

## Course Syllabus for ECON 2010 4.0 Principles of Macroeconomics

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Course: ECON 2010 4.0.(2) Principles of Macroeconomics  
Book: Course Syllabus for ECON 2010 4.0 Principles of  
Macroeconomics

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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

**ECON 2010 Principles of Macroeconomics (3 credit hours)**

**Pre/co-requisites:** Principles of Microeconomics, ECON 2000. Credit will not be given for both this course and ECON 2030.

Instructor: **Tulin Koray**

[tkoray@outreach.lsu.edu](mailto:tkoray@outreach.lsu.edu)

Please email your instructor or post in the Q&A forum with questions about course content. Every effort will be made to respond within 48 hours.

**Catalog description:** This course is designed to provide the students with a basic knowledge of the fundamentals of economic theory while concentrating on the role of money in the economy, the measurement of domestic output, employment, and income, the current models of macroeconomic analysis and the government policies (monetary policy and fiscal policy), the business cycles, economic growth, public finance, international trade and exchange rates.

## 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:

1. Identify the basic economic principles that serve as the foundation of economic analysis (CO 1)
2. Explain the interaction of supply and demand in determining prices and the role of prices in coordinating economic activity (CO 2)
3. Describe macroeconomic foundations and long-run growth (CO 3)
4. Demonstrate knowledge of macroeconomic fundamentals (macroeconomic goals, economic measurement and problems created by the business cycles) (CO 4)
5. Demonstrate knowledge of money, banking, the Federal Reserve System, and the monetary policy; be able to use the simple aggregate demand and aggregate supply model (AD/AS Model) to analyze the impact of monetary policy to achieve full employment, stability, economic growth, and various other economic goals (CO 5)
6. Demonstrate knowledge of fiscal policy and the public sector; be able to use the simple aggregate demand and aggregate supply model (AD/AS Model) to analyze the impact of fiscal policy to achieve full employment, stability, economic growth, and various other economic goals (CO 6)
7. Explain how the U.S. economy is linked to the world economy (CO 7)

### Module Topics and Learning Objectives

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

#### Module 1: Economics: Foundations and Models-including the Appendix: Using Graphs and Formulas (Chapter 1)

1. Explain why people are rational, how people respond to economic incentives, and how optimal decisions are made at the margin. (CO #1)
2. Discuss how an economy answers these questions: (CO # 1)
  - o What goods and services will be produced?
  - o How will the goods and services be produced?
  - o Who will receive the goods and services produced?
3. Explain the role of models in economic analysis and government policies. (CO # 1)
4. Distinguish between microeconomics and macroeconomics. (CO # 1)
5. Distinguish between positive and normative analysis. (CO # 1)
6. Define important economic terms. (CO #1)
7. Learn how to use graphs and formulas. (CO # 1)

#### Module 2: Trade-offs, Comparative Advantage, and the Market System (Chapter 2)

1. Use a production possibilities frontier to analyze opportunity costs and trade-offs. (CO # 1)
2. Describe comparative advantage and explain how it serves as the basis for trade. (CO # 1)
3. Explain the basic idea of how a market system works. (CO # 1)

#### Module 3: Where Prices Come From—The Interaction of Demand and Supply (Chapter 3)

1. Discuss the variables that influence demand. (CO # 1,2)
2. Discuss the variables that influence supply. (CO # 1,2)
3. Use demand and supply graphs to illustrate market equilibrium and define market equilibrium as the point where quantity demanded is equal to quantity supplied. (CO # 1,2)
4. Use demand and supply graphs to predict changes in prices and quantities. (CO # 1,2)

**Module 4: GDP: Measuring Total Production and Income (Chapter 8)**

1. Define GDP and identify the components of GDP. (CO #1-3)
2. Explain how total production is measured. (CO #1-3)
3. Calculate GDP by using expenditure approach and income approach. (CO #1-3)
4. Discuss whether GDP is a good measure of well-being. (CO #1-3)
5. Discuss the difference between real GDP and nominal GDP. (CO #1-3)
6. Describe other measures of total production and total income. (CO #1-3)

**Module 5: Unemployment and Inflation (Chapter 9)**

1. Define and compute the unemployment rate, the labor force participation rate, and the employment-population ratio. (CO #1-3)
2. Identify the three types of unemployment. (CO #1-3)
3. Distinguish the differences among frictional, structural, and cyclical unemployment. (CO #1-3)
4. Explain what factors determine the unemployment rate. (CO #1-3)
5. Define "full employment". (CO #1-3)
6. Explain how government policies can reduce or increase the level of unemployment. (CO #1-3)
7. Define and compute the price level and the inflation rate. (CO #1-3)
8. Use price indexes to adjust for the effects of inflation. (CO #1-3)
9. Distinguish between the real and the nominal interest rates. (CO #1-3)
10. Identify the costs of anticipated and unanticipated inflation. (CO #1-3)

**Module 6: Economic Growth, the Financial System, and Business Cycles (Chapter 10)**

1. Explain the importance of long-run economic growth. (CO #1-4)
2. Calculate the Growth Rate and the Rule of 70. (CO #1-4)
3. Discuss the role of the financial system in facilitating long-run economic growth. (CO #1-4)
4. Identify private and public spending. (CO #1-4)
5. Use the loanable funds framework to determine equilibrium interest rates. (CO #1-4)
6. Explain the behavior of interest rates, inflation, unemployment, and GDP during the business cycle. (CO #1-4)

**Module 7: Long-Run Economic Growth: Sources and Policies (Chapter 11)**

1. Define economic growth and calculate economic growth rate. Explain New Growth Theory. (CO #1-4)
2. Describe global trends in economic growth. (CO #1-4)
3. Use the economic growth model to explain why economic growth rates differ across countries. (CO #1-4)
4. Explain the relationship between per-capita real GDP and average labor productivity. (CO #1-4)
5. Identify the determinants of average labor productivity. (CO #1-4)
6. Discuss fluctuations in productivity growth in the United States. (CO #1-4)
7. Discuss the slowdown in productivity of 1973-1994. (CO #1-4)
8. Explain economic catch-up. (CO #1-4)
9. Discuss why many poor countries have not experienced rapid economic growth. (CO #1-4)
10. Identify government policies that can foster economic growth. (CO #1-4)

**Module 8: Aggregate Expenditure and Output in the Short Run- including the Appendix: The Algebra of Macroeconomic Equilibrium (Chapter 12)**

1. Explain how macroeconomic equilibrium is determined in the aggregate expenditure model. (CO #1-4)
2. Discuss the determinants of the four components of aggregate expenditure. (CO #1-4)
3. Define marginal propensity to consume and marginal propensity to save. (CO #1-4)
4. Use a 45°-line diagram to illustrate macroeconomic equilibrium. (CO #1-4)
5. Explain the multiplier effect. (CO #1-4)
6. Use the multiplier formula to calculate changes in equilibrium GDP. (CO #1-4)
7. Understand the relationship between the aggregate demand curve and aggregate expenditure. (CO #1-4)
8. Determine the level of equilibrium GDP using algebra. (CO #1-4)

### Module 9: Aggregate Demand and Aggregate Supply Analysis-including the Appendix: Macroeconomic Schools of Thought (Chapter 13)

1. Identify the determinants of aggregate demand curve and distinguish between a movement along the aggregate demand curve and a shift of the curve. (CO #1-5)
2. Identify the determinants of short-run aggregate supply curve and distinguish between a movement along the short-run aggregate supply curve and a shift of the curve. (CO #1-5)
3. Identify the determinants of long-run aggregate supply curve and the factors that shift the long-run aggregate supply curve. (CO #1-5)
4. Use the simple aggregate demand and aggregate supply model to illustrate the difference between short-run and long-run macroeconomic equilibrium. (CO #1-5)
5. Use the dynamic aggregate demand and aggregate supply model to analyze macroeconomic conditions. (CO #1-5)
6. Compare and contrast the alternative schools of thought in macroeconomics that includes four major models. (CO #1-5)

### Module 10: Banks, Money, and the Federal Reserve System (Chapter 14)

1. Define money and discuss its four functions. (CO #1-5)
2. Explain the difference between commodity money and fiat money. (CO #1-5)
3. Discuss the definitions of the money supply used in the United States today. (CO #1-5)
4. Explain the difference between M1 and M2 measures of the money supply. (CO #1-5)
5. Explain the role of banks in the economy. (CO #1-5)
6. Explain how banks create money. (CO #1-5)
7. Calculate the simple deposit multiplier and money multiplier. (CO #1-5)
8. Explain the Federal Reserve System (the Fed) and learn how the Fed operates; compare several policy tools the Federal Reserve uses to manage the money supply. (CO #1-5)
9. Discuss the "shadow banking system" and the financial crisis of 2007-2009. (CO #1-5)
10. Explain the quantity theory of money. (CO #1-5)
11. Use the quantity theory of money to explain how high rates of inflation occur. (CO #1-5)

### Module 11: Monetary Policy (Chapter 15)

1. Define monetary policy and describe the Federal Reserve's monetary policy goals. (CO #1-5)
2. Describe the Federal Reserve's monetary policy targets and explain how expansionary and contractionary monetary policies affect the interest rates. (CO #1-5)
3. Use simple aggregate demand and aggregate supply model to show the effects of monetary policy on real GDP and the economy's price level. (CO #1-5)
4. Use the dynamic aggregate demand and aggregate supply model to analyze monetary policy. (CO #1-5)
5. Discuss the Federal Reserve's setting of monetary policy targets. (CO #1-5)
6. Discuss the policies the Federal Reserve used during the 2007-2009 and 2020 recessions. (CO #1-5)

### Module 12: Fiscal Policy (Chapter 16)

1. Define fiscal policy. (CO #1-4 and 6)
2. Use simple aggregate demand and aggregate supply model to show how fiscal policy affects aggregate demand and how the government can use fiscal policy to stabilize the economy. (CO #1-4 and 6)
3. Use the dynamic aggregate demand and aggregate supply model to analyze fiscal policy. (CO #1-4 and 6)
4. Explain how the government purchases, tax, and transfer payments multipliers work. (CO #1-4 and 6)
5. Discuss the difficulties that can arise in implementing fiscal policy. (CO #1-4 and 6)
6. Define federal budget deficit and federal government debt and explain how the federal budget can serve as an automatic stabilizer. (CO #1-4 and 6)
7. Discuss the effects of fiscal policy in the long run. (CO #1-4 and 6)
8. Learn how to apply the multiplier formula. (CO #1-4 and 6)

### Module 13: Inflation, Unemployment, and Federal Reserve Policy (Chapter 17)

1. Describe the Phillips curve and the nature of the short-run trade-off between unemployment and inflation. (CO #1-5)
2. Explain the relationship between the short-run and long-run Phillips curves. (CO #1-5)
3. Discuss how expectations of the inflation rate affect monetary policy. (CO #1-5)
4. Discuss how Federal Reserve policy has changed over the years and compare and contrast the structure of the Federal Reserve with the structures of foreign central banks. (CO #1-5)

**Module 14: Comparative Advantage and the Gains from International Trade (Chapter 7)**

1. Discuss the role of international trade in the U.S. economy. (CO #1-4 and 7)
2. Explain the difference between comparative advantage and absolute advantage in international trade. (CO #1-4 and 7)
3. Explain how countries gain from international trade. (CO #1-4 and 7)
4. Analyze the economic effects of government policies that restrict international trade. (CO #1-4 and 7)
5. Evaluate the debate over trade policies and globalization. (CO #1-4 and 7)

**Module 15: Macroeconomics in an Open Economy (Chapter 18)**

1. Explain how the balance of payments is calculated. (CO #1-7)
2. Explain how exchange rates are determined and how changes in exchange rates affect the prices of imports and exports. (CO #1-7)
3. Discuss the three key features of the current exchange rate system. (CO #1-7)
4. Define and apply the saving and investment equation. (CO #1-7)
5. Explain the effect of a government budget deficit on investment in an open economy. (CO #1-7)
6. Discuss the difference between the effectiveness of monetary policy and fiscal policy in an open economy and in a closed economy. (CO #1-7)

## Course Materials and Resources

### Required Materials

The following materials are required for this course:

#### Textbook:

Glenn Hubbard and Anthony P. O'Brien, *Macroeconomics*, Ninth Edition, Pearson 2025

ISBN 13: 978-0-13-810249-4

ODL is *not responsible* for student purchases that result in the receipt of the wrong materials. It is the responsibility of the student to order the correct textbook materials. Courses are written to specific textbook editions; edition substitutions are not allowed.

### 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](mailto:Answers@outreach.lsu.edu) for assistance.

### Instructions for Publisher Tools

**MyEconLab®** is recommended (**but not required**) and will be used during your studies for this course.

There are study activities provided in each module that require access to MyEconLab. We strongly recommend purchasing the bundle option for the eTextbook with MyEconLab access. Take a few minutes to explore the website before beginning your first assignment.

If you purchased access to MyEconLab, [register](#) your code. Follow the instructions listed in the site.

The MyEconLab course name is: LSU ODL - ECON 2010 4.0.(2): Principles of Macroeconomics

The Course ID needed to complete registration is: odl88941

## Technical Information and Assistance

### Technical Help

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](mailto:Answers@outreach.lsu.edu) or call (225) 578-2500. Be sure to mention your name, course number, and section.

## Grading and Course Work

Please remember our course syllabus is a contract between you and the instructor. We will honor this contract while you are studying ECON 2010 Principles of Macroeconomics.

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 seven-day response time.

### Working with Course Materials

Each module is organized into the following sections: the Module Learning Objectives, the Module Material, the Reading Assignment, an ungraded MyEconLab Chapter Practice Quiz (recommended but not required), and the graded Module Assignment. You should work through these parts of the module in order.

Completing the following sequence is strongly encouraged for each module.

In each module there is a reading assignment from the textbook. Read the assigned chapter carefully and draw graph(s) while studying. Graphs are very important and useful in economic analysis. In addition, study all the examples, solved problems, and *Apply the Concept* readings in detail and do the Sample Tests and Quizzes for the relevant chapter(s) in *MyEconLab*. After completing these steps, you can start working on your Module Assignment that will be submitted.

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!

## Suggested Study Techniques

1. Carefully review the module objectives to help you focus on the information that will be covered on the exams.
2. Concentrate on the reading assignments, and any additional resources provided. This review should include a detailed examination of any illustrative problems and examples.

Power Point Presentations (PPP) are supplementary materials. Reviewing them (without reading your textbook) is not good enough to learn and prepare the module assignments. Reading your textbook and concentrating on the graphs and examples in the chapters are essential while studying ECON 2010.

3. Put yourself on a definite schedule. Set aside a certain block of hours per day or week for this course and work in a place where distractions are minimal.
4. Try to submit one assignment each week or at least every two weeks. Delays in submitting assignments usually result in lagging interest and inability to complete the course.
5. No matter your economics background, submitting assignments quickly (or back to back) will not prepare you sufficiently for your exams.
6. Regardless of how you complete your graded assignments, keep in mind that module completion should not be your sole preparation for your exams. As with any college course, you should study for your exams by reading your textbook, going over the examples in your textbook, and reviewing your assignments. Make sure that you have actually learned (understand and remember) the concepts/material before you take your midterm and final exams.

## Grade Breakdown and Grading Scale

### Weighted Categories

There are three components to your course grade. The grade breaks down as follows:

- Module Assignments = **100** points each
- Mid-Course Exam = **100** points
- Final Exam = **100** points

### **YOU MUST EARN A PASSING AVERAGE ON THE EXAMINATIONS IN ORDER TO PASS THE COURSE.**

That means the total of your exams (mid-course and final exams) must be at least 120 (60+60 or 58+62 or 56+64, etc.).

If you earn a passing average on your exams, your course grade will be calculated as follows.

Final Course Grade = Average of Module Assignments + Mid-Course Exam + Final Exam.

Each component is weighted by predetermined percentages (shown below)

<b>Component</b>	<b>Weight (%)</b>
Module Assignments	30%
Mid-Course Exam	35%
Final Exam	35%

### LSU GRADING SCALE

The following grading scale applies:

97%-100% = A+  
93%-96% = A  
90%-92% = A-  
87%-89% = B+  
83%-86% = B  
80%-82% = B-  
77%-79% = C+  
73%-76% = C  
70%-72% = C-  
67%-69% = D+  
63%-66% = D  
60%-62% = D-  
0%-59% = F

## Module Assignments

### Purpose of the Assignment

Each module assignment covers key terms, concepts, and information from both the module material and textbook reading assignments. The style of questions will be similar in the exams.

### Directions

Each module assignment is a multiple-choice quiz worth 100 possible points. The quiz is not timed, but you have only one attempt.

### Submission Guidelines

You should submit each module assignment as soon as it is completed. Once you submit the assignment, you cannot revise it.

### Questions Concerning Module Assignments

Please e-mail your instructor ([tkoray@outreach.lsu.edu](mailto:tkoray@outreach.lsu.edu)) if you have questions regarding specific module assignment questions. When you e-mail your questions, include the course name, module number and the question number.

Example: ECON 2010, Module # 1, Question # 1

Do not copy and paste module assignment questions via the course forum. You may ask a question about a concept and the subject matter will be clarified through the forum. However, if you have a specific assignment question, please send the instructor an e-mail following the above pattern.

Please use your university email account for all your correspondence with your instructor. Every effort will be made to respond to your emails within 48 hours or earlier.

## 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 posted in the Moodle grade book for the Module 15 assignment to unlock access to the Final Exam. Please allow at least seven days for the final assignment grade to be posted in the gradebook. Understand that occasional delays will occur, such as during holidays and semester breaks or if you submit several module assignments within the same week. You must have been enrolled in the course for at least three weeks, regardless of when the modules and other exams are completed. In addition, if you are unable to complete your assignments and not have enough time for preparing for the final exam, it is your responsibility to submit an extension request prior to your course expiration date.

Carefully read the following information, which is also listed in the exam module(s) in your course. Navigate to those exam module(s) when you are ready to take your exam(s).

### Content

There will be two multiple-choice examinations. The mid-course exam follows Module 07 and covers material from Modules 01–07. The final exam follows Module 15 and covers material from Modules 08–15 only. Each exam consists of approximately 50 multiple-choice questions.

### Testing Rules

- Exams require all preceding module assignments to be completed and graded.
- You will have three hours to complete your exam.
- Exams will be completed under proctor supervision.
- No restroom breaks are allowed.
- The use of a simple, nonprogrammable calculator is permitted during exams. However, calculators on mobile devices (cells phones, tablets) are not permitted. No textbooks, notes, or other study aides are allowed during exams.
- Students are permitted to use a word processor (such as Word or WordPerfect) or spreadsheet (such as Excel) as electronic scratch paper, but the student is not allowed to copy or save any information from the file. Web-based word processors or spreadsheets are not allowed. You can also use dry erase white board (no bigger than 9"x12"). No other form of scratch paper is allowed.

Per university policy and per instructor's policy, there will be no additional assignments for extra credit while taking this course or once you finish the course. Except for correction of an error, final course grades are not open for discussion or negotiation. You cannot retake the midterm exam and the final exam. Courses offered through the Division of Continuing Education are not eligible for grade exclusion. If you like to drop the course, please check the details with the office of Online Distance Learning (ODL). Please email [Answers@outreach.lsu.edu](mailto:Answers@outreach.lsu.edu).

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

### Proctoring Information: ProctorU

To take exams in this course, you will use the proctoring service ProctorU. You cannot use an account created through another university, so if you already have an account, you will still need to create an account associated with LSU Online Distance Learning (ODL). When you are ready to create your account, visit the [Louisiana State University ProctorU portal](#). When you create your account, you will have access to the following items:

- [Login](#): used to access your account and schedule appointments

- [Sign Up](#): used to create your account and request a Login ID
- [Technical Specifications](#): provides specifications and a link to [test your equipment](#)
- [How It Works](#): video explaining testing process
- [Getting Started](#): instructions for first time users
- [Contact Us](#): provides contact information for ProctorU

The [ProctorU Live Resource Center](#) provides information on:

- How ProctorU works
- What to expect when testing
- Technical requirements, and more.

Exam appointments are reserved on a first-come, first-served basis. Schedule your exams as early as possible so that you can choose the times that are best for you and so you will have enough time to prepare. Please note that if you schedule your exam fewer than seventy-two hours before your chosen day and time, premium scheduling fees may be assessed. The ProctorU [Test-Taker Knowledge Base](#) contains more information about scheduling and premium fees.

#### **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 of 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](#).

### Plagiarism and Citation Method

Students are responsible for completing and submitting their own course work and preparing their own modules. All work submitted in the course modules must be the student's own work unless outside work is appropriate to the assignment; all outside material must be properly acknowledged. It is also unacceptable to copy directly from your textbook or to use published answer keys or the teacher's edition of a textbook. It is your responsibility to refrain from plagiarizing the academic property of another and to utilize appropriate citation method for all coursework.

One tool available to assist you in correct citations is the "References" function in Microsoft Word. This program automatically formats the information you input according to the citation method you select for the document. This program also has the ability to generate a reference or works cited page for your document. The version of Microsoft Word with the "References" function is available in most University computer labs. A demonstration of how to use this tool is available online at the [LSU Student Advocacy & Accountability 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.

### Examinations

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 question or concern 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. Two 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 A&M is committed to ensuring that its websites, online courses, and all online materials are accessible to people with disabilities.

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.](#)

## Diversity Statement

Diversity is fundamental to LSU's mission and the University is committed to creating and maintaining a living and learning environment that embraces individual difference. Cultural inclusion is of highest priority. LSU recognizes that achieving national prominence depends on the human spirit, participation, and dedicated work of the entire university community. Through its Commitment to Community, LSU strives to create an inclusive, respectful, intellectually challenging climate that embraces individual difference in race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socioeconomic status, disability, family status, experiences, opinions, and ideas. LSU proactively cultivates and sustains a campus environment that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural competence—the driving forces that enrich and enhance cutting-edge research, first-rate teaching, and engaging community outreach activities.

## Nondiscrimination, Sexual Harassment, & Title IX

LSU provides equal opportunity for all qualified persons in admission to, participation in, or employment in the programs and activities which the university operates without regard to race, creed, color, marital status, sexual orientation, gender identity, gender expression, religion, sex, national origin, age, mental or physical disability, or veteran's status. LSU has implemented a procedure to address complaints for those who believe they have been subjected to discrimination and/or harassment in violation of this policy. Please know that your instructor is here to support you and listen to your experience. The **Office of Civil Rights & Title IX** is the LSU office responsible for investigating complaints regarding any type of discrimination, sexual harassment, or power-based violence. The **Office of Civil Rights & Title IX** is located in 118 Himes Hall and the phone number is 225-578-9000. If you are aware of an individual who has been victimized, you are encouraged to contact the **Office of Civil Rights & Title IX** or file an online report by going to **www.lsu.edu/support** and clicking the Report An Incident box.

## 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.

 [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.