

ENGL1102
Syllabus
Spring 2020
Georgia Southern
University



Tuesday and Thursday • Newton 1104

ENGL1102 AZ • CRN 12288 • 11 a.m.-12:15 p.m.

ENGL1102 B • CRN 12281 • 12:30-1:45 p.m.

ENGL1102 BB • CRN 12217 • 3:30-4:45 p.m.

ENGL1102 BBB • CRN 12214 • 5-6:15 p.m.

Monique Bos, Professor

Office: Forest Drive 1314 (until further notice)

Phone: 478-2427

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Drop-in Hours: M, 2-4 p.m. (online); W, 1-4 p.m.

Welcome to ENGL1102!

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About English 1102

Student Learning Outcomes (SLOs)

The Department of Writing and Linguistics at Georgia Southern has established common Student Learning Outcomes (SLOs) for English 1101 and 1102. The ENGL1101 focus will include as well as move beyond the ENGL1101 SLOs. In ENGL1101, students learn to...

1.	Develop flexible strategies to achieve a defined purpose for writing
2.	Compose texts to examine their ideas in relation to those from a range of sources
3.	Respond to various rhetorical situations and genre conventions

In addition to what they have learned in ENGL1101, at the completion of ENGL1102, students will:

Write critically

4.	Synthesize a variety of sources to participate in a scholarly conversation
5.	Demonstrate purposeful and appropriate use of voice, tone, medium
6.	Demonstrate reasonable fluency in linguistic structures (such as syntax, punctuation, and word choice)
7.	Follow academic citation conventions

Read critically

8.	Use a variety of strategies for inquiry/ discovery
9.	Find and evaluate sources in multiple genres

I encourage you to ask questions, find credible sources that offer nuanced perspectives, and form—and articulate—your own thoughts. Let's agree to foster a class environment that promotes intellectual curiosity, willingness to take risks, collaboration, and habits of learning that will serve you not just in college, but throughout your life. I'm excited to get to know each of you, and I look forward to challenging ourselves to grow as readers, thinkers, researchers, and writers.

Administration of This Class

This class is offered through the Department of Writing and Linguistics. If you have questions regarding ENGL 1101 or ENGL 1102, please contact Dr. Kathy Albertson (Statesboro First-Year Writing Coordinator) or Dr. Russell Willerton (Department Chair).

Required Readings and Materials

Readings will serve as a basis for class discussions, define key concepts, and provide a common vocabulary and standards for paper assignments. It will be very difficult to succeed in this course if you do not complete the required readings. We do not have a textbook; I will post readings to the course Folio site, usually as either PDF files or links (the schedule indicates where you can access each text). ***If you are unable to access a file or link for any reason, please let me know at least 24 hours prior to the class period when the reading***

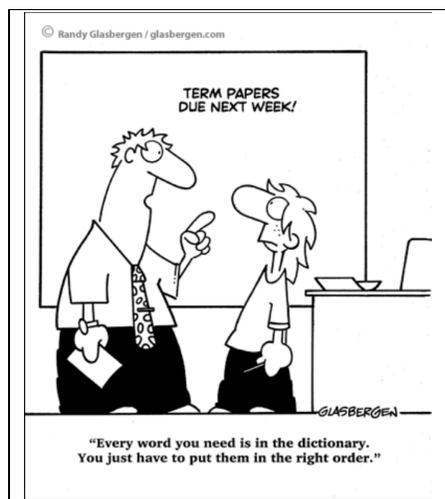
is due. You are expected to complete all assigned readings by the due date and time; to ensure that this happens, it is your responsibility to let me know about missing or broken links, files that don't open, and other problems so I can resolve them in a timely manner.

You will have readings and/or written work due almost every class period, so plan accordingly. I try to post readings and related assignments about a week in advance, to give you adequate time to complete work but also to ensure that concepts remain fresh in your mind for class discussions.

Please bring a notebook and pen to take notes and complete in-class writing assignments.

Assignments and Grades

This semester, we'll complete three major papers that build on each other. The initial assignment is an interview summary, from which you will select a topic as your research focus for the semester. The assignments are designed to give you some flexibility in selecting topics that engage you, while also ensuring consistency throughout the class. At the start of each paper unit, I'll provide an assignment sheet that includes grade breakdowns, requirements, and expectations. For now, here's a brief overview:



Paper Sequence: The first paper entails conducting an interview, writing about the results, and identifying potential research directions. In class, we'll discuss appropriate informants, research ethics, approaches to finding an informant, and ways to structure the interview. This paper must follow MLA style (SLOs 5-9). The second paper, which uses APA format, is a literature review of appropriate, credible sources (SLOs 3 and 5-10). The third paper synthesizes your research (we'll discuss what that means) and argues an original thesis (SLOs 1-7).

These papers are due by the **start of class time on the due date.** Please submit them to the Folio dropbox AND as a printed copy. The printed copy should be submitted in a manila envelope or folder with all drafts, prewriting, and related materials. I require both because I check the originality report generated by turnitin.com in the dropbox (see Academic Integrity; we also will

discuss this in class), post grade breakdowns online, and provide written feedback on the printed copy. Thus, failure to submit the paper in both formats may result in delayed grading and/or a late penalty of 10% per day, up to 50% of the paper grade. Failure to submit drafts and other requested materials will affect the "process" portion of the grade.

I will accept papers on the due date until midnight, but a 10% penalty will be deducted if they are submitted after the start of class. Please note that the Newton computer labs are designated primarily for class use and may be unavailable to students wishing to print papers. Plan ahead and give yourself time to print at a clubhouse, Russell Union, or Henderson Library.

After the due date, I will accept late work only if we have made arrangements for an extension. If you need an extension, please contact me at least 24 hours before the paper is due. I will grant extensions after the deadline **only** for documented, extenuating circumstances and only after consultation with you. I reserve the right to deny an extension, especially if the request is made less than 24 hours in advance and/or late work has become habitual. You must receive my written approval for any extension.

Your papers must be formatted in the following ways (which adhere to both MLA and APA style):

- One-inch margins on the top, bottom, and left side; ragged right margins set at one inch
- 12-point Times New Roman font
- Double-spaced

Papers for this course don't need to be stapled, and double-sided printing is fine.

Notes About Online Assignment Submissions

Due dates are posted to the course website, and you're responsible for keeping track of deadlines.

For this course, submissions to the online dropbox **must be in Microsoft Word**. Folio and turnitin.com cannot process many other file types, and I can't check word count on PDFs. If you submit Pages*, PDF, or .rtf files, I'll ask you to resubmit a Word document. At my discretion, I may impose a late penalty of 10% per 24-hour period if you do not submit the paper in the required format, particularly if this becomes an ongoing issue.

* Pages is the default program installed on Apple devices (MacBooks, iPhones, etc.). It's easy to save Pages files as Word documents; a Google search will provide you with step-by-step instructions and screenshots. As a Georgia Southern student, you also have free access to MS Office, including Word. Simply go to Technology Resources on MyGeorgiaSouthern, select Download Software, and follow the steps to install Office365.

To ensure that you receive credit for your work, please do the following:

- Double-check that you submitted your work to the correct dropbox. It is not my responsibility to check multiple dropboxes to find your submission.
- When you successfully submit a file to Folio, you receive a confirmation e-mail to your Folio account. **Keep this message.** It's crucial in the (unlikely but possible) event that a technical glitch causes your work to disappear from the dropbox. If you don't receive a confirmation, you should assume that your submission didn't upload, and try again.
- If you don't see the appropriate dropbox, please contact me ASAP.

Draft Workshops, Conferences, and Revisions

We'll go through a critique process — peer review and/or one-on-one conferences with me — for each major paper. The purpose isn't to have readers "fix" errors but to offer insights that will help the writer polish their language and ideas.

When you meet with me individually, we'll talk about your research topic as well as your work in progress. Please know that the purpose of this conversation isn't to censor your ideas or prevent you from choosing a topic you find engaging but to help set you up to succeed by highlighting problems previous students may have encountered with similar topics, discussing common pitfalls, and addressing other foreseeable issues. I don't give you a checklist to achieve a certain grade, but I ask questions and provide feedback designed to help you grow as a writer. I expect you to be an active participant in this process: Arrive prepared and on time, take notes, and ask questions.

Typically, you must be present in class and meet draft requirements to participate in peer reviews. You cannot make up draft workshops and conferences that are missed due to absence or lack of preparation, unless you have encountered a legitimate, unavoidable issue (see Attendance and Technology policies) and provide timely (ASAP) documentation. In those cases, I may be able to make alternate arrangements.

Outside of conferences and draft workshops, I can't critique full drafts, but I'm happy to address specific questions and look at elements of your paper, such as the thesis, organization, or sources.

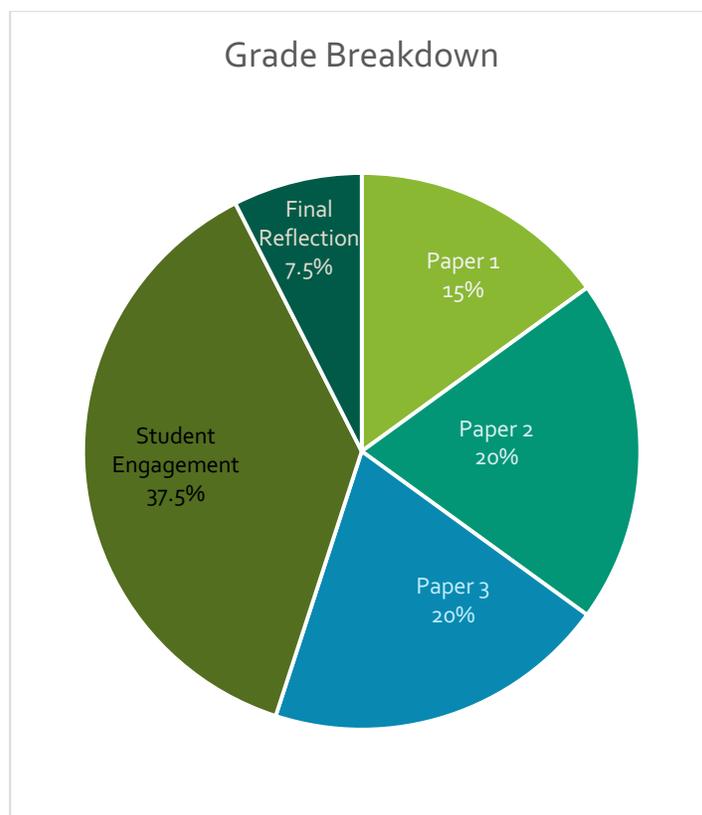
Grades

I use a 1,000-point system, which directly translates to percentages. The total number of points you earn throughout the semester will determine your course grade:

Grade	A	B	C	D	F
Points	900 and higher	800-899	700-799	600-699	0-599

Your grade consists of the following:

Assignment	Points	Percentage
Paper 1: Interview Summary/ Topic Exploration	150	15
Paper 2: Literature Review	200	20
Paper 3: Research Paper	200	20
Student Engagement (contributions to class, reading responses, in-class writing, quizzes; 15 points each for 25 class meetings)	375	37.5
Final Reflection	75	7.5
Total	1,000	100%



Your final grade is based on the formula described in this syllabus. The impetus is on you to understand requirements, attend class, submit your best work, and meet the standards for the grade you aspire to earn. I'm happy to provide assistance, but my focus is on helping you improve as a writer, researcher, and thinker, not on showing you how to attain a certain grade. I encourage you to focus on learning and improvement rather than grades. Typically, students who earn the highest grades are those who explore ideas, implement concepts we discuss, and incorporate feedback to improve their writing. I have high standards because I'm confident you can excel!

If your final grade (or any grade throughout the semester) has been entered incorrectly, please contact me, and I will review the situation. **I cannot** change your grade for other reasons, including but not limited to the following:

- Because you disagree with how assignments are weighted and/or graded
- Because you or your parents think you deserve a higher grade
- Because you always came to class, participated, and did all the work
- Because you define yourself as an A student
- To balance a low grade in another class
- To help you achieve a certain GPA

Your grade in this course reflects *only your performance in this course*— even if you need to maintain a certain GPA for a scholarship or extra-curricular activity or to be removed from academic probation, transfer to another institution, and/or apply to a major program. Ethically, I cannot approve or accept individual revisions, extra credit, or other opportunities except those made available to every student, nor can I inflate or round up your grade. Please do not ask or pressure me to do so.

Throughout the term, I enter assessments in the Folio gradebook, enabling you to calculate your grade. However, any estimate of your grade discussed in a conference, posted on Folio, or provided at any other time during the course is merely an estimate. Your final grade is determined by the work that I have received at the conclusion of the course and by your attendance and classroom behavior.

Extra Credit

You will have occasional opportunities throughout the semester to earn extra credit, both individually and in collaboration with peers. You must be present during class to take advantage of these opportunities. Extra credit is not designed to replace regular attendance, timely paper submissions, etc., but to reward students who actively participate and strive to excel in their written work.



Student Engagement

A healthy class discussion requires a free exchange of ideas and contributions. Because participation is fundamental to your learning—and to the general process of inquiry, discussion, and exploration—I expect you to attend, be on time for, and engage in every class.

Each class period is worth 15 points. To receive full credit for contributing to a given class period, you must

- Arrive on time
- Remain throughout the full class period (except for brief trips to the restroom or drinking fountain)
- Be prepared
- Thoroughly, thoughtfully complete and submitted assigned work, which may include reading responses, in-class writing, and/or quizzes (see below)
- Participate in class activities
- Behave respectfully and professionally; avoid disrupting class (see Classroom Behavior, below)
- Contribute to discussions without dominating or discouraging other students; follow class guidelines for civility. **Note:** Students who prefer not to speak in front of the whole class due to anxiety disorders, shyness, and other factors may contribute in other ways, such as by thoughtfully and actively participating in smaller groups.

Reading Responses, In-Class Writing, and Quizzes

To encourage your preparation for and participation in class discussions – during which you “examine [your] ideas in relation to those” of assigned readings – you will be asked to respond in writing to assigned texts before or during class, implement concepts, and/or take quizzes during class.

Reading responses are usually assigned as homework. Unless otherwise indicated, these must be submitted at the beginning of the class period as typed, printed documents. Because the purpose is to help you prepare for class discussion, you cannot receive credit for reading responses submitted on days you are absent or so late that you miss most or all of the related discussion. I do not accept late reading responses.*

In-class writing includes freewriting, worksheets, and other assignments completed in class. You must be present during that portion of class to receive credit.*

*On a case-by-case basis, I may accept reading responses and allow in-class writing to be made up for students who provide appropriate, timely documentation of extenuating circumstances that necessitated an absence. You must contact me within seven days of the missed class to request arrangements.

I reserve the right to administer **quizzes**, typically about assigned readings and usually at the start of class. You cannot take them in advance or make up all or part of a quiz you missed due to absence, tardiness, early departures, restroom breaks, etc.

Classroom Behavior

As a member of the University and classroom community, you commit to treating others with respect and consideration. Please practice civility and courtesy in all interactions with your classmates and me. I also expect you to refrain from behaviors that disrupt the class environment and/or are detrimental to your peers’ ability to learn, including

Holding side conversations, even if they’re about whatever we’re discussing	Watching videos
Doing homework during class	Surfing the Internet
Interrupting classmates	Listening to music and/or wearing headphones or earbuds
Habitually leaving and then returning	Taking photos, including of the board
Making derogatory, dismissive, or mocking comments	Passing notes (handwritten or electronic)
Texting	Using a laptop, lab computer, tablet, phone, or any other technology at any time and for any purpose not explicitly approved

Research shows that students who hand-write their class notes understand and retain information more effectively than those who type notes. (See <https://www.scientificamerican.com/article/a-learning-secret-dont-take-notes-with-a-laptop/>.) Thus, you are expected to take handwritten notes, rather than typing, photographing the board, or recording lectures and discussions. (The exception is students whose SARC-approved accommodations include electronic or audio note-taking.)

Attendance

You are responsible to be familiar with and understand all content covered during class meetings. If you must be absent, please ask a classmate for notes. After you've done that, I will address any questions you have, but I cannot re-teach content, summarize lectures, or provide notes to students who were absent.

I realize that despite your best efforts, occasional extenuating circumstances — illness, bereavement, family issues, etc. — might prevent you from attending class. In these situations, please contact the Dean of Students Office and me **as soon as possible**. With appropriate documentation, the Dean's Office can send official notification to all your instructors. Although this does not ensure that professors will allow you to make up missed assignments, it often helps. (You can find information at <http://students.georgiasouthern.edu/dean/resources/notification-to-faculty/>.) If you miss class and/or an assignment due to extenuating circumstances, please contact me ASAP. I cannot guarantee opportunities to make up assignments, but I try to work with students who provide documentation through the appropriate channels in a timely manner (no later than seven days after the missed class). ***If the Dean's Office notifies me of your situation but I don't hear from you, I'll assume you don't need an extension or to make up work.***



If you are experiencing a long-term situation that may affect your performance throughout the term — financial struggles, anxiety, depression, a recurring or chronic illness, etc. — please contact the Dean's Office and me as early as possible. (With a notification from the Dean, I don't need details of your situation unless you choose to share them.) In addition to notifying your professors, the Dean's Office may be able to point you to helpful resources, including financial assistance. In these situations, I will do my best to work with you throughout the term. We can't usually make retroactive accommodations regardless of the reason for your absence, so the earlier you contact me, the more options we have to help you succeed.

Georgia Southern has the following policy for members of official university organizations that may entail missed classes as a result of travel:

Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances) will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to complete assignments and exams or given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) not fewer than 10 days prior to the date for which the student will be absent from the class. The student is responsible for all material presented in class and for all announcements and assignments. When possible, students are expected to complete these assignments before their absences. In the event of a disagreement regarding this policy, an appeal may be made by either the student or the instructor of record to the corresponding college dean.

I occasionally allow phones and laptops for in-class activities. If you aren't sure whether you may use a personal electronic device, **please ask**.

If you are experiencing an emergency and need your phone accessible in case of news, notify me in advance, and put the phone on vibrate. If you receive an urgent call or text, you may leave the room to complete the communication. At my discretion, I may request documentation confirming the emergency.

Communicating with Me

You are welcome to contact me if you have questions (but please check this syllabus first—I've done my best to anticipate concerns!). The best ways to reach me are by e-mailing me at mbos@georgiasouthern.edu (not .com!) or meeting. (I don't check my office voicemail regularly.)

Drop-in Hours

I hold drop-in hours — times when I am available to meet with students with or without appointments — in my office. Please note that I am in a temporary office this semester, due to renovations in Newton. I will be in 1314 Forest Drive Building until further notice.

This semester, my drop-in hours are Wednesdays from 1-4 p.m. I also have online office hours (meaning we can chat via Google Hangouts, or you can expect an almost immediate e-mail response ☺) on Mondays from 2-4 p.m., and with at least 24 hours advance notice, I can arrange to meet on campus during this time. If you have a conflict during these times, please e-mail me at least 72 hours in advance with three days/times you are available, and I will attempt to find one that works. If we schedule an appointment at a special time and you cancel with less than an hour's notice or fail to show up, I reserve the right not to reschedule outside my usual drop-in or office hours.

About Me

My name is Monique Bos. I've taught ENGL1101 and 1102 at Georgia Southern University since 2014. Before that, I worked in corporate communications, so I understand how writing works in the professional world as well as academia. In addition to writing and reading, my interests include herpetology, photography, fitness, and the Salem witchcraft trials. I look forward to getting to know you, and I hope you'll feel comfortable asking me when you have questions!



E-mail Etiquette

Please treat e-mails as professional communications. Follow these guidelines:

- Include a subject line that states the purpose of your message (e.g. *Question about research paper*).
- Begin with an appropriate greeting (*Hi, Professor Bos*, not *Hey, yo!*).
- In the body of the message, provide the course name, the section number or meeting days/times, and your full name.
- If you include an attachment, explain what it is and why you're submitting it via e-mail.
- Maintain a professional, courteous tone.
- Use context-appropriate spelling, mechanics, and punctuation.

If your message does not meet these standards, I may request that you revise and re-send it. For e-mail questions about grades, attendance, and other FERPA-protected matters (see FERPA policy), I can respond **only** to your Georgia Southern or Folio e-mail account; if you contact me from another account, I will ask you to re-send.

I try to answer e-mails within **24 hours on weekdays**. If you haven't heard after that, feel free to send a respectful follow-up. Note that you are unlikely to receive a response before or during class (so most of the day on TR!), after 10 p.m., or on weekends. If you have a question about an assignment, be sure to plan ahead to allow sufficient time for a response before the assignment is due.

Changes to Assignment Instructions

Occasionally, students present a compelling case to adapt or make substitutions to assignment requirements — for example, using a peer-reviewed military publication in lieu of a scholarly source. In these situations, you **must** consult me at least 24 hours prior to the first draft due date. Even if I verbally agree to alter an aspect of the assignment, you must e-mail to remind me and receive written confirmation; otherwise, you risk being penalized for failing to meet requirements.

Discussing Grades

Assignment grades are not negotiable, but if you don't understand why you earned the grade you did, I am willing to meet to discuss your work. If you want to discuss a specific assignment grade, please do the following:

- Wait at least 24 hours after you receive the grade. This allows time for emotions to calm and for you to reflect on the work.
- Carefully review the assignment requirements and my comments on your work.
- Be prepared to discuss specific aspects of the assignment. “I don't understand why I got a C” or “What do I need to fix?” is less conducive to a constructive conversation than “How can I improve my thesis statement?”
- Come to my office during drop-in hours. ***Due to FERPA concerns, I cannot discuss individual grades immediately before or after class, during class, or at any time when another student is present.***

Academic Alerts

Professors teaching core courses in Areas A-E, such as ENGL 1101 and 1102, are required to post academic alerts early in the term to note any issues with your attendance, participation, or performance. These are not grades; the purpose is to identify behaviors that might be hindering your success so you can develop more effective strategies. If you have concerns about an academic alert, please meet with me.

Grade Reports

If you need a grade report — for a sport, a Greek organization, academic probation, etc. — please contact me at least 24 hours before your deadline and arrange a meeting. This enables me to gather relevant information and provide a current, accurate assessment. I will not fill out grade reports immediately before or after class, when FERPA regulations prohibit us from discussing your attendance, grades, and other confidential matters due to the presence of other students.



Academic Integrity

Georgia Southern faculty take academic dishonesty, including plagiarism and falsifying research, extremely seriously. All work you submit for this course must be your own and original (you haven't submitted it for another class or assignment). You must indicate all content that is not yours, through quotations of direct wording and cited paraphrases of ideas.

We will discuss plagiarism in class, but if you have additional questions about proper use and citation of sources, please contact me. I would always prefer that you ask questions ahead of time rather than having to address plagiarism after the fact! You can also find information and tutorials about plagiarism here: <https://georgiasouthern.libguides.com/c.php?g=834954>.

For most drafts and papers, I'll set up the plagiarism check (turnitin.com) in the Folio dropbox. I will provide instructions, and I encourage you to use this program to help avoid inadvertent plagiarism. Remember, however, that you are ultimately responsible for the content of your paper and for any academic dishonesty that occurs, even if turnitin.com does not detect it.

GSU instructors may utilize a plagiarism prevention technology in some of their course sections. Students may have the option of submitting papers online through a plagiarism prevention service or of allowing the instructor to submit hard copies of their papers. The papers may be retained by the service for the sole purpose of checking for plagiarized content in future student submissions. This verbiage was provided by the GSU Office of Legal Affairs.

Copyright of lectures and other course materials produced by the instructor is held solely by the instructor. This copyright covers student notes, summaries, or any other copies that exactly reproduce the copyrighted material. Lectures and course materials are made available to students for personal use only and may not be distributed or reproduced for commercial purposes without the express, written permission of the instructor. Students are permitted to share notes on an individual, non-commercial basis for personal use only. Violations of copyright may result in course sanctions, including charges under the Student Conduct Code.



If academic dishonesty occurs, I will assess consequences on a case-by-case basis. Penalties range from deductions and/or mandated revisions to failing the assignment or the course. Plagiarism also must be reported to the Dean of Students Office, which may assign additional consequences.

Other Policies

Grace Policy

Because I realize you have different requirements for every class, you get one "freebie." The first time you do *one* of the following, if you meet the conditions here, I'll waive the consequences:

- Submit a paper in the wrong file format (eg PDF, Pages), *if* you resubmit as a Word document within 24 hours after I post a request for you to do so. Note that you are responsible for reading my feedback in a timely manner.
- Fail to submit both printed and online copies of your paper by class time, *if* you submit the missing version within 24 hours of the due date.
- Don't submit a complete portfolio (eg you forget to include drafts, critiques, and/or the cover letter) *if* you submit all materials within 24 hours of the due date
- Submit an assignment late due to technical issues, *if* you provide documentation of the issues by the due date and time. *Inability to find a working printer due to poor planning is not a technical issue!*

You may not use a freebie to make up a reading response, in-class writing, or quiz. However, other situations might qualify; we'll discuss these on a case-by-case basis. Consequences will apply for every incident after the first, so don't test my patience! ☺

Weather Emergency Contingency Plan

Over the past several years, Georgia Southern has experienced class cancellations due to hurricanes and snow. If severe weather threatens either this area or your hometown, my primary concern is for your safety. As much as possible, I work with students as needed and, when appropriate, on a case-by-cases basis to ensure that weather-related absences do not adversely affect your grade. I ask that if you leave Statesboro due to a weather event, you communicate with me about your coursework when and as you are able, recognizing that inclement weather may render timely communication challenging or impossible. Should the university close due to weather or other emergencies, I will use Folio to communicate with you regarding changes to the course schedule, including extensions to paper and assignment deadlines. At my discretion and if necessary, I may also adjust the number of points per class period for the Student Engagement grade, which is based on a full semester schedule with no cancellations. Please note that if power and/or internet and cell access are disrupted in my area due to weather events, it may take me longer than usual to update Folio, post grades, and respond to e-mails.

Final Exam

Because this is a writing course that emphasizes drafting and revision, you will not have a timed final exam, and we won't meet during the scheduled exam period. Toward the end of the semester, I will provide a series of prompts for your final reflection, which is due on the last day of class during the regular semester.

Technology

I use the Georgia Southern University e-mail and Folio News when I need to communicate with you (individually or collectively) outside of class. I expect you to check both at least once every 24 hours and more frequently if you have contacted me with a question and are awaiting a response.

If you have issues with Folio or other technology, please contact Learning Technology Support (helpdesk@georgiasouthern.edu or 912-478-2287) for assistance. You also can find tutorials on the Folio homepage. While I want to be helpful, I'm not a technology expert, so I refer most questions to LTS.



Please do not wait until an assignment is due to inform me of technical issues. It's your responsibility to identify and resolve these in a timely manner or to provide documentation of ongoing problems. If you encounter an error while you're trying to submit an assignment, e-mail me explaining the issue, and attach your work. This is not a substitute method to submit work but rather documentation that you attempted to turn in the assignment on time.

Please save your work to Google drive or a flash drive so you are not restricted to working on a personal computer. Because the university provides you with free access to computers across campus, problems with a personal computer are not a valid reason to submit work late.

If you choose to use your phone to complete work, please proofread diligently before you submit the final version to ensure accurate spelling, word choice, and punctuation. Regardless of the tools you use, you are ultimately responsible for the content of your paper and for any errors in word usage, grammar, punctuation, or spelling it contains.

FERPA

According to the Family Education Rights and Privacy Act (FERPA), your grades are private, and I cannot discuss them with anyone other than you. This includes coaches, parents, and guardians, unless they have been added to your FERPA list and verify the necessary information to communicate with me regarding you and your grades.

Even if you have added someone to your FERPA list, you are ultimately responsible for all communications regarding your performance in class. I will only discuss your grade, attendance, or other matters with parents or guardians via phone if you are included in the call, or through e-mail if you are an active participant in the exchange. In addition, I may opt to speak only with you and not with your representative.

Accommodations for Students with Disabilities

It is university policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have documented physical and learning disabilities. If you have a documented disability, please contact the Student Accessibility Resource Center (sarcboro@georgiasouthern.edu). To receive accommodations, you must register with the SARC, provide documentation, and obtain a letter to share with your professors, outlining the accommodations the SARC has determined for you.

Once you have your letter, please set up an appointment with me as soon as possible to discuss your needs, expectations, and questions. Because SARC information is protected by FERPA, I can talk about individual accommodations only when other students are not present, so plan to have these conversations during my drop-in hours rather than in the classroom. Federal guidelines require that I honor accommodations recommended by the SARC, so it's in your best interest to contact them as early as possible, before major assignments are due. I will work with them and you to meet your needs but cannot retroactively adjust grades or allow assignment resubmission. In addition, professors can provide **only** the accommodations specified in your letter from the SARC. I cannot make other adjustments based on student preferences or self-diagnoses, so if you believe you qualify for and would benefit from additional or different accommodations than those covered by your letter, please contact the SARC immediately.

University Guidelines on Course Withdrawal

If you need to withdraw from the university due to a medical emergency, military deployment, or similar situation, you can find information here: <https://em.georgiasouthern.edu/registrar/students/withdrawal/>. This link also discusses the university's policy on limiting course withdrawals, which may be useful if you're considering withdrawing from a single course.

Campus Carry

For information, visit <http://bf.georgiasouthern.edu/publicsafety/campus-carry-information/>.

GSU Writing Requirements/Regents Requirements

Students who fail to earn at least a “C” in either ENGL 1101 or 1102 will be required to repeat the course in the next term in which the student is enrolled. Faculty will develop with the student an action plan to facilitate the student’s success in the course.

Important Dates

To maintain flexibility, I post assignment due dates to the course website rather than including them on the syllabus. Please note that the Folio schedule is subject (and likely) to change throughout the term. However, here are important course dates that won’t change except in extenuating circumstances:

Date	
January 13	First day of classes for spring semester
January 13-16	Schedule adjustment period
January 20	MLK Day—no class (doesn’t affect TR classes ☺)
March 9	Last day to withdraw without academic penalty
March 16-20	Spring break
May 1	Last day of classes