

“All attempts at gaining literary polish must begin with judicious reading, and the learner must never cease to hold this phase uppermost. In many cases, the usage of good authors will be found a more effective guide than any amount of precept. A page of [Joseph Addison] or of [Washington Irving] will teach more of style than a whole manual of rules, whilst a story of [Edgar Allan Poe]’s will impress upon the mind a more vivid notion of powerful and correct description and narration than will ten dry chapters of a bulky textbook. Let every student read unceasingly the best writers.” - H. P. Lovecraft.

Course English 200, Section 704, Introduction to Literature
Professor Roy L. Burkhead, MFA
Term Fall 2012
Meetings Online Course

Hello and Welcome to English 200: Introduction to Literature!

While this syllabus and the information on the course’s Blackboard site will explain this course’s expectations, I wanted to take a moment to welcome you to the course. Please keep the following in mind:

- As Hemingway once said, do not confuse movement (and motion) with action. There’s a lot to do for this course, and you need to make sure that you stay on task. If you have any questions about an assignment, please contact me and ask them.
- Take the week-to-week homework and writing assignments seriously, including the Reading Blog. If you don’t, all of those little points will add up to great big points, and they will clobber your final course grade. In addition, you won’t be able to go back at the end of the semester and make up work that you did not do or submit on time.
- The Book in Common is The Elements of Style by William Strunk and E. B. White. This book is your grammar and punctuation reference guide for this course, but it is much more! You’ll be reading this entire book as part of the semester’s assignments.

I’m looking forward to working with you all this semester. READ this entire syllabus and all of the information on this course’s Blackboard site in order to have the best experience possible this Fall!! Cordially, RLB

Professor’s Contact Information

Primary Contact Info roy.burkhead@wku.edu

Virtual Office Hours Send me an e-mail the day before with two times that work, including your area code and phone number, and I will respond via e-mail to confirm one of the times.

Important Dates **September 4:** Last day to add a class; last day to drop a class WITHOUT a grade.
October 17: Last day to drop a class with a W.
October 29: F/N Date. 60% point of the semester. Students who stop attending class before this date, or in online classes, students who stop participating before this date, are assigned a final grade of FN, not F. The grade of FN, according to the undergraduate catalog, indicates “Failure due to non-attendance (no semester hours earned and no quality points).” This grade could have implications for financial assistance.

Optional Mid-Semester Conference Calls **Date:** October 15 - 21, 2012
Purpose: To review to-date work progress, answer questions, and address issues. (Duration: 15-30 min.)
To Set Up Call: Send me an e-mail by 11:59 p.m. on/by October 14 with two 30-minute time slots that work for you between October 15-21, and I will reply to confirm the date/time. I will be able to schedule calls anytime on the weekend of October 15. During the week, I can schedule calls during my lunch hour (11 a.m. to 12:00 p.m., central time) and after 7:00 p.m., central time. Calls (done for extra credit) will happen only during the week of October 15. I will always talk to students throughout the semester, but no extra credit will be awarded when done outside of these dates.

Email Policies Students are expected to check their WKU email accounts several times a week. I expect students to read all email communications from me, Blackboard announcements, and Monday Morning Messages. I use email as the primary communication device for the students in case of an emergency. If a student emails me with an emergency, I will make every attempt to respond in a timely fashion. (During the week, I am online after 7:00 p.m. central time.) Read emails and all other online information carefully. Skimming information or sections will cause you to miss important instructions and information.

Technology Requirements and Expectations

Besides reliable access to the Internet (this means that ideally you will be able to access your course from home on a daily basis), e-mail, and the Web, preferably on a fast internet connection, you will need the following:

First, some basic word processing, Internet, Blackboard, and e-mail skills are necessary even to begin this course; you should be able to type, upload and download documents, attach files to e-mails, and manage your e-mail account. You should already have these basic technological skills if you are to succeed in this course. You should not be attempting this course if you are going to have to learn some of these basic skills before you will be able to access course content or submit work. If you do not have these basic skills, be warned that you will likely fall behind in the course and miss assignments, which cannot be made up. Students who are not comfortable with the technological aspects of the course end up either dropping or failing.

And second, there are a few software requirements for the course. You should have Adobe Acrobat Reader (free download at <http://get.adobe.com/reader/>) installed on the computer, and you should use Mozilla's Firefox browser (free download at <http://www.mozilla.com>) for the best results in Blackboard (some versions of Safari and Internet Explorer work, as well).

Trial Versions of Software: Don't use them!! You are **EXPECTED** and **REQUIRED** to own and install all of the appropriate software needed to participate in this online course by the start of the semester. In the majority of cases, trial versions will run out before the end of the semester. I will **NOT** allow students to make up work that they miss because of an expired piece of software. The final grade for any such assignment will be a zero (0). Make sure your computer has full, legal versions of all appropriate software before you start this class.

Blackboard. This syllabus works hand-in-hand with the course's Blackboard site. To start, read this **entire** document and **ALL** information on Blackboard to understand how the course is laid out, policies, expectations, and so on. I will be running stat reports on Blackboard to keep track of everyone's work and verify that everyone is using the site. Sometime overnight each Sunday evening, I will post the **Monday Morning Message (MMM)** to the course's home page, which is the Announcements page—the first thing seen when the course appears. In addition to a broad overview of the coming week's work and expectations, students will be given hotlinks to relevant documents, et cetera.

Syllabus Statement

Consider the assignment-portion of this syllabus a fluid approach to the semester. In all likelihood, these assignments will not change. But the semester may bring with it many opportunities for educational experiences. Lessons could change. As a result, please **DO NOT** skip ahead to assignments. Otherwise, you run the risk of completing homework that could change.

General Course Information

Prerequisite English 100 or equivalent.

Catalog Description

English 200. Introduction to Literature: Introductory study of fiction, poetry, and drama demonstrating techniques by which literary artists reflect human experience. **Substantial student writing** about literature will be required.

English 200 fulfills the B.1 (Humanities/Literature) general education requirement. This course will help students attain these general education objectives: (1) proficiency in reading, writing, and speaking; and (2) an informed acquaintance with major achievements in the arts and humanities.

Required Texts

Gioia, Dana, and X.J. Kennedy. Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing (4th Edition) Publisher: Longman; **4 edition** (July 25, 2011) ISBN-10: 0205151663

Grade Notice: You **MUST** get this book in time for the semester. You will **NOT** be allowed to turn in work late as a result of not having the **correct edition. PLEASE PLAN AHEAD.**

Book in Common: The Elements of Style by William Strunk and E. B. White. I am having the WKU bookstore stock the 4th edition, but there are many versions of this book. The items I will be testing you over are in all editions, so, you may pick up whatever edition/version you wish.

Student Effort Expectations

I was an undergraduate student, once, as well. I know all about courses that are considered to be an "Easy A." This course is **NOT** one of those. In fact, if you don't take the weekly assignments seriously and make a solid effort, this course will turn out being an easy C, D, or F. Trust me: every semester I have a

certain amount of online students who contact me at final grade time about their grades, and it never makes a difference. You either follow the assignments, or you don't follow the assignments.

How can your grade get in trouble with this class? By you not buying the correct edition of the textbook (or buying the textbook AT ALL!) and trying to fake your way through the semester. By playing games with the smaller papers and assignments, not taking them seriously. By offering unbelievable excuses in an attempt to submit work beyond deadlines, which you won't be able to do. Online courses—including English 200—offer students a degree of flexibility with schedules and some level of choice with decisions, but students cannot do whatever they want, whenever they want.

Not to worry: follow the guidelines outlined in this syllabus and in the online instructions via Blackboard, and you will do fine and have a great semester. But take your participation in the course seriously.

Assignments, Academic Calendar, & Dates of Interest

Week of	Activities, Assignments, and Expectations
August 27	First Day of Semester/Classes
August 27 – September 2	<p>1) Review syllabus; 2) review ALL tabs on Blackboard; 3) take quiz over syllabus/Blackboard content; 4) receive introduction to the class by reading instructor postings on Blackboard; 5) read Anne Lamott's essay; and 6) read the essay by Kim Brooks. Write an essay in reaction to essays by Lamott and Brooks. (Instructions to be provided via Blackboard. Word count: 500-600 words.)</p> <p>Reading Blog: Create your blog and submit your Web address (starting with "http:") to the instructor. Start reading Book in Common, <u>The Elements of Style</u> by William Strunk and E. B. White.</p>
September 3	Labor Day (University closed)
September 4	Last day to add a class; last day to drop a class WITHOUT a grade.
September 3 – 9	<p>Read <i>Writing about Literature</i> section of your text, <u>Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing (4th Edition)</u>, pages 1083-1131. Take special note of guidelines on pages 1130-1131. Don't freak out. It's not as long as it seems. The reading contains several sample papers. Just skim those samples. Focus on the other portions of the reading. Complete exercise over the reading.</p> <p>Complete Reading Blog entry. Complete and submit to instructor via Blackboard the bi-weekly communication letter (at least 200 words). Continue reading Book in Common, <u>The Elements of Style</u> by William Strunk and E. B. White.</p>
September 10 – 16	<p>Receive and review spec sheet on the Semester Project, aka: a long formal essay. Finish reading Book in Common, <u>The Elements of Style</u> by William Strunk and E. B. White. Read grammar/punctuation Web links/stories. Write 500-800 word paper on the book and Web links/stories and take the grammar/punctuation quiz based upon items in the book.</p> <p>Complete Reading Blog entry.</p>
September 17 – 23	<p>View online lecture about <i>when/how to read and why</i>. Read the following handouts posted to Blackboard 1) The Geometry of Dialogue; 2) You, in a Bottle; 3) Our National Literature; and 4) My Word! Plagiarism and College Culture. Take quiz over all the material.</p> <p>Complete Reading Blog entry. Complete and submit to instructor via Blackboard the bi-weekly communication letter (at least 200 words).</p>
September 24 – 30	<p>From your text, <u>Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing (4th Edition)</u>, read the poems from a list that I will provide via Blackboard and write a 800-1000 word essay that reacts to the works. Spec sheet will be provided. In addition, do homework as assigned via Blackboard.</p> <p>Complete Reading Blog entry.</p>
October 1 – 7	<p>This I Believe Essay: Listen to sample essay from http://thisibelieve.org/, read specs sheet posted on Blackboard, and write your own This I Believe Essay (400-500 words).</p>

Complete Reading Blog entry.
Complete and submit to instructor via Blackboard the bi-weekly communication letter (at least 200 words).

October 4 & 5 Fall Break

October 8 – 14 From your text, Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing (4th Edition), read the short stories from a list that I will provide via Blackboard and write a 800-1000 word essay that reacts to the works. Spec sheet will be provided. In addition, do homework as assigned via Blackboard.

Complete Reading Blog entry.

October 15 – 21 Read the scholarly essay “Expatriate Lifestyle as Tourist Destination: The Sun Also Rises and Experimental Travelogues of the Twenties.” Write a 500-word reaction to the essay.

Complete Reading Blog entry. (NOTICE: This week is the official end of the blogs.)
Complete and submit to instructor via Blackboard the bi-weekly communication letter (at least 200 words).

October 15 – 21 Optional Mid-Semester Conference Calls. (Note: Please read the heading entitled “Optional Mid-Semester Conference Calls” on the first page of this syllabus for additional information.)

October 17 Last day to drop a class with a W.

October 22 – 28 Student choice essay. From your text, Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing (4th Edition), read one short story and one poem and write a 500-word essay that reacts to the works. Spec sheet will be provided.

October 29 F/N Date. 60% point of the semester. Students who stop attending class before this date, or in online classes, students who stop participating before this date, are assigned a final grade of FN, not F. The grade of FN, according to the undergraduate catalog, indicates “Failure due to non-attendance (no semester hours earned and no quality points).” This grade could have implications for financial assistance.

October 29 – November 4 Read drama lecture posted to Blackboard. From your text, Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing (4th Edition), read the entire section on Shakespeare and the play, *Othello*.

Complete and submit to instructor via Blackboard the bi-weekly communication letter (at least 200 words).

November 6 Presidential Election Day (University closed!)

November 5 – 11 Finish the reading on Shakespeare material and *Othello*. Write a 1000-1500 word paper that covers the play and the author. Spec sheet will be provided.

Complete and submit to instructor via Blackboard the bi-weekly communication letter (at least 200 words).

November 12 – 18 Start work on the semester project. Spec sheet to be provided.

November 19 – 25 Thanksgiving Break: November 21, 22, & 23. (University closed). **No homework this week.**

November 26 – December 2 Continue work on semester project.

Complete and submit to instructor via Blackboard the bi-weekly communication letter (at least 200 words).

December 3 – 9 Turn in semester project, which is a 1500-2000 word research paper.

December 10 – 14 Finals Week. NO FINAL for this class. Merry Christmas. ☺

December 15 Commencement

December 18 Final grades due to administration by Noon.

Course Policies

<p>Grading (credit) Criteria</p>	<p>Log into Blackboard every week, complete and submit assignments, do the reading, blog, complete the work, and you will be successful in this class. I expect the student's writing and work to reflect the student's success in/completion of English 100. In addition, I expect the student to have a sound background in writing skills. I will NOT be line editing your papers, but papers with spelling errors and grammar issues will be graded accordingly. (Take grammar and punctuation seriously: I do.)</p> <p>All formal written essays and papers will receive numerical grades and comments from the teacher. Students must complete all major assignments (all formal essays and papers) in the course to receive a passing grade. The final grades are non-negotiable and are based strictly on the student's earned points. The final grade is calculated on a 1000-point scale. The student needs 900-1,000 total points at the end of the semester for an A, 800-899 for a B, 700-799 for a C, and 600-699 for a D. Failure to earn 600 points results in an F. Point breakout for this course's work is as follows:</p> <p>Semester Project: 150 points (1500-2000 words)</p> <p>Papers & Essays: Reaction Paper to essays by Anne Lamott and Kim Brooks: 50 points (400-500 words) <i>This I Believe</i> essay: 50 points (500 words) Reaction to Scholarly Essay: 50 points (500 words) Short Story Essay: 75 points (800-1000 words) Poetry Essay: 75 points (800-1000 words) Student Choice Essay: 50 points (500 words) Othello/Shakespeare Paper: 100 points (1000-1500 words) Essay over Book in Common: 100 points</p> <p>Tests, Quizzes, & Exercises: Quiz over Syllabus and Blackboard Content: 25 points Pop Quiz: 25 points Grammar/Punctuation Exercise: 50 points Exercise over Writing about Literature: 37.5 points Quiz over <i>Why/How to Read</i> Lecture: 50 points</p> <p>Additional Assignments: RE-EVALUATE Homework from Text: 50 points Reading Blog: 25 points. Point/word count breakout: - Blog Creation: 5 points - Weekly Blog Postings: 2.9 points each & 100 words each Bi-Weekly Communication Letters: 37.5 points (Each worth 6.25. Each letter is at least 200 words.</p>
<p>Resolving Complaints about Grades</p>	<p>Any student who takes issue with a grade or another aspect of a course should first speak with the instructor. If the student and instructor cannot resolve the issue, the student may refer the matter to the director of composition, who will assist the instructor and the student in reaching a resolution. If either party is dissatisfied with the outcome at that level, the matter may be appealed to the department head. The Student Handbook (available at http://www.wku.edu/handbook/) outlines procedures for appeals beyond that level.</p>
<p>Course Methodology</p>	<p>The Fall semester of English 200 will be writing intensive. I will deliver curriculum to the students using a combination of online lectures, reading from assigned texts, quizzes and tests, short papers/essays, and a semester project, which will be a long research paper. Students will keep a blog that is specific to their major/profession, and they will use this communication medium to practice the techniques learned in class.</p>
<p>Communication</p>	<p>Communication will be essential for success in this course. I have set up the following communication opportunities:</p> <ul style="list-style-type: none"> • Each Monday, you will receive a Monday Morning Message on Blackboard from me that addresses any points of interest, directs you to additional assignments, and so on. • Each student will send me a bi-weekly communication message via the Blackboard assignment page. • Optional Mid-Semester Conference Call. • One-on-one meetings, via the telephone, upon request by student.

<p>Reading Blog</p>	<p>All students are required to create and make weekly entries to their Reading Blogs (online journals), which fulfills the journal responsibilities associated with this course. Students will use the blogger Web site.</p> <p>The blog is worth 25 points (max) toward the final grade, and it is divided as follows:</p> <ul style="list-style-type: none"> • Blog Creation and URL Submitted On-Time to Instructor: 5 points • Weekly Posting/Entries to Blog: 20 points total (max), awarded at the end of the semester <p>Points of Interest:</p> <ul style="list-style-type: none"> • Students may write about any topics they wish, as long as it is done in a professional manner and relates to such items as their majors, minors, homework, and other related points of interest. • The blog entries MUST contain original text created for this assignment in this semester. No copying/pasting from other assignments is allowed. Credit will not be given for the entry if it is discovered that the work is from another source, i.e.: recycled homework entries, and so on. • All entries may only be completed during the week that they are due. Students will not be given credit for a weekly entry that was created after the deadline. (Note: The blogger software timestamps all entries.) <p>Go to the following URL to create an account and start the blog: https://www.blogger.com/start</p> <p>Content Alert: Blog/Journal writing allows for free expression; however, making serious threats, writing about actual felonious activity, or seriously expressing suicidal thoughts in a blog/journal entry may require action on the part of the teacher.</p>
<p>Extra Credit Opportunities</p>	<p>There are two opportunities for extra credit this semester for English 200.</p> <p>First Opportunity: The purpose of the first extra credit opportunity is to impress upon you the importance of communication in this course. The optional mid-semester conference call takes place during the week of October 15-21, 2012. Any student who schedules and participates in the call will earn five extra credit points. For details about the call, please see the first page of this syllabus.</p> <p>Second Opportunity: During the week of October 1-7, you will write a <i>This I Believe</i> essay. For five extra credit points, provide me with proof that you submitted it to NPR.</p> <p>Only students in good standing in this course may be able to receive any extra credit points, regardless of whether they earned the points or not. No student may pass a course due to additional points added from extra credit opportunities. There are only two extra credit assignments this semester. (Please note that there will be no “ad hoc” or “on the fly” suggestions from students for extra credit.)</p>
<p>Submitting Assignments</p>	<p>Each lesson will identify where to post your assignment within Blackboard. All assignments MUST be submitted in the appropriate way and location to receive credit. Always follow my instructions as to how to submit assignments; assignments must come through Blackboard and will NOT be accepted as emails directly to me. There are NO reminders for assignments and papers. This syllabus and the Blackboard course tell you when to turn in your work. All assignments MUST be posted by 11:59 p.m. on the night that they are due. In addition, you should plan on giving this course at least six hours of your time each week.</p> <p>You should save copies of: 1) all of your work; and 2) all of your correspondences (emails) to/from me. In all cases, your work will be in a MS Word docfile.</p>
<p>Due Dates and Late Work</p>	<p>I expect the students to read the texts, complete the assignments, and deliver all papers on time. For most assignments, I will give a designated due date “submission period.” This means you will have a 2-3 day period of time (sometimes more) in which your work may be turned in. That way, if you have a computer malfunction, or there are server problems, you will have time to retype, borrow a computer, or figure out how to resolve your issues.</p> <p>As a result, you should never have an excuse for turning in work and papers late. Therefore, assignments and papers posted to Blackboard after 11:59 p.m. on the deadline date receive a ZERO.</p>

<p>Course Goals & Objectives</p>	<p>English 200 is an introduction to reading literary prose, poetry, and drama at the college level. Reading assignments in the course are designed to encourage critique and analysis and to increase discernment about the nuances of language use. Students will write literary analyses of at least three different genres, with a total word count of at least 3600 (about 12 double-space pages) for all formal writing in the course. These essays should demonstrate their ability to apply appropriate terms, strategies, and textual evidence. English 200 should reinforce students' knowledge of how to utilize MLA guidelines to document their use of primary texts and, if required in the course, secondary source material.</p> <p>Learning Outcomes:</p> <p>By the end of English 200, students should be able to:</p> <ul style="list-style-type: none"> • Use basic literary terminology to interpret literary texts. • Write thesis-driven analytical papers about literature. • Use MLA guidelines to document use of primary source material.
<p>Plagiarism and Honesty Expectations</p>	<p>Plagiarism is a serious academic offense.</p> <p>Any student found guilty of plagiarism will receive an “F” for the plagiarized assignment and a final grade of “F” (at the instructor’s discretion) for the entire course. Any student having difficulty with an assignment should speak with me for additional help and guidance. Don’t plagiarize. Don’t let one bad decision on your part force me to fail you. The department has and uses plagiarism detection tools. If you’re having trouble with an assignment (or a certain skill set), ASK for help and/or additional instruction! I am here to help you!</p> <p>According to Webster’s International Dictionary, the definition of plagiarism is “to steal or purloin and pass off as one’s own the ideas, words, or artistic production of another; to use without credit the ideas, expressions, or productions of another.”</p> <p>Plagiarism comes in three forms: “fraud,” “patchwriting,” and “insufficient or undocumented paraphrasing.” In brief, each paper that you turn in and every sentence in it must be written completely by you, or you must give proper credit to the other writers for their ideas and words. In addition, most teachers consider handing in papers that were written for other classes to be a form of plagiarism. New papers should be written for each assignment. Do not download papers from the Web or "recycle" papers from other students.</p>
<p>Writing Center Assistance</p>	<p>The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Their 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. But they will not revise or edit the paper for you. See instructions of the Web site http://www.wku.edu/writingcenter/ for making online or face-to-face appointments. Or call (270) 745-5719 during their operating hours (also listed on their website) for help scheduling an appointment.</p>
<p>Paper Guidelines</p>	<p>All papers must be computer-generated using 12-point, Times New Roman font, with double-spacing, one-inch margins on all four edges and non-justification on the right side of the paper (i.e.: normal paragraphs verses having all your paragraphs come out in square blocks). Use BLACK font color only. Hedging length with large margins, wide line spacing, and incorrect font sizes will result in significant grade reductions. Please be aware that all papers will be graded on WORD COUNT, not on page length. Therefore, there is no reason to try and manipulate page properties and formats. It will only cause you to lose additional points. TYPE YOU NAME ON ALL ASSIGNMENTS; otherwise, there will be a FIVE-POINT PENALTY.</p>
<p>Wikipedia</p>	<p>NEVER, ever use Wikipedia for any assignment in this class. Any assignment found to be using Wikipedia will receive zero points for the total grade.</p>
<p>ADA Notice</p>	<p>Students with disabilities who require accommodations (academic and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room A200, Downing University Center. The OFSDS telephone number is (270) 745-5004 V/TDD. Please do not request accommodations directly from the instructor without a letter of accommodation from the Office for Student Disability Services.</p>
<p>Program Assessment Notice</p>	<p>As part of a university-wide accreditation study, a small sample of papers may be collected from randomly-selected individuals in all ENG 200 classes. The papers will be examined anonymously as part of a program assessment; results will have no bearing on student assessment or course grades.</p>

Instructor Evals	Toward the end of the semester, you will be able to go online and evaluate your instructor and this course. Please take the time to do so. It is essential that the university knows how you feel about me and this course in order to maintain and increase quality. Survey results are anonymous. Please give your fair, honest opinions.
The Learning Center	Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing University Center, A330) provides free supplemental education programs for all currently enrolled WKU students. TLC @ DUC offers certified, one-on-one tutoring in over 200 subjects by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area, with side rooms designated for peer-to-peer tutoring, and offers a computer lab to complete academic coursework. Additionally, TLC has three satellite locations. Each satellite is a quiet study center and is equipped with a small computer lab. These satellites are located in Douglas Keen Hall, McCormack Hall, and Pearce Ford Tower. For more information, or to schedule a tutoring appointment, please call TLC at (270) 745-6254. http://www.wku.edu/tlc/
Related Sites	<p>WKU Student Handbook: http://www.wku.edu/handbook/</p> <p>WKU Blackboard: https://blackboard.wku.edu/</p> <p>WKU's Department of English: http://www.wku.edu/english/index.php</p> <p>Liaison Librarians in the Library: http://www.wku.edu/library/dlps/subject_librarians.php</p> <p>WKU Style Manuals & Writing Guides: http://libguides.wku.edu/stylewrite</p> <p>WKU IT Help Desk: http://www.wku.edu/infotech/index.php?page=100</p> <p>Blackboard Online Support: https://ecourses.wku.edu/webapps/portal/frameset.jsp?tab_group_id=2_1</p> <p>WKU IT Video Tutorials: https://asaweb2.wku.edu/atech/training/index.php?fuseaction=calendar.tutorials</p> <p>The Writing Center: http://www.wku.edu/writingcenter/</p> <p>The Learning Center's Online Tutoring Sessions: http://www.wku.edu/tlc/</p> <p>WKU Library Resources: http://www.wku.edu/online/lib-resources.php</p> <p>Bandwidth Tester: http://www.bandwidthplace.com/</p> <p>Technology Requirements for Online Learners: http://www.wku.edu/online/tech-requirements.php</p> <p>This I believe: http://thisibelieve.org/</p>

Descriptions and timelines are subject to change at the discretion of the instructor.