

**Instructor:** Prof. McCaughey  
**Email:** jessmcc@gwu.edu  
**Office:** Ames Hall (MVC) 234  
**Office hours:** Mondays from 2:00 p.m. - 3:00 p.m. in my office and Thursdays, 3:00 p.m. - 4:00 p.m. in [my Zoom room](#)

**Partner Librarian:** Leah Richardson,  
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### FALL 2021

**M34:** (Ames B205)  
MW 10:00 a.m. - 11:15 a.m.;  
F online

**M35:** (Ames B205)  
MW 11:30 a.m. - 12:45 p.m.;  
F online



## Course Description

In recent years, conversations about what higher education is “for” have mostly addressed economic issues. And research shows that, yes, college graduates earn more over the course of a lifetime. Studies also show that the average American college graduate carries tens of thousands of dollars in student debt. With an emphasis on inquiry and critical thinking, we’ll grapple with this question of what—and who—college is “for.” Our inquiries will also address more nuanced concerns, like the following: *What is the value of college, and how might we measure value beyond the financial? Are degrees in one discipline more worthy or valuable than others? Should everyone go to college? How does socio-economic status and family background play into higher education opportunities? Finally, does college prepare us for what comes next—particularly as writers?* As we work to make sense of these complex issues, we’ll explore both scholarly articles across disciplines and popular media. We’ll develop our academic writing and research skills through a series of increasingly complex assignments, each one scaffolded with the support of substantial feedback from peers and your professor. As a writer, you’ll develop the skills necessary to consider, research, and express arguments clearly and effectively in a variety of written forms.

Thematically, you'll leave this course with a more nuanced perspective of why you're here at the university and the complex factors surrounding everything it took for you to be here—from the personal to the political to the historical.

### **Information Specific to this UW1020 Course**

(Note: broader UW and GWU standards, requirements, policies, and resources are available at the end of this document)

#### **Readings**

Readings will be made available on Blackboard or are linked below.

#### **Assessments**

\*Note: For major assignments, you'll see a brief explanation below. On Blackboard, you'll find full assignment prompts.

**20% Journals and Additional Online Writing Assignments**

This segment of your grade includes journal assignments and any other homework or class-prep writing. Your journal submissions should be cohesive and have a focus, and they should be mostly error free. Despite the less-than-formal nature of these journal assignments, they are still graded assessments for this class. We want substance. Unless otherwise noted, these should run between one and two double-spaced pages.

**15% Rhetorical Analysis Essay**

For this paper, you'll perform a rhetorical analysis of your college entrance application essay or another important piece of writing from your history.

**15% One-page Proposal (5%) and Annotated Bibliography (10%)**

You can consider these linked projects to be "what I plan to do" texts for your research essay. It's a place for you to aim high and play with the ideas and questions you're interested in pursuing, as well as anticipate challenges in the research and writing. Feedback on this proposal and your annotations will allow you to revise/shift ideas and eventually move forward with your research question.

**25% Research Essay**

This major assignment asks you to develop a research question and then see it through in the form of a 12- to 15-page researched essay.

**20% Remix Proposal (5%) Remix Project, Showcase, and Accompanying Reflection (15%)**

This final project asks you to shift the audience, purpose, and genre of your research argument.

5% **Commitment to and Engagement with Class**

This includes in-class writing, discussions, and group work; peer reviews; group meetings; and required meetings with Prof. M.

**What to do When You're Feeling Confused**

There will be times when I'll falter and my instructions or expectations won't be clear, and there will be times when you miss some important piece of information or can't quite get your head around an assignment—it's inevitable. When this happens, I encourage you to, first, ask a peer about information you may have missed or misunderstood. If this peer doesn't have an answer for you, please don't hesitate to email me, stop by office hours, or get in touch to make an appointment outside of my office hours. This goes for other times too, such as when you might be feeling overwhelmed or when you are struggling with a particular reading or assignment.

**Accommodation Beyond Disability**

Everyone has different needs for learning. After the schedule below you'll find official information about disability accommodations. But even if you don't have a documented disability, if you feel that you would benefit from learning support for any reason, please don't hesitate to talk to me. If you have substantial non-academic obligations or other concerns (e.g., work, childcare, athletic commitments, language barriers, financial issues, technology access, commuting, etc.) that make learning difficult, please contact me. I'll keep this information confidential, and we can brainstorm together ways to meet your needs and help you succeed in this class.

**Expectations**

When we meet, I expect you to be prepared and ready to work. Here's my standard policy on **attendance and late work**:

Students are expected to be in class. That said, I understand that emergencies, both personal and academic, do come up. Whenever you miss class, it is your responsibility to find out what you missed from your classmates. **Assignments are due on time even if you are absent**, but in-class work cannot be made up. If serious illnesses, family emergencies, or other crises occur during the term, you should notify me as soon as possible and then contact your academic dean.

Although extenuating circumstances do occur, as a general rule, late work is not acceptable. For smaller assignments, such as homework and journals, late work is not accepted. For larger assignments, like major papers, late submissions will be docked one letter grade for each calendar day after the due date. If you are going to be late with an assignment because of an unavoidable situation, **let me know before the assignment is due** and we can try to work something out. (Note: This applies to final versions of papers; drafts of papers will not be accepted late.)

Mostly, though, I urge you to **please talk to me if you're having a problem**, either with showing up for our meetings or getting your work done. I would much, much rather grant you an extension and work with you than have you fail this course, but if you get too far in the hole, that's often not possible. Come talk to me early--there's no judgment here. I want you to succeed!

## Schedule

Each day and week below is clearly marked so that you'll know what's expected of you and when. That said, there will no doubt be moments in which we want to slow down, speed up, etc. and so you might expect updates from me, in the form of adjusted calendar (possibly) and/or videos, emails, other resources from me (certainly). I will always let you know ahead of time if there is a change.

Note: If there are not explicit instructions for a task below (such as peer review days), you will find them on Blackboard.

**\*\*Unless otherwise noted, M/W Journal submissions are due before the start of class, and Hybrid/Friday Journals are due by 5 p.m. on the Friday for which they are posted.\*\***

DATE:	PREP BEFORE CLASS:	WRITING DUE:
M 8/30	<b>Read:</b> Syllabus <b>Skim:</b> Blackboard site	None
W 9/1	<b>Read:</b> <ul style="list-style-type: none"> <li>Relative Education and the Advantage of a College Degree (on Blackboard)</li> <li><a href="#">Backpacks vs. Briefcases: Steps toward Rhetorical Analysis</a></li> </ul> <b>Survey and Sign-up Sheet:</b> Please complete the brief introductory survey <a href="#">linked here</a> today. Then, <a href="#">sign up</a> here for a 10-minute individual chat with Prof. M. This will give us a chance to introduce ourselves, check in about your background and goals for the class, and give you the chance to do a quick trial run of my office hours on Zoom.	<b>Journal #1:</b> Why are you in college broadly and, specifically, here at GW? We don't want the answer you'd give your advisor or the dean of your college. Or your boss. Or even, necessarily, your parents. This isn't your application essay, so no cliches about "broadening horizons." Is it about money or a career? About independence? Learning? What do you think and hope you'll get out of this experience? Why did you think GW would be a good fit for you? Or, if you have reservations about it being a good fit for you, what are they? In what ways do you anticipate

		<p>that college will change you, intellectually, scholarly, professionally, but also personally and internally? Did you debate about attending college, or was going to college a non-choice--something that was always just assumed? What do you want to get out of the experience socially? Professionally? In terms of personal growth? Other things you'd like to gain? Finally, what do you make of the course question: What is college <i>for</i>, in your opinion?</p>
F 9/3 *online	<p><b>Hybrid Assignment</b> Read:</p> <ul style="list-style-type: none"> <li>Roth, "<a href="#">What is college for? (Hint: It's not just about getting in.)</a>"</li> <li>Reid, "<a href="#">Ten Ways to Think About Writing: Metaphoric Musings for College Writing Student</a>"</li> </ul>	<p><b>Journal #2:</b> Post a brief (no more than 500 words) reflection that answers the following questions: <i>Considering Reid's article, what's hard about writing for you? What "rules" have you been taught? What kind of academic reader and writer are you? How have you approached these activities as a student in the past, and how do you anticipate that will or should change as you encounter college-level reading and writing assignments?</i></p>
M 9/6	LABOR DAY - NO CLASS	
W 9/8	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Cellini, "<a href="#">The alarming rise in for-profit college enrollment</a>"</li> <li><a href="#">OK Boomers, About That Working-Through-College Thing</a></li> </ul> <p><b>Skim:</b></p> <ul style="list-style-type: none"> <li><a href="#">Student Loan Debt Statistics</a></li> <li><a href="#">Twenty Years of Tuition Growth</a></li> </ul>	

F 9/10 *online	<p><b>Read:</b> “Responding—Really Responding—to Other Students’ Writing” by Richard Straub (on BB)</p> <p>See peer review instructions on Blackboard.</p>	<b>Due for Peer Review:</b> Draft of Rhetorical Analysis
M 9/13	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• “Navigating Genres,” Dirk (on BB)</li> <li>• Racial/ethnic disparities in US college students' experience: Discrimination as an impediment to academic performance (on BB)</li> </ul>	Bring revised, near-final Rhetorical Analysis today to work on in class.
W 9/15	<b>Read:</b> Gibbons et. al, “How First-Generation College Students Adjust to College”	
F 9/17 *online	<p><b>Hybrid Assignment:</b></p> <p><b>Listen:</b> Choose an interview to listen to (or read the transcript) from the Archive of Workplace Writing Experiences (<a href="http://www.workplace-writing.org">www.workplace-writing.org</a>)</p>	<p><b>Due:</b> Rhetorical Analysis Essay by 8 a.m. EST.</p> <p><b>Journal #3:</b> Write an (approximately) 400-word response to the interview you listened to. Some questions you might consider include: <i>Why did you choose it? What did you learn that surprised you? What about the interviewee’s writing was familiar to you? What was unfamiliar? What follow-up questions would you ask if you could?</i></p>
M 9/20	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Stein, “<a href="#">In D.C., 5,500 students are homeless. The city is helping some of them take their first steps to college</a>”</li> <li>• Spencer: “<a href="#">In College and Homeless</a>”</li> </ul> <p><b>Skim:</b> <a href="#">How poverty and race affect who goes to college — in 5 charts</a></p> <p><b>Skim:</b> Competencies Handout on Blackboard</p>	
W 9/22	<b>Read:</b> Bruffaerts et. al, “Mental health problems in college freshmen: Prevalence and academic functioning” (on BB)	<b>Journal #4:</b> What is your perspective on failure? Is it something you’ve experienced? If so, how did you grapple with it? Do you see failure as a part of

	<p><b>Skim:</b> Data on <u>Undergraduate Retention and Graduation Rates</u></p> <p><b>Listen:</b> Fresh Air “<u>College Students (And Their Parents) Face A Campus Mental Health 'Epidemic'</u>” (34-minute listen)</p>	<p>growth and inevitable, or do you see it as a sign that you should shift your goals or that you simply aren’t good enough? Where do you think your views on failure come from? How does college and your ongoing experiences here fit into this perspective?</p>
F 9/24 *online	<p><b>Hybrid Assignment:</b></p> <p><b>View:</b> (full) LinkedIn Learning on email, <a href="https://www.linkedin.com/learning/writing-email/welcome?u=74651410">https://www.linkedin.com/learning/writing-email/welcome?u=74651410</a></p> <p>Note: Be sure to log in through the GW library when prompted.</p>	
M 9/27	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• “<a href="#">Choosing a Topic</a>” from Solving Writing Problems</li> <li>• “An investigation of experiential and transformative learning in study abroad programs” (on BB)</li> </ul>	<p><b>Journal #5:</b> What does it mean to have a transformative learning experience, as defined in the last article listed to the left? Do you agree? Think about a time you had a transformative learning experience and write about it. What was the situation? Why do you think it was so powerful? What did you do to facilitate that learning?</p>
W 9/29	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Moscardini et. al, “The role of universities in modern society” (on BB)</li> <li>• Mullin, “<a href="#">Behind the scenes at the STEM-humanities culture war</a>”</li> <li>• <a href="#">Liberal arts education: Waste of money or practical investment?</a></li> </ul>	
F 10/1 *online	<p>Through GW, you have access to <a href="#">Lynda.com/LinkedIn Learning</a>. It’s an amazing set of resources! They have classes on everything from grammar to video editing and scriptwriting; from data visualization to accounting; from personal branding to web graphics--basically, anything you want to learn. This week, I'd like you to <a href="#">browse the options here</a>, and see how this tool can be helpful for you now and in the future. What skills do you feel like you are lacking, either</p>	

	<p>academically or professionally? What do you wish you could add to your resume as you look ahead to internships?</p> <p><b>Write:</b> As you browse these options, find three courses that might benefit you and list them. Next to each, write about why it caught your eye and how you think it might benefit you to complete it. (Note: You do not have to actually complete a course here; but it's my hope that you will take advantage of these now or in the future.)</p>	
M 10/4 *online	<p>*Virtual Asynchronous Class*</p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• "How to Write a Research Question" handout on BB ("Readings" folder)</li> <li>• "<a href="#">How to Write a Research Question</a>" on the GMU Writing Center site</li> <li>• "<a href="#">Narrowing a Topic and Developing a Research Question</a>" at Indiana.edu</li> </ul>	<p><b>Journal #6:</b> (*Not quite a "journal," but we'll use "Journal #6" for submitting.) Write five possible research questions for your upcoming research project, due on BB by <b>5 p.m.</b> EST. We will discuss these in class Wednesday—so be ready to talk about them and anticipate how they might evolve and play out for your project.</p>
W 10/6	No prep today--just come in ready to talk about your research questions!	
F 10/8 *online	<p><b>Hybrid Assignments</b></p> <ol style="list-style-type: none"> <li>1. Peer Review Research Questions (see instructions on BB)</li> <li>2. Revise your research question based on peer review</li> <li>3. Spend some time doing some preliminary research on your topic as you begin putting together your proposal.</li> </ol>	<p><b>Due:</b> Revised Research Question, to be peer reviewed</p>
M 10/11	<p><b>Library Day! We'll meet in Gelman 302.</b></p> <p>Prep for library session TBD</p>	
W 10/13	<p><b>Read:</b> <a href="#">Developing Strong Thesis Statements</a> and Thesis Statements for Argumentative Essays Handout (on BB)</p>	<p><b>Due:</b> <del>Working thesis statement for in-class review. (If you have multiple versions, bring them all!)</del></p>



		<b>Journal #7:</b> Reflect on a past writing experience that was particularly positive. What about the context, you, the genre, or the process made it a success? Then, reflect on a past writing experience that was particularly negative. What about the context, you, the genre, or the process made it negative?
F 10/15 *online	<b>Peer Review:</b> Draft of Proposal (instructions on BB)	<b>Due:</b> Draft of Proposal for Peer Review
M 10/18	Full-class check in today. Come with questions, concerns, challenges, successes, and/or things you just want to vent about. No pre-class reading/writing due. Keep working on your research drafts and <b>please bring one scholarly article you are planning to incorporate into your paper that you have not yet written about.</b>	Please bring one scholarly article you are planning to incorporate into your paper that you have not yet written about.
W 10/20	No reading for today--just finish your proposal and annotations!	<b>Due:</b> Research Proposal and Annotations, on BB by 9 a.m. EST
F 10/22	FALL BREAK	
M 10/25		<b>Due:</b> Working thesis statement for in-class review. (If you have multiple versions, bring them all!)
W 10/27	<b>Library Day! We'll meet in Gelman 302.</b> Prep for library session TBD <b>Read:</b> Introduction and Chapter 1, "Quarter-Life Crisis" in <i>The New Education</i> (on BB)	<b>Journal #8:</b> Choose a quote from this first section of <i>The New Education</i> and respond to it.
F 10/29	<b>Read:</b> <a href="#">Strategies for Revising by Reid</a> .	<b>Journal #9:</b> What revision strategies

*online		from Reid struck you as useful? Which will you use? Are there other strategies you'll implement when revising? What are the three biggest changes you need to make to this draft? What is your schedule for revising (break down into specific tasks for specific dates)?
M 11/1	<b>Read:</b> <a href="#">Annoying Ways People Use Sources</a>	Nothing to submit--keep writing and revising your research paper!
W 11/3	No reading/prep due today; but you'll need to have a working draft of your paper in class.	*Have in class a draft of your paper. No one else will see it today--but you'll be working with it in class.
F 11/5 *online	<b>Hybrid Assignment</b> Peer Review instructions on BB	<b>Due:</b> Draft of Research Paper for Peer Review
M 11/8 - F 11/12	*NO CLASS MEETINGS THIS WEEK* Instead, students will meet individually with Prof. M. with revised drafts of their research paper.	
M 11/5	No class reading for today--keep revising and editing your research paper!	Bring full, just-about-complete version of your paper, as well as any questions.
W 11/17	<b>Brainstorm:</b> Today we'll do some Remix work and planning. You should arrive to class with three possible ideas for your remix. You should have an audience, purpose, and genre/medium for each idea you propose.	<b>Due:</b> Final Research Papers Due by 9 a.m. EST
F 11/19 *online	<b>Hybrid Assignment:</b> Decide which of your Remix projects to move forward on. Use today to finish drafting your two-page proposal--due by 7 p.m. tonight.	<b>Due:</b> Remix Proposals, by 7 p.m. EST
M 11/22	Arrive ready to work on your Remix projects!	
W 11/24- F 11/26	THANKSGIVING BREAK - NO CLASSES	
M 11/29	<b>OPTIONAL Watch:</b> Documentary <i>College Behind Bars</i> ; available on Netflix,	

	through PBS if you or your family has a log in, and for “rent” on Amazon.	
W 12/1	Remix Peer Review. Please also bring your laptop and headphones to class if you have them.	<b>Due:</b> Draft of Remix for Peer Review
F 12/3 *online	<b>No hybrid work today; keep working on Remixes!</b>	
M 12/6	<b>Remix Showcase</b> In the next two class sessions, students will showcase their remix projects (or some part of them). You’ll each have 5-6 minutes to explain, briefly, the remix rhetorical situation you established (audience and purpose), and show us a bit of whatever it is you made. You’re also welcome to speak, if there’s time, about your process and decision making.	<b>Due:</b> Remix Projects and Accompanying Reflection to BB (or by email to me, depending on your remix genre) by 9 a.m. EST
W 12/8	<b>Remix Showcase</b> (cont.) and <b>Course Wrap-up</b>	<p><b>Due:</b> Research Project Reflection due on Blackboard before midnight tonight EST: This final project reflection asks you to think back on the overarching project, including everything from choosing a topic to your remix assignment, and consider what you did, how it went, why you made the choices you did, and what you learned. This reflection should be between 750 and 1,000 words. The questions below are here as a guide, but do not need to all be answered:</p> <p><i>Overall, how did the project go for you? In what ways would you consider the project (or individual parts) a success or a challenge? What was the hardest decision you made in the course of the project? Why was it hard and how did you approach it? What did you enjoy most about this project? What did you hate/where did you struggle? Why? If,</i></p>

		<p><i>when you were writing the paper, there was a moment when you realized your draft wasn't coming out the way you wanted it to or didn't fit what the assignment was asking for. Describe that moment. How did you know your draft wasn't on track? What steps did you take to get your draft on track? If, when you wrote the paper, you didn't encounter any problems, analyze why writing in the new genre went so smoothly. How--as you were writing--did you know your draft was on track? What did you learn about the research and writing process in the course of the project? In future research and/or writing projects, what would you do differently, and why?</i></p>
F 12/10 *online	Hybrid Assignment ->	<p><b>Journal #10:</b> So, what is college for? How has your thinking changed on this question based on your reading, writing, thinking, and conversations this semester? Also, do you believe college prepares you for what comes next? Why or why not?</p>

## University and UWP Broader Policies, Requirements, and Resources

### Objectives

In order to prepare students for rigorous academic writing projects across the range of disciplines offered at GW, the course strives to develop or extend the following skills:

- Capacity for critical reading and for analytic thinking that examines assumptions and evidence, in both scholarly texts and informed public commentary.
- Ability to explore information resources – through both the traditional library and emerging technological sources – to use them effectively, and to acknowledge them correctly.

- A functional grasp of rhetorical principles: the purpose or genre of each piece of writing, the expectations of various audiences, and the use of formats, evidence, tones, lengths, and levels of formality appropriate to a range of contexts.
- Practice in the writing tasks of framing sound questions or hypotheses, analyzing and synthesizing information that can be brought to bear on the chosen question, preparing and repeatedly revising drafts to achieve clarity and coherence of argument, and citing others' work with integrity.
- The habit and discipline of careful editing and proofreading to ensure that final drafts are essentially free of errors in grammar, syntax, usage, paragraphing, punctuation, and spelling.

### **UW Standard Requirements**

25-30 pages of finished writing, developed through pre-draft preparation, drafts, and revisions based on instructor's advice and classmates' comments. Each student will complete at least three writing assignments of increasing complexity. Papers will be based on assigned texts and often on additional reading; although instructors will develop assignments that reflect a variety of academic writing projects, one paper will require significant library research. Class attendance is required, with limited excused absences; class participation is essential to performance and affects the final grade. Primary readings are chosen from authentic, effective prose that addresses the course topic and invites students' responses. A rhetoric handbook, chosen from a small group approved by the Writing Program Committee, will also be employed.

### **Research Component**

Each section of UW1020 is assigned a librarian from the Gelman Library System and assessments have shown that students profit from librarians' involvement by gaining the skills and confidence as researchers that will serve them well throughout their college career. As they participate in class sessions throughout the semester, librarians help students develop core information literacy skills, improving their ability to locate, evaluate, and use information as independent, life-long learners. Collaborating with the course instructor, the librarian conducts in-class sessions on various aspects of research, such as topic formulation, search strategy, and the evaluation of sources. In addition, the librarian may meet regularly with students in one-on-one and small group settings, to provide guidance as students work through their research projects.

### **Course Requirements and Grading**

A grade of C- or above in UW1020 indicates that the student is prepared to write solid academic essays in later upper-division, writing-intensive courses. Students must pass UW1020 with a grade of C- or above in order to receive credit for the course. If a UW1020 student is not prepared for the next level of university writing, the instructor will award the student a grade of R (for Repeat.) The R grade is reserved for students who work hard in the course, complete the main course assignments, but will still benefit from additional UW1020 writing instruction. The student will not receive credit for the course; however, the R will not factor into the student's GPA. Students who do not complete the course materials, who are consistently absent from class, or who violate other expectations of academic behavior, will be awarded an F.

## Grading Scale

A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
F	69 and below (also see possible “R” grade, noted above)

## Academic Integrity and UW1020 Plagiarism Policy

Academic writing builds on the work of others who have written and created before us. Academic writers use and cite the ideas, words, and images of others in order to document grounds for knowledge, illuminate contexts of argument, acknowledge intellectual influences, distinguish our own analytical voices, and encourage further investigation and inquiry. If, on the other hand, we take others' work as our own – using their phrases, images, concepts, or arguments without acknowledgement—we not only hamper these goals but also cross the line into academic dishonesty. GW's Code of Academic Integrity defines academic dishonesty as “cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” Recommended penalties for plagiarism and other violations range from failing the assignment to expulsion from the University. More information is available from the Office of Academic Integrity at [studentconduct.gwu.edu/academic-integrity](http://studentconduct.gwu.edu/academic-integrity). The University's “Guide of Academic Integrity in Online Learning Environments” is available at [studentconduct.gwu.edu/guide-academic-integrity-online-learning-environments](http://studentconduct.gwu.edu/guide-academic-integrity-online-learning-environments). Contact information: [rights@gwu.edu](mailto:rights@gwu.edu) or 202-994-6757.

## Disability Services

If you are a student with a disability, or think you may have a disability, you can let me know, and/or you can contact the Disability Support Services office at 202-994-8250 in the Marvin Center, Suite 242, to establish eligibility and to coordinate reasonable accommodations. Disability Support Services works with both students with disabilities and instructors to identify reasonable accommodations. If you have already been approved for accommodations, please send me your accommodation letter and meet with me so we can develop an implementation plan together. For additional information, you can refer to: <https://disabilitysupport.gwu.edu>.

## Advisor Contacts

If a family or personal emergency arises during the semester that requires you to miss several class days, or perhaps leaves you considering withdrawal from one or more courses, contact an advisor in your dean's office for help.

Below is contact information for the directors of advising in each of the schools:

- CCAS – Gilda Mossadegh, [gilda@gwu.edu](mailto:gilda@gwu.edu); Advising Pods by last name at <https://advising.columbian.gwu.edu/undergraduate-advising>
- GWSB – Mirasol Española, [mespanola@gwu.edu](mailto:mespanola@gwu.edu); general email: [gwsbadv@gwu.edu](mailto:gwsbadv@gwu.edu)
- ESIA – Tim Dodd, [timdodd@gwu.edu](mailto:timdodd@gwu.edu); Advisors as assigned by last name at <https://elliott.gwu.edu/undergraduate-academic-advising>
- SEAS - Jonathan Ragone, [jvragone@gwu.edu](mailto:jvragone@gwu.edu); Advising by study concentration at <https://www.seas.gwu.edu/meet-your-academic-advisor>
- MISPH – Advising central email: [sphundergrad@gwu.edu](mailto:sphundergrad@gwu.edu)
- Assistant Athletics Director/Educational Support Services – Danya Ellman, [dellman@gwu.edu](mailto:dellman@gwu.edu)

Students can also refer to Frequently Asked Questions through the Student Life, Student Support offices at <https://studentlife.gwu.edu/student-support-faqs>

### **Writing Center**

GW's Writing Center cultivates confident writers in the GW community by facilitating collaborative, critical, and inclusive conversations at all stages of the writing process. Working alongside peer mentors, writers develop strategies to write independently in academic and public settings. Appointments, which will be offered both virtually and in person, can be booked online at [gwu.mywconline](http://gwu.mywconline).

### **Work in and out of Class**

Per federal and university guidelines, over 14 weeks, students will spend 3 credit hours per week in class (150 minutes), with an additional 1 credit hour (50 minutes) spent either in class or with a hybrid equivalent (online or other guided instruction): 56 hours for the semester. Homework and other out-of-class work is estimated at an average of 400 minutes per week (112 hours over the course of the semester).

### **University Policy on Observance of Religious Holidays**

In accordance with University policy, students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance.

### **Safety and Security**

- In an emergency: call GWPD 202-994-6111 or 911.
- For situation-specific actions: review the Emergency Response Handbook at [safety.gwu.edu/emergency-response-handbook](https://safety.gwu.edu/emergency-response-handbook)
- In an active violence situation: Get Out, Hide Out or Take Out. See [go.gwu.edu/shooterprep](https://go.gwu.edu/shooterprep)
- Stay informed: [safety.gwu.edu/stay-informed](https://safety.gwu.edu/stay-informed)

### **Title IX**

The Title IX Office is fully functional and working remotely at this time. Anyone impacted by sexual misconduct is encouraged to contact the Title IX Office to make a report at: [TitleIX.gwu.edu](https://titleix.gwu.edu). Supportive measures, investigations and all other services will be conducted virtually to assure that any sexual harassment, sexual assault, dating or domestic violence, stalking, retaliation, or other sexually discriminatory behaviors are addressed promptly. For more information, see <https://compliance.gwu.edu/title-ix-sexual-harassment-and-related-conduct-policy>.

### **Use of Electronic Course Materials and Class Recordings**

Course lectures will be audio/video recorded and made available to other students in this course. As part of your participation in this course, you may be recorded. If you do not wish to be recorded, please contact me the first week of class (or as soon as you enroll in the course, whichever is latest) to discuss alternative arrangements. Students are prohibited from recording/distributing any Class Activity without permission from the instructor, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student's own private use. Please contact the instructor if you have questions regarding what constitutes permissible or impermissible use of electronic course materials and/or recorded class sessions. Please contact Disability Support Services at [disabilitysupport.gwu.edu](https://disabilitysupport.gwu.edu) if you have questions or need assistance in accessing electronic course materials.