

## E300 Writing in the Disciplines Winter 2021 Web Course

### INSTRUCTOR

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### FOR A SUCCESSFUL START OF THE SEMESTER

- ✦ First off, I hope you're doing well and staying safe this semester. Be sure to follow the recommendations of our local public health experts, the governor of Kentucky, and the university's COVID-19 guidelines.
- ✦ Please read the Syllabus and the Course Guidelines (linked to the Blackboard navigation bar together with the Syllabus) carefully even though both documents might seem long. To be successful in this class, you have to be familiar with course requirements and follow course policies closely. **If, after reading the Syllabus and the Course Guidelines, you feel like you are unable to observe our course rules, I think you'd be better off taking another section of this class another time.**
- ✦ I know that several of you might be concerned about E300. I want assure you that I will do my best to help you succeed in this course, but you need to do your part. Online courses are not for everyone. The ideal **online student** is **self-motivated, autonomous, proactive, resourceful, detail oriented, meticulous, and thorough**. Do you have these qualities? Do you also have excellent **time-management** skills? This class requires students to work on a schedule, to complete assignments by a due date, to work on their own as well as in collaboration with peers, to read large amounts of text, to think a lot, and to write a lot. If you can't complete a large amount of work without the instructor's constant coaching or immediate feedback, this course might not be a good fit for you.

### WORKLOAD

Accessing course information by reading, listening, or viewing course materials and understanding what is required will take time and focused attention. In a spring or fall semester, a preparation of 8+ hours per week can be expected, depending on your speed of reading. In this class, we're covering a full semester's worth of material in five weeks. You do the math.

### HELP WITH WEB COURSES

**Student Resource Portal** → URL: < <https://www.wku.edu/online/srp/index.php/> >  
**Orientation for Online Learners** → URL <<http://www.wku.edu/online/orientation>>

## HELP WITH TECHNOLOGY

**WKU IT Helpdesk** → URL: <<http://www.wku.edu/it/helpdesk/>> For technical problems, call the HelpDesk at (270) 745-7000 and ask the consultant for a “remote” session. S/he will take control of your computer and fix the problem. Your instructor will not be able to help you with technical issues.

**Video Tutorials** by WKU Information Technology → URL:

<[https://itweb.wku.edu/training\\_atech/index.php?fuseaction=view.courses&mode=vt](https://itweb.wku.edu/training_atech/index.php?fuseaction=view.courses&mode=vt)>

**Macmillan/Bedford/St. Martin’s Tech Support** → URL:

<<https://macmillan.force.com/macmillanlearning/s/contactsupport>>

Questions and problems with *LaunchPad Solo* should be directed to Macmillan/Bedford/St. Martin’s **Tech Support**. They are available at **1-800-936-6899** 7 days a week (hours vary). The *LaunchPad* course site has been set up for us by *LaunchPad* professionals. Quizzes are graded automatically by the program. **Your instructor has no control over how the program works and won’t be able to help you if something needs fixing.** Please contact Macmillan with any issue you might have.

In general, if you are experiencing a problem or have a question, be sure to **contact the person who can help you with it**. That person is not your instructor necessarily. For example, Blackboard-related tech questions should be directed to the Helpdesk and not the instructor.

## CONTACTING YOUR INSTRUCTOR

Time zone: Central Time USA; Course language: English.

You have the following options to contact your instructor:

- ✦ Could you please post course-related questions, comments, or issues that you believe might affect your peers also (e.g., questions about assignments, course policies or requirements, deadlines, etc.) to the **Questions and Comments** forum under Blackboard’s (BB) Discussion Board (DB)? Making your question and your instructor’s answer accessible to **other students** in class will contribute to everybody’s success. It is expected that you help one another as much as you can so that everybody has a positive learning experience this semester. If somebody in class asks a question and you have the answer, feel free to respond.
- ✦ Please **email me with personal questions or medical emergencies**. Be aware though that FERPA regulations do not allow instructors to discuss grades via email without students’ written permission. If you have grade-related questions, I’d like to encourage you to request a **web conference** with me by signing up under DB’s Conference Sign-Up Forum.
- ✦ There are **no scheduled office hours** (on-campus or virtual) for this course. **Please take advantage of web conferences** since a couple of minutes with the instructor in BB’s conference room can save you a lot of unnecessary frustration.

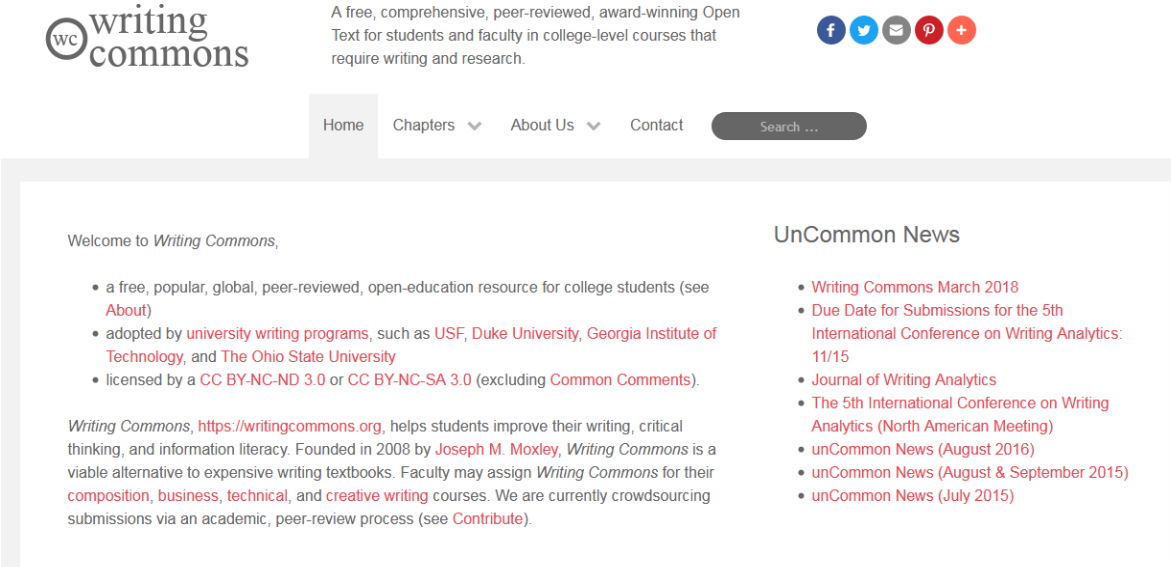
**PREREQUISITE(S) OF THE COURSE:** English 100

## REQUIRED ONLINE COURSE MATERIALS

Here is a list of the most important course materials you need. All additional online materials, such as **websites**, **youtube videos**, etc. will be listed under BB's Learning Units. Please make every effort to learn how to navigate the websites below.

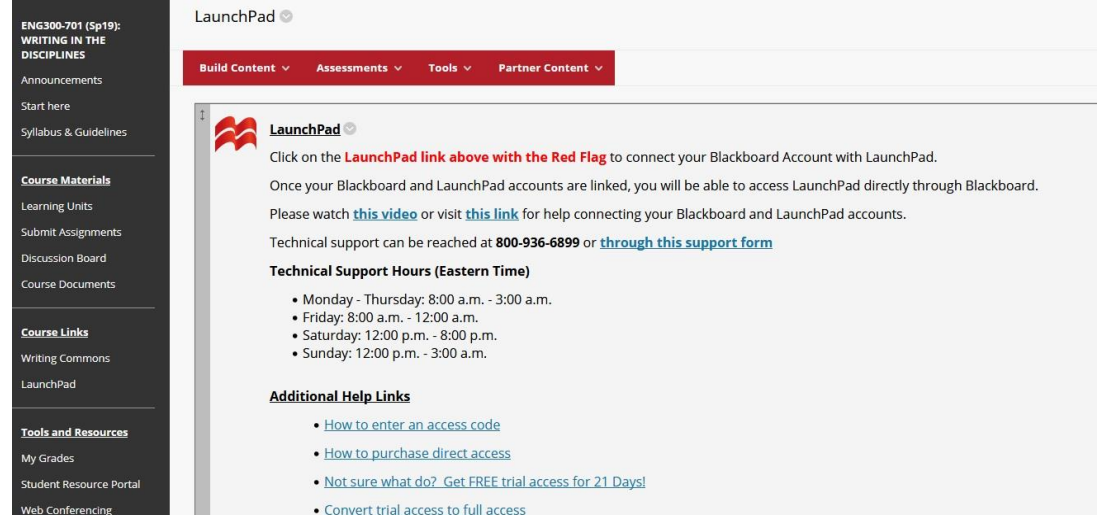
Joe Moxley's *Writing Commons* <http://writingcommons.org/>

This online textbook is free for you to use, and no registration is required.



The screenshot shows the homepage of Writing Commons. At the top left is the 'writing commons' logo. To its right is a tagline: 'A free, comprehensive, peer-reviewed, award-winning Open Text for students and faculty in college-level courses that require writing and research.' Further right are social media icons for Facebook, Twitter, Email, Pinterest, and a generic share icon. Below the tagline is a navigation bar with links: Home, Chapters (with a dropdown arrow), About Us (with a dropdown arrow), and Contact. A search bar is located to the right of the navigation bar. The main content area is divided into two columns. The left column is titled 'Welcome to Writing Commons,' and contains a bulleted list of features: 'a free, popular, global, peer-reviewed, open-education resource for college students (see About)', 'adopted by university writing programs, such as USF, Duke University, Georgia Institute of Technology, and The Ohio State University', and 'licensed by a CC BY-NC-ND 3.0 or CC BY-NC-SA 3.0 (excluding Common Comments)'. Below the list is a paragraph describing the site's mission and founding. The right column is titled 'UnCommon News' and contains a bulleted list of recent news items, including 'Writing Commons March 2018', 'Due Date for Submissions for the 5th International Conference on Writing Analytics: 11/15', 'Journal of Writing Analytics', 'The 5th International Conference on Writing Analytics (North American Meeting)', 'unCommon News (August 2016)', 'unCommon News (August & September 2015)', and 'unCommon News (July 2015)'.

***LaunchPad Solo for Readers and Writers*** by Macmillan. This is a web-based program that includes grammar tutorials and grammar exercises (among other materials that we will not use). Only post-tests will be graded. Tutorials will not be assigned for a grade, but students are encouraged to review all posted information in *LaunchPad* in preparation for the post-tests. Here is a screenshot of Blackboard's navigation bar link to *LaunchPad*. Read the information on the page and **buy your access** to the website from within Blackboard.



The screenshot shows the LaunchPad Solo for Readers and Writers page within a Blackboard LMS interface. On the left is a dark sidebar with navigation links: ENG300-701 (Sp19): WRITING IN THE DISCIPLINES, Announcements, Start here, Syllabus & Guidelines, Course Materials (highlighted), Learning Units, Submit Assignments, Discussion Board, Course Documents, Course Links, Writing Commons, LaunchPad, Tools and Resources, My Grades, Student Resource Portal, and Web Conferencing. The main content area has a header 'LaunchPad' with a dropdown arrow. Below the header is a red navigation bar with links: Build Content (with a dropdown arrow), Assessments (with a dropdown arrow), Tools (with a dropdown arrow), and Partner Content (with a dropdown arrow). The main content area features the LaunchPad logo and a message: 'Click on the LaunchPad link above with the Red Flag to connect your Blackboard Account with LaunchPad. Once your Blackboard and LaunchPad accounts are linked, you will be able to access LaunchPad directly through Blackboard. Please watch this video or visit this link for help connecting your Blackboard and LaunchPad accounts. Technical support can be reached at 800-936-6899 or through this support form'. Below this is a section titled 'Technical Support Hours (Eastern Time)' with a bulleted list of hours: Monday - Thursday: 8:00 a.m. - 3:00 a.m., Friday: 8:00 a.m. - 12:00 a.m., Saturday: 12:00 p.m. - 8:00 p.m., and Sunday: 12:00 p.m. - 3:00 a.m. At the bottom is a section titled 'Additional Help Links' with a bulleted list of links: How to enter an access code, How to purchase direct access, Not sure what do? Get FREE trial access for 21 Days!, and Convert trial access to full access.

## **COLONNADE PROGRAM DESCRIPTION**

Writing in the Disciplines (English 300) gives students advanced instruction and practice in writing and reading essays within an academic discipline and make students aware of how disciplinary conventions and rhetorical situations call for different choices in language, structure, format, tone, citation, and documentation. Students conduct investigations into writing and reading conventions in their fields and receive advanced instruction in planning, drafting, arranging, revising, and editing discipline-specific essays.

## **COLONNADE LEARNING OUTCOMES MET BY THIS COURSE**

English 300 helps to fulfill the written communication (WC) Colonnade Foundations requirement. Upon completion of English 300, students will demonstrate the ability to:

1. Write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre.
2. Find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare written texts.
3. Identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view, and construct informed, sustained, and ethical arguments in response.
4. Plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.
5. Distinguish among various kinds of evidence by identifying reliable sources and valid arguments.

## **AIMS AND OBJECTIVES BY THE DEPARTMENT**

By the end of English 300, students should be able to:

- ✦ Write longer formal essays that include significant support from appropriate scholarly sources.
- ✦ Use a citation style appropriate for their discipline; this is often not MLA.
- ✦ Make choices of voice, tone, format, structure and usage based on an analysis of disciplinary and academic conventions.
- ✦ Employ their own writing processes to produce academic and disciplinary texts that include significant and properly formatted sources.
- ✦ Work in a collaborative setting both with their own texts and with those of other students.
- ✦ Be able to read disciplinary essays and to comment critically on their meaning and structure.

## **AIMS AND OBJECTIVES BY THE INSTRUCTOR**

By the end of the course, you will be expected to demonstrate the following specific skills:

- ✦ Understanding the procedures of academic research
- ✦ Demonstrating effective research strategies to find sources/information for your paper (library catalogue, databases, and search engines) and improving your digital literacy skills at the same time
- ✦ Summarizing, paraphrasing, and quoting correctly from other sources to avoid plagiarizing
- ✦ Using evidence to support an argument

- ✦ Revising for a particular audience and purpose based on the feedback you receive from peers, Writing Center tutors, and instructor
- ✦ Evaluating your own and your peers' work
- ✦ Giving constructive feedback to your peers and being the critic of your own writing
- ✦ Using syntax, grammar, punctuation, and spelling competently
- ✦ Editing and proofreading your own writing to eliminate surface errors

## COURSE PROCEDURES

So how will this course work? What can you expect to do in this class? This course has no scheduled virtual class meetings, so – theoretically - you can be anywhere in the world and complete the course successfully as long as you have reliable internet access. Since there are no class meetings or lectures in this course, information will be gained from the following sources:

- ✦ Reading the information posted to Blackboard
- ✦ Reading chapters from the online textbook entitled [Writing Commons](#)
- ✦ Reading texts from various websites, including the WKU Libraries
- ✦ Watching (youtube, etc.) videos associated with the theory and practice of academic writing and research

On specific days during the semester, you will read information posted to Blackboard, you will read textbook chapters from [Writing Commons](#), watch videos, and access websites for information. You will then take comprehension quizzes based on those texts, chapters, videos, etc. You will do scholarly research from the library's databases, google scholar, etc. You will write regular entries in your Process Journal, read scholarly articles for your research paper, take notes from the articles, and compile an annotated bibliography based on your sources. You will write two papers, and complete other writing assignments. You will refresh your grammar knowledge by completing grammar exercises in *LaunchPad Solo*.

**Assignment descriptions with due dates** can be found under the **Learning Units** on BB.

Completed assignments will be posted to one of the following virtual locations:

- ✦ Through BB's SUBMIT ASSIGNMENTS link on the navigation bar → These assignments go directly to BB's Grade Center.
- ✦ Through BB's Discussion Board if the assignment involves peer reviews, collaborative assignments, group work, or information that classmates need to see.
- ✦ Through the *LaunchPad Solo* website for grammar reviews and post-tests → The system scores assignments automatically, and your scores/percentages are accessible in the *LaunchPad* Gradebook.

Please pay special attention to all assignment **submission guidelines**, including the **deadline**, **virtual location**, **manuscript format**, **file name**, **word count**, etc. for each assignment. If I can't grade an assignment because it is posted incorrectly and I can't access it, the assignment will receive a zero. The university standard for submitting assignments is MS Office 365. You can download Office 365 for free using the following link:

[https://www.wku.edu/its/sms/microsoft\\_sa.php](https://www.wku.edu/its/sms/microsoft_sa.php). Additionally, there is a free version of MS Office called Open Office. Google it. If you are using other programs, please convert assignments to Office/Word before submitting them for a grade.

## LIST OF CLASS REQUIREMENTS

- ✦ Syllabus quiz (a score of 100% required to gain access to BB's course content)
- ✦ Reading assignments: information posted to BB, textbook chapters, scholarly articles for the research paper, peers' papers for peer reviews, sample research papers, sample feedback for peer reviews, etc.
- ✦ Accessing audio and video files, usually as part of a website
- ✦ Meeting with the subject librarian to discuss the research paper and the research process
- ✦ Writing assignments:
  - Daily homework assignments (e.g., Personal Introduction, Why English 300?)
  - Two proposals for your research project with an initial bibliography
  - Process Journal entries (i.e., reflections on your research progress)
  - Self-evaluation (or in other words, self-reflection) at the end of the semester about your performance during the course
  - Paper 1, a 1000-1500-word mini research paper (without the bibliography)
  - Paper 2, a 3000-word argumentative research paper (without the bibliography) based on a topic associated with your discipline/major
  - Memos for the two papers
  - Annotated bibliography based on at least 8 peer-reviewed, scholarly journal articles which are incorporated in the research paper to develop an argument
- ✦ Peer reviews on peers' papers
- ✦ Grammar reviews and post-tests in *LaunchPad Solo*
- ✦ Textbook chapter quizzes and quizzes on other reading materials and videos
- ✦ Feedback from the (Online) Writing Center on your papers
- ✦ Participation in class and group activities in a meaningful way
- ✦ Group member evaluations that you write at the end of the semester based on your peers' performance
- ✦ Professionalism, effort, and quality work
- ✦ Anonymous course evaluation on BB's Discussion Board

NOTE: There is a difference between the Process Journal that you *write* and the scholarly journals that you *read* for your research. Scholarly journals are periodicals published by a publisher.

## GROUP WORK

You are expected to work in close contact with your group members and help them in any way you can. You want to demonstrate that you are a **valuable group member** since your peers will evaluate your performance as a group member at the end of the semester. This evaluation will **affect your participation grade**.

NOTE: There will be no group assignments that will result in each group member's receiving the same grade on an assignment regardless of his/her contribution.

## DEADLINES, LATE WORK, MAKE-UPS, AND EXTRA CREDIT

Assignments and their due dates are posted to BB for the entire semester, so you can plan ahead and work ahead. Therefore, there are strict deadlines for assignments. Extensions will not be granted. Late assignments will not be accepted. Missed assignments cannot be made up. Extra credit will not be available.



However, due to exceptional circumstances caused by COVID-19, there might be some flexibility in deadlines in case of an emergency or some unforeseen circumstances.

Students have to notify both their peer group members and the instructor if there is a medical or personal emergency and they need an adjustment. Typically, group members have to be in touch during the semester and keep one another posted about when their assignments can be expected in the Group Forum. Last but not least, if a student was granted an extension, s/he is expected to email the instructor when his/her assignments has been posted and ready to be graded.

## GRADES

All assignments receive a score based on a 100% scale and will be weighted in BB's Grade Center. To get a good course grade, you have to be both a **good student and a good writer**. In other words, a student who completes assignments by the due date will not receive a good course grade if his/her writing is not excellent. Alternatively, a student with brilliant writing skills cannot earn an "A" if s/he does not contribute to class or group work. While students will not strictly be graded on a bell curve, individual students' performance will be compared when assigning a final course grade.

Your grade will be based on the **quality** of your work and **not on your effort**. Your work (papers, feedback, journal entries, etc.) will be assessed holistically, but grading rubrics posted on BB (Blackboard) will help your orientation.

Final grades will be based on the following approximate distribution:

1.	<b>Research paper preparation</b> <ul style="list-style-type: none"> <li>Meeting with the Subject Specialist Librarian (10%)</li> <li>Proposal with two research paper topic ideas and an initial annotated bibliography (5%)</li> <li>Final annotated bibliography (5%)</li> </ul>	20%
2.	<b>Paper 1</b> Mini research paper (1000-1500 words) with memo, bibliography, and mandatory (Online) Writing Center visit	15%
3.	<b>Paper 2</b> Argumentative research paper (3000 words) with memo, bibliography, and mandatory (Online) Writing Center visit	25%
4.	<b>Process Journal</b> , including end-of-term <b>Self-evaluation or self-reflection</b>	15%
5.	<b>Quizzes</b> <ul style="list-style-type: none"> <li>Quizzes on textbook chapters, other reading materials, and videos (7.5%)</li> <li><i>LaunchPad Solo</i> grammar reviews and post-tests (7.5%)</li> </ul>	15%
6.	<b>Class participation</b> <ul style="list-style-type: none"> <li>Discussion Board posts (e.g., group work, peer reviews)</li> <li>Group member evaluations that you write and what peers write about you</li> <li>Pass-fail assignments (e.g., Syllabus Quiz, Personal Introduction)</li> <li>Class conduct, professionalism, observing course policies and guidelines</li> </ul>	10%
7.	Total	100 %

## GRADING SCALE

A is excellent; B is good; C is satisfactory; D is poor but passing; F is failure.

Percentages: 90% to 100% = A; 81% to 90% = B; 71% to 80% = C; 61% to 70% = D; 60% = F

Your final grade will be based on the following:

- ✦ Quality of your assignments throughout the semester
- ✦ The thoughtfulness and engagement that your research proposals demonstrate
- ✦ The thoroughness, depth, and breadth of the annotated bibliography
- ✦ Quality of Paper 1 (Mini Research Paper)
- ✦ Quality of Paper 2 (Argumentative Research Paper)
- ✦ Quality of your Process Journal entries, including the end-of-term Self-evaluation or Self-reflection
- ✦ Quality of daily writing assignments
- ✦ Quality and quantity of your feedback on peers' papers
- ✦ Your willingness and ability to work in peer groups
- ✦ Meeting deadlines
- ✦ Result of your *LaunchPad* grammar post-tests
- ✦ Result of the textbook's chapter quizzes
- ✦ Result of quizzes based on additional reading and viewing assignments (e.g., youtube videos)
- ✦ Meeting(s) with the librarian and visits to the (Online) Writing Center
- ✦ Ability to adapt the writing theory based on the textbook and other online sources to your actual research and writing practices
- ✦ General participation and involvement in the course
- ✦ The evaluation that your group members write about your performance at the end of the semester
- ✦ Professional demeanor when interacting with others and when completing your work

## CODE OF ACADEMIC INTEGRITY/PLAGIARISM

This class is held in accordance with the academic integrity policy of WKU. (See Undergraduate Catalogue p. 26.) Violating this policy will result in a **failing grade** for the course. Please be aware that your work can be submitted to the university's plagiarism detection service.

To represent written work taken from another source as one's own is **plagiarism**. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism (Undergraduate Catalogue 27).

In other words, plagiarism is the unauthorized use of someone else's materials (in any form, printed or published on the web) without using proper citation conventions to indicate the source or by using that work as one's own. If you want to quote somebody, make sure that you use quotation marks and document your source. As a rule of thumb, do not copy more than three consecutive words—without quotation marks—written by somebody else. **Even if you rephrase or paraphrase** any ideas into your own words, your source needs to be acknowledged and



citation information should follow the text.

Other than sources documented and cited according to your discipline's standards, all work submitted for credit must be your own **original work** and **never before submitted for a grade in any previous or current course**. All your work must be produced specifically for this class. There is no "double dipping" or "recycling."

In summary, it is academically unethical and unacceptable to do any of the following:

- To submit an essay written in whole or in part by another student as if it were my own. To quote or paraphrase from a website or an online essay in whole or in part, without acknowledging the original source.
- To restate a phrase verbatim from another writer without acknowledging the source.
- To paraphrase part of another writer's work without acknowledging the source.
- To reproduce the substance of another writer's argument without acknowledging the source.
- To take work originally done for one instructor's assignment and re-submit it to another instructor.

Last but not least, if you plagiarize, you deprive yourself of gaining the skills that you would acquire by writing on your own. If you consider the penalties for turning in plagiarized work, you will quickly find that it is simply not worth it.

## THE LEARNING CENTER

The Learning Center (DSU 1082 on the Bowling Green campus) helps students enhance their academic performance and sharpen their skills. TLC offers [free tutoring](#) to all WKU students. For hours or more information, log on to [www.wku.edu/tlc](http://www.wku.edu/tlc). To schedule an appointment, call TLC at 270-745-5065 or email [tlc@wku.edu](mailto:tlc@wku.edu).

## WRITING CENTER ASSISTANCE

The Writing Center offers **online consultations** for students. WKU writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. However, they will not revise or edit the paper *for you*. For more information or to make an online or face-to-face appointment, please visit their website ([www.wku.edu/writingcenter](http://www.wku.edu/writingcenter)) or call (270) 745-5719 during their operating hours. Requesting and using **feedback** from the Writing Center before submitting your papers for a grade is **mandatory**. Students have to provide proof (e.g., a photo of the feedback taken with a cell phone and/or the actual feedback file or link to the video feedback) that they visited the Writing Center. Non-native speakers of English are encouraged to visit the Writing Center with each assignment to ensure that their submissions are error free.

## PROGRAM ASSESSMENT NOTICE

As part of a university-wide accreditation study, a small sample of papers will be collected from randomly-selected individuals in all ENG 100, 200, and 300 classes this semester. The papers will be examined anonymously as part of a program assessment; results will have no bearing on student assessment or course grades.

## RESOLVING COMPLAINTS ABOUT GRADES

The first step in resolving a complaint about grades is for the student to attempt to resolve the problem directly with the course instructor. See the Student Handbook, available at <http://www.wku.edu/handbook/> for additional guidance.

## TITLE IX MISCONDUCT/ASSAULT STATEMENT

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at [https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf).

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

## ADA ACCOMMODATION STATEMENT

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, room 1074 of the Student Success Center. The phone number is 270-745-5004 or email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a letter of accommodation from The Student Accessibility Resource Center.

## ADDITIONAL COMMENTS

- ✦ This course assumes that students are responsible for their own learning. What you put in the course is what you get out. It is your responsibility to make the course work for you and to improve your writing and research skills. If you decide to stay in this course after reading the syllabus and the course guidelines, it is assumed that you agree to its terms, conditions, and requirements.
- ✦ The schedule and procedures in this course are living documents and subject to change in the event of extenuating circumstances. Changes will be announced via the WKU email and/or on BB's Announcements.
- ✦ Should there be any loopholes in these rules, your instructor will decide the outcome and solution.

## IMPORTANT DATES

Classes Begin: Monday, Dec. 14

Holiday Break (University, including WKU libraries, closed / Winter Session Classes in Session): December 21-January 1

No Classes: Thursday-Friday, December 24-25

Last day to add a class or to drop a class without a grade: Dec. 16

Last day to receive 25% refund for a class: Dec. 18

No Classes: Friday, January 1

60% point: Jan. 3 (Students who stop attending class or participating in online class before this date should be assigned an FN rather than an F.)

Last day to withdraw: Jan. 6

Final examinations: Jan. 16

Final Grades Available: The Tuesday after finals week after 12 noon on Topnet

Last modified on Saturday, November 21, 2020.