

Course Syllabus for BIOL 2160

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Course: BIOL 2160 2.0.(1) Human Physiology

Book: Course Syllabus for BIOL 2160

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Description



The *Moodle book* is a resource that can be used to organize information and multimedia in your course. Click on any of the chapter titles to jump to the section you want to read. You can print this book by clicking on the book title or on a chapter title and then clicking the link under the Table of Contents.

This course syllabus is an example of the Moodle book.

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Instructor & Course Information

BIOL 2160: Human Physiology (3 credit hours)

Instructor: Dr. Adam Hrinkevich
ahrinkevich@outreach.lsu.edu

Please email your instructor (ahrinkevich@outreach.lsu.edu) with questions about course content. Every effort will be made to respond within 24 hours.

Catalog description: Elements of human physiology; controls and functions of the various organ systems.

Prerequisites: BIOL 1001 or BIOL 1201 recommended.

Course Outcomes and Module Learning Objectives

This course covers the following specific measurable outcomes and learning objectives. All assessments are aligned to these outcomes and objectives.

Course Outcomes

When you complete this course, you will be able to:

- CO1: Demonstrate an integrated understanding of human physiological systems by explaining the structure–function relationships and homeostatic mechanisms that maintain internal stability.
- CO2: Analyze and interpret physiological processes using quantitative reasoning, experimental data, and problem-solving skills to evaluate system responses to internal and external changes.
- CO3: Apply physiological principles to clinical and real-world contexts by identifying disruptions to homeostasis and explaining compensatory mechanisms or consequences.
- CO4: Communicate scientific knowledge effectively by synthesizing physiological concepts in written, visual, and oral formats, fostering critical thinking and collaborative learning in the context of human physiology.

Module Topics and Learning Objectives

The following is a breakdown of module topics and their associated learning objectives.

Module 1: Introduction to Physiology

1. Classify the four major types of cells in the human body. Differentiate the defining characteristics of the four cell types. (CO 1, 2)
2. Analyze the distribution of water across body fluid compartments. (CO 1, 2)
3. Explain the concept of homeostasis. (CO 1, 3)
4. Evaluate the role of negative feedback in maintaining homeostasis. (CO 1, 3)
5. Assess why diabetes is considered an epidemic. (CO 3, 4)

Module 2: The Cell Structure and Function

1. Classify the four major classes of biomolecules and summarize their cellular functions. (CO 1)
2. Compare the structures and functions of major cellular components. (CO 1)
3. Explain transcription and translation, and analyze the role of DNA, RNA, ribosomes, and the ER in protein synthesis. (CO 1, 2)
4. Explain how genetic information is stored in DNA and illustrate its transmission during mitosis. (CO 1, 2, 3)
5. Differentiate the fates of membrane, secreted, and cytoplasmic proteins following synthesis. (CO 1, 2, 3)

Module 3: Cell Metabolism

1. Define metabolism. Differentiate catabolic and anabolic reactions. (CO 1)
2. Analyze hydrolysis, condensation, phosphorylation, dephosphorylation, oxidation, and reduction reactions. (CO 1)
3. Explain how energy changes in a reaction relate to reactant/product energies and reaction direction. (CO 1, 2)
4. Explain activation energy and its effect on reaction rates. (CO 1, 2, 3)
5. Illustrate the mechanism of enzyme action. Evaluate factors influencing enzyme-catalyzed reaction rates. (CO 1, 2)
6. Explain the role of ATP in energy metabolism. (CO 1, 2)
7. Summarize the major events of glycolysis, Krebs cycle, and oxidative phosphorylation. (CO 1, 2)
8. Compare pathways for obtaining energy from fats, proteins, and glycogen. Explain how energy is stored by synthesizing these compounds. (CO 1, 2, 3, 4)

Module 4: Cell Membrane Transport

1. Explain the role of chemical, electrical, and electrochemical driving forces in passive transport. Differentiate passive and active transport. (CO 1, 2)
2. Identify factors influencing passive transport rate. Identify factors influencing active transport rate. (CO 1, 2)
3. Identify factors affecting membrane permeability by diffusion. Explain how and why each factor influences permeability. (CO 1, 2)
4. Compare carrier-mediated and channel-mediated membrane transport. (CO 1, 2, 3)
5. Differentiate primary and secondary active transport. Illustrate each with an example. (CO 1, 2, 3)
6. Explain how solute concentration gradients drive water movement. Differentiate osmolarity and tonicity. (CO 1, 2)
7. Define endocytosis and exocytosis. Differentiate these processes from other transport mechanisms. Distinguish receptor-mediated endocytosis from pinocytosis. (CO 1, 2, 3)
8. Explain how epithelial cell polarity enables absorption and secretion. (CO 1, 2)

Module 5: Chemical Messengers

1. Compare the major functional classes of chemical messengers and explain the ways the messenger gets to the target cell. (CO 1, 2, 3)
2. Analyze the basic structure and function of each chemical class of messenger and explain the mechanisms of synthesis, release, transport, and signal transduction. (CO 1)
3. Explain the signal transduction mechanisms for lipophilic and lipophobic messengers. (CO 1, 2)
4. Differentiate the various classes of receptors in the cell. (CO 1)
5. Explain the mechanisms of communication mediated through the nervous and endocrine systems. (CO 1, 2)

Module 6: Nerve Cells and Electrical Signaling

1. Compare the major components of the nervous system and the direction of information flow within and among them. (CO 1)
2. Explain the basic anatomy of a neuron. Describe the grouping of neurons within the central nervous system and the peripheral nervous system (CO 1)
3. Describe the structure and function of myelin. (CO 1)
4. Summarize the ionic basis of the resting membrane potential. (CO 1)
5. Explain the mechanism of graded potentials. Summarize how they can trigger an action potential. (CO 1, 2)
6. Explain the ionic basis of an action potential. Summarize the gating mechanisms for voltage-gated sodium and potassium channels. (CO 1, 2)
7. Explain the propagation of action potentials. Contrast propagation in myelinated and unmyelinated axons. (CO 1, 2)
8. Summarize refractory periods and explain their physiological significance. (CO 1, 2, 3)

Module 7: The Cardiovascular System Cardiac Function

1. Identify the major components of the cardiovascular system and their functions. (CO 1, 2)
2. Identify the major structures of the heart and analyze the path of blood flow through the heart and vasculature. (CO 1)
3. Explain the cardiac cycle and identify the structural components of the heart. (CO 1, 2)
4. Trace the path of action potentials through the conduction system of the heart and relate the heart's electrical activity to its pumping action. (CO 1)
5. Interpret how the phases of the electrocardiogram relate to the events of the cardiac cycle. (CO 1, 2, 3)
6. Compare the differences between extrinsic control and intrinsic control. Explain how they relate to the regulation of the heart. (CO 1, 2)
7. Explain how cardiac output is affected by hormones, neurotransmitters, blood volume, ventricular contractility, and filling time. (CO 1, 2)

Module 8: The Cardiovascular System Blood Vessels, Blood Flow, and Blood Pressure

1. Analyze the physics of blood flow through blood vessels. Explain the concepts of pressure gradients and resistance. (CO 1, 2)

2. Compare the anatomy of the vasculature. Summarize the functional properties of the different types of blood vessels. (CO 1, 2)
3. Summarize the role of arterioles in varying resistance to regulate blood flow to organs. (CO 1, 2)
4. Contrast how material is exchanged between blood and interstitium. Compare the forces that cause bulk flow of fluid across capillary walls. (CO 1, 2)
5. Relate how mean arterial pressure influences blood flow to individual organs and to the entire systemic circuit. Identify the factors that determine the mean arterial pressure. (CO 1, 2, 3)
6. Describe how the arterial baroreceptor reflex regulates the mean arterial pressure. (CO 1, 2)
7. Analyze how changes in arterial carbon dioxide levels, body heat, and exercise affect cardiovascular function and mean arterial pressure. (CO 1, 2, 3, 4)

Module 9: The Cardiovascular System Blood

1. Identify the major components of blood and summarize their functions. (CO1)
2. Summarize the life cycle of red blood cells. (CO1)
3. Compare the different classes of leukocytes. Explain their roles in the body's defense against pathogens. (CO1)
4. Summarize the mechanism of clot formation and the role that platelets play in this process. (CO1, 2, 3)

Module 10: The Respiratory System Pulmonary Ventilation

1. Contrast internal respiration and external respiration. (CO 1, 2)
2. Classify the major structures and functions of the respiratory system. (CO 1, 2)
3. Summarize the anatomy of the respiratory membrane. Explain how the respiratory membrane facilitates the exchange of gases between blood and air. (CO 1, 2)
4. Detail the anatomy of alveoli and how they relate to respiratory function. (CO 1, 2)
5. Explain the function of pulmonary surfactant. (CO 1, 2)
6. Analyze the mechanics of breathing. Summarize the different pulmonary pressures and explain their roles in ventilation. (CO 1, 2)
7. Summarize the roles of lung compliance and airway resistance in ventilation. (CO 1, 2)
8. Illustrate the different lung volumes and capacities. Contrast the clinical applications of lung volumes, forced vital capacity, and forced expiratory volume. (CO 1, 2, 3, 4)

Module 11: The Respiratory System Gas Exchange and Regulation of Breathing

1. Contrast the circulatory pathway for oxygenated and deoxygenated blood. Detail the exchange of gas in the lungs and in systemic tissues. (CO1, 2)
2. Explain the normal partial pressures of oxygen and carbon dioxide in arterial and mixed venous blood. Summarize how they contribute to the exchange of gases. (CO1, 2)
3. Summarize the mechanisms of transport of oxygen and carbon dioxide in the blood. Explain the role of hemoglobin in the transport of both gases. (CO1, 2)
4. Analyze the relationship between the PCO₂ of blood and the pH of blood. Summarize the actions of carbonic anhydrase in erythrocytes as blood passes through the systemic and pulmonary circulations. (CO1, 2)
5. Summarize the neural mechanisms that establish and regulate the respiratory rhythm. (CO1, 2)
6. Describe the role of peripheral and central chemoreceptors in the control of ventilation. (CO1, 2)
7. Describe how changes in PO₂ and PCO₂ in lung tissues can alter ventilation. Define the ventilation-perfusion ratio. (CO1, 2)
8. Summarize how the respiratory system regulates acid-base balance of the blood by varying the rate of carbon dioxide expiration. (CO1, 2, 3, 4)

Module 12: Muscle Physiology

1. Summarize the major structural features of a skeletal muscle cell. Contrast the relationship between the structure and the function of each structural feature. (CO1, 2)
2. Explain the sequence of events that occurs in the crossbridge cycle and how they relate to the sliding-filament model of muscle contraction. (CO1, 2)

3. Identify the various factors that affect the force of muscle contraction. (CO1, 2)
4. Summarize the three types of skeletal muscle fibers and each of their functions. (CO1)
5. Contrast the major characteristics of smooth, skeletal, and cardiac muscle tissue. (CO1)

Module 13: The Urinary System Renal Function

1. Describe the functions of the nephron, glomerulus, renal tubule, collecting duct, ureter, bladder, and urethra in the urinary system. (CO 1)
2. Assess how the urinary excretion of solutes and water influences the volume and composition of plasma. (CO1, 2)
3. Detail how the renal exchange processes of filtration, secretion, and reabsorption affect the rate at which materials are excreted in the urine. (CO1, 2, 3)
4. Explain how filtered load, glomerular filtration rate, clearance, transport maximum, and renal threshold relate to renal function. (CO 1, 2)
5. Analyze the events that occur during micturition. (CO1)

Module 14: The Urinary System Fluid and Electrolyte Balance

1. Explain the concept of balance. (CO1)
2. Analyze the different sources of body water input and output. (CO1)
3. Explain the control of water balance and osmolarity by antidiuretic hormone. (CO1, 2)
4. Explain how aldosterone and atrial natriuretic peptide regulate plasma sodium levels. (CO1, 2, 3)
5. Summarize the major mechanisms whereby water and sodium balance influence mean arterial pressure. (CO1)
6. Explain the role of aldosterone in potassium balance. (CO1, 2)
7. Compare the hormone systems that regulate calcium balance. (CO1, 2)
8. Summarize the factors that influence acid-base balance. (CO1, 2)
9. Compare how buffers in the blood, actions of the respiratory system, and the kidneys compensate for acid-base disturbances. (CO1, 2, 3)

Module 15: The Gastrointestinal System

1. Summarize the major organs of the gastrointestinal system and their functions. (CO1, 2)
2. Identify the tissue layers that make up the wall of the gastrointestinal tract. (CO1, 2)
3. Describe the mechanisms involved in the absorption of carbohydrate, protein, and lipid digestion products. Explain how the mechanism of lipid absorption is related to the hydrophobic nature of fats. (CO1, 2)
4. Compare the role of short reflex pathways, long reflex pathways, and gastrointestinal hormones in the control of digestive function. (CO1, 2)
5. Explain the functions of saliva, stomach acid, pancreatic juice, and bile. Summarize how the secretion of each of these substances is regulated. (CO1, 2)
6. Summarize how peristalsis, segmentation, migrating motility complex, haustration, mass movement, and basic electrical rhythm play a role in digestion. (CO1, 2)

Module 16: The Reproductive System

1. Differentiate the stages of meiosis and the significance of gametogenesis in the promotion of genetic diversity. (CO1, 2, 3, 4)
2. Explain the role of sex chromosomes and sex hormones in the development of sexual characteristics. (CO1, 2)
3. Summarize the process of spermatogenesis and its hormonal regulation. (CO1, 2)
4. Compare the cyclic variations in plasma hormone levels that occur during the menstrual cycle and how these hormones regulate the ovarian and uterine changes. (CO1, 2)
5. Summarize the events that occur during fertilization, implantation, and early embryonic development. (CO1, 2)
6. Explain the regulation of estrogen and progesterone secretion during pregnancy. Summarize how these hormones help maintain pregnancy and prepare the body for parturition. (CO1, 2, 3, 4)

Module 17: The Immune System

1. Explain the function of the lymphoid organs. (CO1, 2)
2. Categorize the different pathogens that can invade the body causing disease. (CO1, 2)
3. Explain events that occur during inflammation. Evaluate how the skin and mucous membranes, inflammation, interferons, natural killer cells, and the complement system contribute to the body's nonspecific defenses. (CO1, 2, 3)
4. Explain how innate and adapted immunity play a role in the human complement system. (CO1, 2)
5. Summarize how humoral immunity contributes to immune responses. (CO1, 2)
6. Summarize how cell-mediated immunity contributes to immune responses. (CO1, 2)
7. Explain how immunization can lead to protection from infectious disease. (CO1, 2, 3)
8. Summarize the immunological issues regarding blood transfusion and organ transplantation. (CO1, 2)
9. Categorize how immune dysfunction can result in allergy, autoimmunity, or immunodeficiency. (CO1, 2, 3)

Module 18: Diabetes Mellitus

1. Summarize causes of type 1 and type 2 diabetes mellitus. (CO1, 2, 3, 4)
2. Explain the initial manifestations of diabetes mellitus. (CO1, 2, 3)
3. Classify the causes and effects of ketoacidosis. (CO1, 2, 3)
4. Summarize the events that can lead to a diabetic coma. (CO1, 2, 3, 4)
5. Explain how hyperglycemia causes many of the adverse effects in diabetes. (CO 1, 2, 3, 4)
6. Explain how damage to the microvasculature leads to adverse effects in diabetes. (CO1, 2, 3, 4)
7. Explain how macrovascular damage contributes to adverse consequences in diabetics. (CO1, 2)
8. Summarize how the normal wound healing process is impaired in diabetes. (CO 1, 2)
9. Compare the current treatments of diabetes. (CO1, 2, 3, 4)
10. Differentiate areas of new research on diabetes. (CO1, 2, 3, 4)

Course Materials and Resources

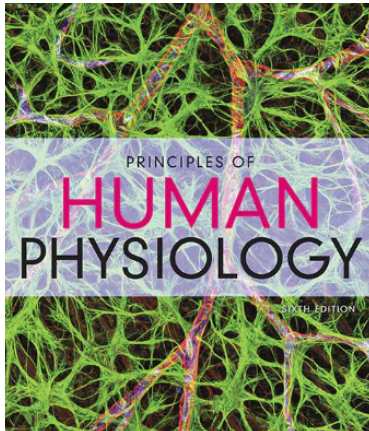
Required Materials

The following materials are required for this course:

1. **Textbook:** Cindy L. Stanfield. *Principles of Human Physiology*, Sixth Edition, 2018. ISBN-13: 978-0134169804
2. **Access Code:** Enrolled in Mastering A&P (an active account that will last through the last day of the course)

The textbook is available in several formats, including a physical/hardbound textbook, a loose-leaf version of the textbook, or an "e-text" (an electronic version of the textbook). It just depends on what you prefer. Historically, materials purchased through the [Pearson Education publishing website](#) will be the cheapest, but I would encourage you to check various vendors to get the best deal (just be sure you are purchasing the correct materials for our course, since there are many variations). You can use any format, but you must have some version of the textbook to complete in this course.

Below is a picture of our textbook.



Ordering Information

Please review the following tips for ordering your course materials:

1. Do not purchase your textbooks until your enrollment is approved. During the processing period, a new section may be opened that could require a different textbook or edition.
2. Courses with special access codes require that students use the direct links to the publisher site.
3. Always order by the ISBN. Publishers and vendors often offer the same textbook title under different ISBNs. You must have the correct ISBN to access your online website.
4. If you are having problems locating a textbook, contact us at Answers@outreach.lsu.edu for assistance.

Important

We use Mastering A&P as part of our course, and this integrates with our textbook. This requires an access code that gives you access to our online homework and quiz assignments (which account for 10% of your overall grade in the course). If you already have a copy of the textbook, you can buy the Mastering A&P access code directly through the [Pearson Education publishing website](#). You can purchase Mastering Biology access WITH E-TEXT INCLUDED (and therefore would NOT need a hardbound or loose-leaf text), or purchase Mastering A&P access WITHOUT e-text included (if you already have a textbook or prefer to have a textbook in a hardbound or loose-leaf

format). All access code purchase options include Mastering A&P access up to 24 months (verify this time since it may vary based on changes Pearson Publishing makes and I do not have control over).

Note: The registration instructions for Mastering A&P can be found in Moodle, within the Getting Started module under the Syllabus book.

Privacy and Accessibility

Please be aware that in using your [Pearson Mastering A&P](#) course materials, certain information may be collected and used in other locations. For details, see [Pearson's privacy policy](#).

If you have concerns about accessibility or would like to request accommodations, contact Pearson support on their [Support page](#). You can read about Pearson's accessibility features on their [Accessibility page](#).

Technical Information and Assistance

If you have questions about the functionality of your course, review the GROK article [LSU Online Technical Requirements](#) to make sure you have the right equipment and software.

If you have any technical problems or questions, email CE Learner Services at Answers@outreach.lsu.edu or call (225) 578-2500. Be sure to mention your name, course number, and section.

Information About Tools in This Course

The following tools are used in your course. Read this information carefully to find technical information and assistance.

- [Mastering Biology](#)

Grading and Course Work

This course covers an entire semester of work or the equivalent of a classroom course lasting 15 weeks, or 135 hours. You will find some modules are longer than others and may require more time and effort on your part. Do not expect to complete each module in a single study session. Understand, too, that if you choose to submit assignments at a very high pace, your instructor may not be able to grade your work at the same rate. In other words, if you submit multiple assignments on the same date, your instructor may be unable to provide feedback and grade all of them within the expected 7-day response time.

Your grade in this course will be determined by the specific activities and assessments described in this syllabus. You will have a checklist in each module that instructs you on how to work through the materials and activities. In the following subchapters you will find details about each type of activity and assessment, as well as the grade breakdown and grading scale. Specific expectations for each graded item are included within these subchapters. Make sure you read all of the instructions!

Grade Breakdown and Grading Scale

Your grade in this course will be determined by the specific activities and assessments described in this syllabus. Specific expectations for each graded item are included within these subchapters. Make sure you read all of the instructions!

Note: To pass this course, you must earn a combined passing average of 60% or better on all exams. If you have a passing average on the exams, your grade will be calculated as follows.

Grade Breakdown	Percentage
Homework Assignments (in Mastering Biology)	10%
Quizzes (in Mastering Biology)	15%
Exam 1 (modules 1–6)	25%
Exam 2 (modules 7–12)	25%
Final Exam (modules 13–18)	25%

Grading Scale

The following grading scale percentages applies:

98.00–100.00 = A+
92.00–97.99 = A
90.00–91.99 = A-
88.00–89.99 = B+
82.00–87.99 = B
80.00–81.99 = B-
78.00–79.99 = C+
72.00–77.99 = C
70.00–71.99 = C-
68.00–69.99 = D+
62.00–67.99 = D
60.00–61.99 = D-
0–59.99 % = F

Homework & Quizzes

Description

In each module, you will complete Mastering Biology homework assignments and quizzes that test your knowledge of the basic concepts presented in the module lecture videos and readings.

The homework assignments and quizzes (which will be assigned through Moodle and Mastering Biology website) given throughout the semester will be based on the topics in the assigned readings. Quiz questions and homework assignments are designed to reinforce the material and concepts that are covered in the lecture notes and also get you prepared for the exams. The purpose of the quizzes and homework assignments is two-fold. First, they reinforce the concepts covered in the lecture notes and help you prepare for the exam. Second, they are basically a boost to your grade. Quizzes and homework assignments will be posted to Moodle and Mastering Biology website. When you have completed the homework or quiz in Mastering Biology you will need to submit the Verification Assignment in Moodle to alert your instructor to grade the homework or quiz.

Important

I will drop the lowest homework scores and your lowest single quiz score in calculating your homework and quiz averages. You will be required to take all of the homework and quiz assignments in Mastering Biology.

Interactive Activities

Throughout the course, you will encounter a variety of interactive activities, including *optional* exercises such as H5P lecture activities, crossword puzzles, videos, and critical thinking lecture activities. Each module includes interactive activities to reinforce key concepts and support your understanding of the material. These activities are *optional* and are *not graded*.

Exams and Proctoring

An exam may not be taken until all of the modules covered in that exam have been completed. Exams must be taken in order (e.g., a mid-course exam must be taken before the final exam), and the final exam cannot be taken during the first three weeks of enrollment. You must have a grade on the last assignment before the final exam. Carefully read the following information, which is also listed in the exam module(s) in your course. Navigate to this/those exam module(s) when you are ready to take your exam(s).

Content

Exam 1 consists of 100 multiple-choice questions and covers material from Modules 1–6. This exam is worth 25% of your final grade. Topics addressed include:

- Module 1: Introduction to Physiology
- Module 2: The Cell: Structure and Function
- Module 3: Cell Metabolism
- Module 4: Cell Membrane Transport
- Module 5: Chemical Messengers
- Module 6: Nerve Cells and Electrical Signaling

Exam 2 consists of 100 multiple-choice questions and covers material from Modules 7–12. This exam is worth 25% of your final grade. Topics addressed include:

- Module 7: The Cardiovascular System: Cardiac Function
- Module 8: The Cardiovascular System: Blood Vessels, Blood Flow, and Blood Pressure
- Module 9: The Cardiovascular System: Blood
- Module 10: The Respiratory System: Pulmonary Ventilation
- Module 11: The Respiratory System: Gas Exchange and Regulation of Breathing
- Module 12: Muscle Physiology

The Final Exam consists of 100 multiple-choice questions and covers material from Modules 13–18. This exam is worth 25% of your final grade. Topics addressed include:

- Module 13: The Urinary System: Renal Function
- Module 14: The Urinary System: Fluid and Electrolyte Balance
- Module 15: The Gastrointestinal System
- Module 16: The Reproductive System
- Module 17: The Immune System
- Module 18: Diabetes Mellitus

Testing Rules

- Exams require all preceding module assignments to be completed.
- You will have three hours to complete your exam.
- Exams will be completed under proctor supervision.
- No restroom breaks are allowed.
- No outside materials are allowed during the exam. This includes calculators, worksheets, scratch paper, textbooks, or help from others.
- If a scratch tool is allowed (such as a small dry erase board), it must be blank at the start of the exam and completely erased before leaving the proctor's supervision.
- You should take your exam in a quiet location by yourself, without any other individuals in the room. Other voices or background noises may be interpreted as assistance, and your session may be flagged.

- Security measures are in place to prevent copying, pasting, screen capturing, screen printing, saving pages, exporting assessments, and opening other tabs or browsers during your session. Programs that allow incoming calls (Zoom, iChat, Skype, etc.) must be turned off.
- Attempting any prohibited activity will flag your exam session as an attempt at cheating. Notifications are sent to the instructor and verified by the ITS Service Desk and the LSU Student Advocacy & Accountability Office. Verified violations will result in a zero (0%) for your exam and may be subject to further disciplinary action.

To read the full exam policy and other policy statements, visit ODL's [Policy page](#).

Proctoring Information: Honorlock

To take exams in this course, you will use the online proctoring service Honorlock. You do not need to create an account or schedule an appointment in advance. Honorlock is available 24/7, and all that is required is a computer, a working webcam and microphone, your ID, and a stable internet connection, and the Google Chrome browser.

To get started, confirm that you have Google Chrome, and download the [Honorlock Chrome Extension](#).

When you are ready to complete your exam, log into Moodle, go to your course, and click on your exam. Clicking "Attempt Quiz" will begin the Honorlock authentication process, where you will take a picture of yourself, show your ID, and complete a scan of your room. This is a test-taker authentication step in which you will be asked to perform a 360-degree scan of your environment with the computer or webcam to confirm the integrity of the testing environment. Honorlock will be recording your exam session through your webcam and microphone and recording your screen. Honorlock detects search-engine use, so please do not attempt to search for answers, even if it's on a secondary device.

Honorlock support is available 24/7, 365 days a year. If you encounter any issues, you may contact Honorlock within the exam itself using the chat bubble in the bottom right, using the live chat on its [support page](#), by phone (844-243-2500), or email (support@honorlock.com).

Some guides you should review are:

- [Honorlock Minimum System Requirements](#)
- [Honorlock FAQs for Test Takers](#)
- [Honorlock Knowledge Base](#)
- [How to Use Honorlock](#)

Proctored Exam Reviews

Students who have completed an exam and desire to review the results of their exam attempt must request an exam review. Students should follow the instructions provided in each exam module carefully in order to make sure that the exam will be available for their review appointment.

Course Policies

Carefully read the following important policies that apply to taking a course through [LSU Online Distance Learning \(ODL\)](#). For a complete list of our program policies, visit our [Policies page](#).

Engagement and Participation

Please check into your Moodle course frequently to keep track of your work. An online course requires you, the student, to be in control of your learning. In a face-to-face (F2F) course, instructors can play a much bigger role in actively directing your learning, since they see you two or three times a week. In an online course, it takes a lot more work in designing an appropriate learning environment, so that you can learn at your own pace. Since you are in control, you need to be disciplined enough to complete assignments on a regular basis and stay up to date with the course.

Timely communication is an e-learning best practice. Check your email and the News and Announcements Forum on the course front page regularly to make sure you do not miss any communications from your instructor.

Academic Integrity

Academic Misconduct

Students in Online Distance Learning (ODL) courses must comply with the LSU Code of Student Conduct. Suspected violations of the academic integrity policy may be referred to [LSU Student Advocacy & Accountability \(SAA\)](#), a unit of the Dean of Students. If found responsible for a violation, you will then be subject to whatever penalty SAA determines and will forfeit all course tuition and fees. ODL reserves the right to deny enrollment to any applicant or to discontinue the enrollment of any student who is in violation of the ODL academic integrity policy.

To read more, please visit our [policies page](#).

Unauthorized Assistance

Unauthorized collaboration constitutes plagiarism. Collaborative efforts that extend beyond the limits approved by the instructor are violations of the academic integrity policy. Students who study together are expected to prepare and write their own individual work for submission and grading.

Exams

LSU has very strict regulations regarding the administration of exams that must be carefully followed by proctors and students. Examinations must represent the enrolled student's own work and must be completed under the supervision of the proctor without the assistance of books, notes, devices, or other help, unless specified otherwise in the exam directions or as part of accommodations approved by Disability Services.

The student must pay for any cost involved in having an exam supervised.

If ODL has any questions or concerns about the administration of an exam, LSU reserves the right, at its sole discretion, to require a student to retake an examination. If asked to retake an exam, you will be notified within thirty days of the original examination. Grades will be awarded on the basis of the second exam only.

Disability Accommodations

A learner with a disability is entitled by law to equal access to university programs. The following federal laws protect persons with disabilities in post-secondary education: the Rehabilitation Act of 1973 (Pub. L. No. 93-112, as amended), the 1990 Americans with Disabilities Act (Pub. L. No. 101-336), and the ADA Amendments Act (Pub. L. No.110-325). LSU remains strongly committed to providing appropriate accommodations for students with disabilities. The Office of Disability Services (ODS) works to implement individualized services to ensure that all students have equal access to learn and live at LSU.

Online Distance Learning (ODL) will make appropriate, reasonable accommodations for students with disabilities. Specific accommodations must be determined by LSU Disability Services or by the equivalent office at the student's own institution. Accommodations may be permitted for lesson assignments as well as for exams.

- If you are an LSU Student with a disability and need assistance to obtain or arrange reasonable accommodations, contact LSU Disability Services each time you enroll.
- If you are not an LSU student and have approved accommodations with your home institution, ODL will need official verification of those accommodations.
- If you are not an LSU student and not enrolled in another institution, you should contact LSU Disability Services for assistance.

If you have accessibility needs that we can help with, visit the [LSU Disability Services page](#) and register for accommodations before you begin your course work.

Netiquette

Communication in the online classroom comes across differently than the communication we are accustomed to through academic writing and face-to-face classroom discussion. Use online etiquette guidelines like the ones listed in the document below to craft your communication.

You can also read [The Core Rules of Netiquette](#) by Virginia Shea (1994) to understand the human aspect of online communication.



Online Etiquette Guide

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

SECURITY

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Do not share your password with anyone
- Change your password if you think someone else might know it
- Always log out when you are finished using the system

GENERAL GUIDELINES

When communicating online, you should always:

- Treat your instructor and classmates with respect in email or any other form of communication
- Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, do not refer to your instructor by first name
- Use clear and concise language
- All college level communication should have correct spelling and grammar (this includes discussion boards)
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you"
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Avoid the use of emoticons like :) or ☺
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and that of another)
- Do not send confidential information via e-mail

EMAIL ETIQUETTE

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line
- Be brief, but include necessary information
- Avoid attachments unless you are sure your recipients can open them
- Avoid HTML in favor of plain text
- Sign your message with your name and return e-mail address
- Think before you send the email to more than one person—does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when choosing to "reply all"
- Be sure the message author intended for the information to be shared before choosing to "forward" the message

MESSAGE BOARD ETIQUETTE AND GUIDELINES

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material
- Take your posts seriously and review and edit your posts before sending
- Be as brief as possible while still making a thorough comment
- Always give proper credit when referencing or quoting another source
- Be sure to read all messages in a thread before replying
- Do not repeat someone else's post without adding something of your own to it
- Avoid short, generic replies such as, "I agree"—you should include why you agree or add to the previous point
- Always be respectful of all opinions even when they differ from your own
- When you disagree with someone, express your differing opinion in a respectful and non-critical way
- Do not make personal or insulting remarks
- Be open-minded when reading other posts

You can [click here to download the PDF file.](#)

Extensions

An extension of enrollment is available. The extension extends the enrollment period two months for a fee of \$75. Only one extension is available per course enrollment. Requests for an extension must be received in our office prior to the expiration date to avoid being dropped from the course and receiving a "W" in the course.



Click here to [request an extension](#).

Transcript Information

After you have completed this course, your grade will be filed with the Office of the University Registrar. If a transcript is needed, it is your responsibility to make a request to the registrar. If you would like to order a transcript, visit the [Office of the University Registrar Transcript Requests](#) page to view your options.

To close this book and return to the Welcome! module, click on the course title at the top of page.