the skills necessary to become life-long, active learners through the exploration of an academic topic that focuses on a contemporary and/or enduring topic, question, or problem;
3. and identify, evaluate, and use information, language, or technology appropriate to a specific purpose.

### Important Links:

The Navigator:

[https://issuu.com/thenavigatoruwg/docs/navigator\\_fy18\\_19\\_complete](https://issuu.com/thenavigatoruwg/docs/navigator_fy18_19_complete)

### Assignments

Assignment name	Description	Due Date	Weight
Reading Journal	Students respond individually in writing to daily reading assignments/discussions.	In-class work, completed daily.	10%

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Class Participation	Daily Grades will be tied to (but not limited to) attendance, participation in class discussion and group work, presentations etc. Each student begins each class with 100 points. If the student is unprepared for class or is disruptive, I will deduct points. The severity of the deduction correlates to the severity of the disruption—at MY discretion. Being unprepared or being disruptive can be defined as but is not limited to: any student that has not read or completed required assignments, does not bring material to class, falls asleep, is disrespectful to the instructor or other classmates, is on his/her phone, is late, is constantly speaking over other classmates or interfering with other students' learning experiences, etc.	Assessed daily.	15%
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Weekly Blog Posts	<p>You and your classmates will be building your own blogs via WordPress and will be using them as a weekly outlet for discussing topics related to food and food politics. Your posts will focus on your experience with assigned texts, your responses to prompts, and your own discoveries, when applicable. Students are responsible for one post per week. Each post should include a relevant image and AT LEAST 300 words describing and analyzing your topic. You will also follow ALL of your fellow classmates' blogs. Have fun with this! Posts, when assigned, will be due Sundays by 11:59 pm.</p>		20%
Midterm Presentation and Response Essay	<p>Each student will give a 5-minute presentation during midterm that will respond to a specific prompt regarding food/food politics (prompt TBA). This project will focus on critical thinking and responses to specific texts and/or advertisements related to food or issues (political/health/etc.) growing out of our current relationships with food. The presentation will be in class and must include 1) a visual, 2) analysis/interpretation of the chosen text, and 3) a short (1-2 page) reflection essay summarizing the project and research process.</p>		15%

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Final Multimedia Project	Students will work individually and create a multimedia presentation over a campus-related food topic of their choice. Students may choose to create a podcast, short video, webpage, webcomic, etc. The overall grade will be based on the following criteria: 1) A written proposal outlining the topic and format of the project, 2) the project (posted or linked to your class blog site), and 3) a 1-2 page reflection essay.		25%
FYS Wolf Experience	As part of the First-Year Seminar course, each student must attend and participate in FIVE activities/presentations (chosen from the FYS Wolf Experience Supplements) occurring throughout the semester. These activities are divided into categories—Wellness, Active Learning, Writing, Financial Responsibility, and Civility and Citizenship—and will target different elements of college-life. (More info TBA).	The Wolf Experience Supplements will be posted on <a href="https://www.westga.edu/vpaa/firstyear-programs/">https://www.westga.edu/vpaa/firstyear-programs/</a>	15%

### Grading Information and Policy

Grading structure and point scale

900-1000 points	90% - 100%	A
800 points - 899 points	80% - 89%	B
700 points - 799 points	70% - 79%	C
600 points - 699 points	60% - 69%	D
< 600 points	< 60%	F

### Late Work Policy

**Assignments:** Students are responsible for knowing due dates; if a student is absent on the day out-of-class work is due or if a student is present but does not turn in the work on the assigned due date, five points will be deducted from the overall grade of the assignment for each day (not class period) the work is late. If a student finds it necessary to miss class on a day work is due, the material should

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be emailed to me the day work is due in order to avoid any penalty. \*\*Note: I do not accept late assignments past one week.

- **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 ONE low or missed class participation grade at the end of the semester. You can also earn an additional extra credit that will replace ONE low or missed daily grade with a “100.” To earn this extra credit, you must do the following: o **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 the last day of regular classes.

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

### Attendance Policy

Your regular participation in this class is a vital part of your success. Each student is allotted up to four absences—no more.

Upon the student’s fifth absence, his/her average will automatically decrease by one letter grade and, upon the sixth, by two letter grades.

If your absences put you at risk of failing the class, you will have two options: 1) withdraw from the class, which will generate a W if done on or before Wednesday, February 27—or a WF if after that deadline or 2) remain on the roll (still attending classes, if so desired) and receive your earned score minus penalties for the course/semester. If you suspect that outside responsibilities might cause you to miss more than four classes, then you should consider taking the course at another time. Note: There is no distinction between excused and unexcused absences. Again: **February 27 is the last day to withdraw from class with a W (without incurring a WF).**

### Communication Rules:

I prefer that you contact me via westga email, as I rarely check CourseDen email. I will do my best to respond to all emails within 24 hours during the week and generally within 48 hours over the weekends. If you don’t hear back from me within that timeframe, please write to me again.

## Tentative Class Schedule\*

Week	Topic/Reading Assignment	Topic/Reading Assignment
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Week One	<p><b>Tuesday, January 8:</b></p> <p>Introduction to course and course theme: WDYKA <i>The Hunger Games</i> and the Politics of Food?</p> <p><a href="https://www.youtube.com/watch?v=HakCAdPrIm">https://www.youtube.com/watch?v=HakCAdPrIm</a></p>	<p><b>Thursday, January 10:</b></p> <p>Watch and discuss in class: TBA</p>
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Week	Topic/Reading Assignment	Topic/Reading Assignment
Week Two	<p><b>Tuesday, January 15:</b></p> <p><b>In-class viewing:</b> TED Talk: Michael Pollan: A Plant’s Eye View</p> <p><b>In-class viewing:</b> <a href="#">“The Dangers of Tribalism”</a></p>	<p><b>Thursday, January 17:</b></p> <p><i>Read from <b>The Hunger Games</b>: chapters 1-6</i></p> <p>Discussion.</p> <p>In-class Exercise: Summary—Writing to Understand. Moving toward connectivity between points of focus.</p>
Week Three	<p><b>Tuesday, January 22:</b></p> <p><i>Blog entry due by 11:59 p.m. Sunday night. Prompt: What is my personal experience with food and diet? What food traditions do I participate in? What do I expect to learn about food in this class? What comes to mind when I think of the politics of food? Why am I interested in the politics of food?</i></p> <p><i>Read from <b>The Hunger Games</b>: chapters 7-12</i></p> <p>Discussion.</p> <p>Journaling Exercise One (10 minutes at the beginning of class)</p>	<p><b>Thursday, January 24:</b></p> <p>Journaling Exercise One: Food Journaling (10 minutes at the beginning of class)</p> <p><i>Read from <b>The Hunger Games</b>: chapters 13-18 prior to class.</i></p> <p>Discuss reading.</p> <p>In class: Watch NPR’s “Michael Specter: What Happens when We Ignore Scientific Consensus?” Take notes!</p> <p>Watch TED Talk: Jonathan Dori’s “Why We’re Storing Billions of Seeds”</p>

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<p>Week Four</p>	<p><b>Tuesday, January 29:</b></p> <p>Read from <i>The Hunger Games</i>: chapters 19-23 prior to class.</p> <p>Discuss reading.</p> <p>In-class journaling exercise.</p>	<p><b>Thursday, January 31:</b></p> <p>Finish <i>The Hunger Games</i></p> <p>Blog entry due by 11:59 p.m. Sunday night.          Prompt: Post a favorite recipe or one you want to try. Include a nutritional breakdown per serving. Research the history of this particular dish: its origins, its iterations, etc. Speculate about how the dish became popular here or in your family in particular, or why it hasn't (depending on context). Plan a meal around this dish: what would you serve with it? What time of the year would you serve it? Where would the ingredients originate from?</p> <p>Journaling exercise two: My idea of the perfect meal.</p>
<p>Week Five</p>	<p><b>Tuesday, February 5:</b></p> <p>Blog entry due by 11:59 p.m. Sunday night.          Prompt: What are the connections between food and identity, both in how our own food choices shape how we see ourselves and in how food shapes how we see others? What social and economic assumptions are we making? Also, does the political component in eating guidelines (see here: <a href="https://health.gov/dietaryguidelines/2015/resources/2015-2020_Dietary_Guidelines.pdf">https://health.gov/dietaryguidelines/2015/resources/2015-2020_Dietary_Guidelines.pdf</a>) make you feel safer or more concerned? Why? What do you think the solutions might be?</p> <p>Watch <i>Snowpiercer</i> prior to class.</p> <p>Journaling exercise three: Film response.          What is the role of food in the film? What political, social, and/or economic distinctions can be made based on food options in the film? Why do these options matter? What are they asking us to think about?</p> <p>Discussion.</p> <p>Discuss midterm project.</p>	<p><b>Thursday, February 7:</b></p> <p>Journaling exercise three: Speculate about parallels between class/food relationships on the train and in our culture. What are the implications?</p> <p>Continue discussion of the film.</p>



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<p>Week Six</p>	<p><b>Tuesday, February 12:</b></p> <p>Blog entry due by 11:59 p.m. Sunday night. Prompt: Research a socially- or politically-charged food-related topic of your choice. Identify an existing or emerging argument regarding food/food politics and take a position in that conversation. What are the arguments being made, and do you agree, disagree, or a bit of both? Why?</p> <p>Watch clips from <i>The Hunger Games</i> in class.</p> <p>Journal exercise four: what can THG and S teach us about food and identity? About the economics and politics of food? About how our relationship to food is constructed and manipulated?</p> <p>Discussion.</p>	<p><b>Thursday, February 14:</b></p> <p>Watch the <i>The Hunger Games</i> prior to class.</p> <p>Journal exercise four, continued: respond to THG film. What might the text be asking us to think about? Which scenes emphasize food? Why is food important in these scenes? What do the food scenes teach us about how our views about self and other are shaped?</p> <p>Discussion.</p>
<p>Week Seven</p>	<p><b>Tuesday, February 19:</b></p> <p>Blog entry due by 11:59 p.m. Sunday night. Prompt: Choose one of the essays linked in the first column of the XIDS 2002 page of my website. Identify the article and author. Articulate the article’s main argument. Take a position regarding the argument and defend your position.</p> <p>Read <i>Fast Food Nation</i> introduction, pgs 1-10 prior to class (linked on my website).</p> <p>In class debate: Defend fast food / Make a case against fast food.</p> <p>Middle ground discussion.</p> <p>Read <b>Sustainable Consumption: Introductory Essay</b> (linked on my website) prior to class.</p> <p>In class: Watch Dan Barber’s “How I Fell in Love with a Fish” in Class.</p> <p>Watch Mike Velings “The Case for Fish Farming” in class.</p> <p>Discussion.</p>	<p><b>Thursday, February 21:</b></p> <p>Submit a proposal for your mid-term project to CourseDen by 11:59 p.m. Tuesday night.</p> <p>Read <i>Fast Food Nation</i> chapter one, pgs 13-28 and chapter five prior to class.</p> <p>Read <i>Healthy Eating Plate</i> (linked on my website) prior to class.</p> <p>Discuss: where does our information about food come from? Who can we trust? What happens when we no longer know the source or content of our food?</p> <p>Journal exercise five: Speculate about how a college student might participate meaningfully in changing food culture and/or engaging with/participating in activism related to food culture. Would you want to do that? Why or why not?</p> <p>Discuss two current Agriculture and Food-related Bills (handouts made available in class).</p> <p>What are the underlying assumptions or ideologies behind the legislation? Why are these important to understand?</p>

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Week Eight	<p><b>Tuesday, February 26:</b></p> <p>Blog entry due by 11:59 p.m. Sunday night. Prompt: Post reflection essay for mid-term project here.</p> <p><b>Midterm Presentations</b></p> <p><b>Last day to withdraw with a grade of W is tomorrow, Wednesday, February 27, by 11:59 p.m.</b></p>	<p><b>Thursday, February 28:</b></p> <p><b>Midterm Presentations</b></p>

<p>Week Nine</p>	<p><b>Tuesday, March 5:</b></p> <p><b>Blog entry:</b> See instructions for Thursday. If you have questions, ask.</p> <p><b>Assignments made:</b> Meal-building exercises: Groups 1-4</p> <p>Group one: build a nutritionally balanced meal (on paper) using only processed products. (Each member will log the meal into your individual journal.)</p> <p>Group two: build a nutritionally balanced meal (on paper) using only whole foods. (Each member will log the meal into your individual journal.)</p> <p>Group three: build a nutritionally balanced meal (on paper) using only ingredients that are available from local (Ga/Al) sources right now (I will make a list available to you at the beginning of class). (Each member will log the meal into your individual journal.)</p> <p>Group four: build a nutritionally balanced meal (on paper) using only organic ingredients. (Each member will log the meal into your individual journal.)</p>	<p><b>Thursday, March 7:</b></p> <p><b>No class: individual research day.</b></p> <p><b>Members of group one:</b> divvy up the foods on your menu so that each person has a component to research. For your particular food/component: each individual should make a list of ingredients included in the food/component. Choose at least five of those ingredients that are unfamiliar to you and research more about them. <b>Record what you discover. Post your work, including the ingredients list, on your individual blogs by 11:59 p.m. Sunday, October 14.</b></p> <p><b>Members of group two:</b> each of you individually research the pros or cons of whole foods. <b>Write about and post your findings, as well as your opinion regarding your findings on your individual blogs by 11:59 p.m. Sunday, October 14.</b></p> <p><b>Members of group three:</b> each of you individually research the pros or cons of local foods. <b>Write about and post your findings, as well as your opinion regarding your findings on your individual blogs by 11:59 p.m. Sunday, October 14.</b></p> <p><b>Members of group four:</b> divvy up the following research foci: 1) What makes a food organic and when did the organic movement take off? How did it get started?; 2) What are the arguments for organic food sources? Are there real benefits to eating organic foods? Do you trust these arguments/assertions? Why or why not?; 3) What about product labeling? Research an article or TED Talk that's about the use of the term "organic" as a marketing tool. What does your research reveal about consumers? About food companies? How do you feel about your findings?; 4) and 5) Make a list of ingredients included in the foods on your menu (divvy up the menu so that you each have half of the products to research). Choose at least five of those ingredients that are unfamiliar to you and research more about them. Record what you discover. <b>Each member: Post your work/findings, including the ingredients list, where applicable, on your individual blogs by 11:59 p.m. Sunday, October 14.</b></p>
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Week Ten	<p><b>Tuesday, March 12:</b> Blog entry: See instructions from previous Wednesday.</p> <p>Groups One and Two: Present your research and findings.</p> <p>Class discussion.</p>	<p><b>Thursday, March 14:</b></p> <p>Groups Three and Four: Present your research and findings.</p> <p>Class discussion.</p>
Week Eleven	<p><b>Tuesday, March 19:</b></p> <p><b>SPRING BREAK</b></p>	<p><b>Thursday, March 21:</b></p> <p><b>SPRING BREAK</b></p>

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Week Twelve	<p><b>Tuesday, March 26:</b></p> <p>Blog entry due by 11:59 p.m. Sunday night. Prompt: Research a food tradition that interests you. Find an article, podcast, or documentary on this topic. Identify the source and author on your blog. Summarize what you learned from the source. Respond with any personal thoughts or reflections regarding your discoveries.</p> <p>Cooking prep day.</p>	<p><b>Thursday, March 28:</b></p> <p><b>Cooking Day</b></p>

Week Thirteen	<p><b>Tuesday, April 2:</b></p> <p>Blog entry due by 11:59 p.m. Sunday night: Topic of your choice—something food-related that interests you that you might include in your multimedia project. Why are you interested? Where might you look to find more information?</p> <p>Read selections from Jonathan Safran Foer's <i>Eating Animals</i> linked on my website.</p>	<p><b>Thursday: April 4:</b></p> <p>Read selections from Jonathan Safran Foer's <i>Eating Animals</i> linked on my website.</p>
Week Fourteen	<p><b>Tuesday, April 9:</b></p> <p><b>Multimedia projects discussed and Assigned: Videos, Podcasts, Comic Strips, Etc.</b></p> <p>Identifying emerging patterns / themes/ arguments/ contradictions across the semester.</p>	<p><b>Thursday, April 11:</b></p> <p>Read selections from <i>Best Food Writing</i> linked on my website.</p>
Week Fifteen	<p><b>Tuesday, April 16:</b></p> <p>Watch <i>Supersize Me</i> prior to class.</p> <p>Discuss.</p>	<p><b>Thursday, April 18:</b></p> <p>Watch clips in class related to food debates.</p> <p>Discuss.</p>

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Week Sixteen	<b>Tuesday, April 23:</b>  <i>Watch Netflix documentary: <i>In Defense of Food</i> prior to class.</i>  <i>Submit multimedia project component one to CourseDen by 11:59 p.m. Sunday night.</i>	<b>Thursday, April 25:</b>  <b>Cooking Day</b>  Last day of class!
Week Seventeen	<b>Tuesday, April 30:</b>  No class.	<b>Thursday, May 2:</b>  No class.
Finals Week	<b>Tuesday, May 7:</b>  <i>Post multimedia project components two and three on your website by 11:59 p.m.</i>	<b>Thursday, May 9:</b>  No class.

**\*\*Note:** All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen.

### Late work policy:

There are no extensions for out-of-class assignments. We are working on a tight timeline and must stick to the schedule. Assignments are accepted up to three days late, with a five point penalty per day. The final assignment and final project must be completed by the due date, no exceptions.

## Expectations of Students

### Course Structure:

I expect you to:

- Display a working knowledge of the syllabus
- Attend all classes, arriving on time with relevant materials in hand
- Participate fully and respectfully in class discussions
- Remain attentive and engaged throughout the class period
- Respond graciously to constructive criticism
- Improve your writing during each step of the process
- Avoid repeating mistakes addressed in feedback
- Submit quality work, complete and on time

· Communicate promptly with me about any questions or concerns

Ultimately, your success depends on how much time, energy, and effort you are willing to put into the class. I am only in control over one-hundred percent of my own effort, but I promise you will always receive my full effort. I hope to have the same from you.

## Course and UWG Policies

### Attendance Policy, additional:

In order to distribute Title IV funding (federal student aid), student attendance verification is required. For this class, students are required to be present in class during week 1, in order to be considered as attending class. Students who do not attend in the first three days may be dropped from the class for nonattendance.

### 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.

### 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>

### 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](#).

## 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](mailto:online@westga.edu) 24/7/365

[D2L Help Center](#) Call 1-855-772-0423

[University Bookstore](#)

[Student Services](#)

[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#) 678-839-6428

[counseling@westga.edu](mailto:counseling@westga.edu)

## Additional Support Information

### 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 through 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](tel:678-839-6280). Our email address is [cas@westga.edu](mailto: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. If a student is experiencing distress and needs some help, check out [UWG Cares](#).



## 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](mailto: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/administratio>  
[n/vpaa/common-language-](https://www.westga.edu/administratio)  
[coursesyllabi.php](https://www.westga.edu/administratio)
- **UWG Cares**  
<http://www.westga.edu/UWGCares/>
- **Center for Disability**  
[https://www.westga.edu/student-services/cou](https://www.westga.edu/student-services/counseling/accessibility-services.php)  
[nseling/accessibility-services.php](https://www.westga.edu/student-services/counseling/accessibility-services.php)
  
- **Student Services**  
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