

Course Syllabus for ENGL 1001 2.0 English Composition

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Course: ENGL 1001 v2.0.(1) English Composition

Date:

Book: Course Syllabus for ENGL 1001 2.0 English Composition

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

ENGL 1001 English Composition (3 credit hours)

Instructor: **Theresa Daniels**

tdaniels@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 24 hours.

Catalog description: Introduction to analytical writing and research-based inquiry.

English 1001 focuses on the following:

- Purpose for writing
- Audience for whom we write
- Genre (norms, format and context in which we write) as well as the conventions guiding writing correct and readable prose.

Students will be better able to read the rhetorical situation in which they write, because they will always write and communicate within such constraints.

In addition, ENGL 1001 students will learn how to do research: they will learn what primary and secondary research is and how they interact. They also need to learn to be critical readers of others' primary and secondary research by undergoing the process of selecting and de-selecting information on the basis of the rhetorical effect they want their text to have.

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. Use writing as a means of exploration, to help them understand themselves and their world in addition to the worlds and perspectives of others. (CO 1)
2. Understand and apply critical thinking and critical reading best practices in their own writing and in the writing of others. (CO 2)
3. Critically analyze personal experiences, texts, and complex issues. (CO 3)
4. Research effectively for both popular and scholarly sources. (CO 4)
 - a. Interpret, evaluate, integrate, and document information gathered from print and online sources.
 - b. Understand a research assignment as a series of tasks that include finding, analyzing, and synthesizing information from primary and secondary sources.
 - c. Integrate information from sources into writing, and document this information appropriately.
5. Respond appropriately to different kinds of rhetorical situations, with a focus on purpose, intended audience, and genre. (CO 5)
6. View writing as a process and engage in best revision and editing practices. (CO 6)
7. Exhibit an individual, and deliberate, writing style. (CO 7)

Module Topics and Learning Objectives

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

Module 1: Introduction to Analysis

1. Use writing as a tool for thought (CO 1)
2. Define *analysis* (CO 3)
3. Define *rhetoric* (CO 5)
4. Work toward writing in appropriate forms for college (CO 5)
5. Distinguish between academic and nonacademic writing (CO 5)

Module 2: Analytical Methods and Habits of Mind

1. View writing as a process (CO 6)
2. Notice significant details in texts, in images, and in environments (CO 3)
3. Describe using sensory details (CO 3)
4. Use five heuristics: (CO 2)
 - o Notice and Focus + Ranking
 - o The Method
 - o Asking *So what?*
 - o Paraphrase x 3
 - o Identifying a "Go To" Sentence
5. Recognize counterproductive habits of mind (CO 2)

Module 3: Exploring the Self as Writer

1. Understand the role of analysis in the personal essay (CO 3)
2. Understand the value of the personal essay to the self and the community (CO 1)
3. Begin to think like a writer (CO 1)
4. Develop a writing persona and begin to develop a writing style (CO 7)

5. Draft a literacy narrative (CO 1)

Module 4: The Building Material of the Essay

1. Understand the relationship among discipline, genre, and form in crafting an essay (CO 5)
2. Compose an introduction to frame an essay (CO 5)
3. Compose a conclusion to satisfactorily end an essay (CO 5)
4. Use best practices for introductions and conclusions to analyze the writing of others (CO 5)
5. Understand paragraph integrity and employ best practices in your own paragraphs (CO 5)
6. Employ transitional words to affect meaning and guide audience (CO 5)
7. Make revisions to their own writing that reflect audience awareness (CO 6)

Module 5: Crafting Strong Thesis Statements

1. View thesis writing as a process (CO 6)
2. Identify characteristics of a strong thesis (CO 5)
3. Recognize the five kinds of weak thesis statements (CO 5)
4. Apply specific solutions to remedy each type of weak thesis statement (CO 6)

Module 6: Researching and Synthesizing Sources

1. Identify and locate sources for your research topic (CO 4)
2. Evaluate those sources for credibility (CO 4)
3. Use source information ethically (CO 4)
4. Use appropriate documentation styles effectively (CO 4)
5. Situate sources in conversation with one another (CO 4)

Module 7: Introduction to Rhetorical Analysis

1. Describe the rhetorical situation (CO 5)
2. Explain the rhetorical appeals: *ethos*, *logos*, and *pathos* (CO 5)
3. Compose a research narrative (CO 3)

Module 8: Reading Analytically Part 1

1. Practice "active reading" (CO 2)
2. Focus on words and sentences (CO 2)
3. Situate reading rhetorically by finding the pitch, complaint, and moment (CO 2)
4. Uncover assumptions in a reading (CO 2)
5. Recognize binaries (CO 2)
6. Read against the grain (CO 2)
7. Use a reading as a model (CO 2)
8. Apply reading as a lens (CO 2)

Module 9: Reading Analytically Part 2

1. Make the implicit in a text explicit (CO 2)
2. Use various interpretive strategies on a text (CO 2)
3. Avoid common missteps in interpretation (CO 2)
4. Use the Method to identify patterns (CO 2)
5. Recognize logical fallacies (CO 2)

Module 10: Making our Writing More Analytical

1. Interpret different types of writing assignments (CO 5)
2. Locate areas of uncertainty in a text (CO 2)
3. Apply 6 rules for responding to assignments (CO 5)

Module 11: Using Source Information

1. Use 6 strategies for analyzing sources (CO 4)
2. Place multiple sources in conversation with one another (CO 4)

3. Synthesize sources (CO 4)
4. Integrate sources into your essay (CO 4)
5. Avoid plagiarism (CO 4)
6. Cite sources effectively (CO 4)

Module 12: Using Evidence

1. Explain the functions of evidence (CO 5)
2. Distinguish evidence from claims (CO 5)
3. Identify different kinds of evidence (CO 5)
4. Interpret different kinds of evidence for what is relevant (CO 2)
5. Use authorities as evidence (CO 5)
6. Use textual evidence (CO 5)

Module 13: Developing a Writing Style

1. See writing style as inseparable from meaning (CO 7)
2. Locate parts of a sentence and understand how they are related (CO 7)
3. Understand and employ different sentence types (CO 7)
4. Distinguish between concrete and abstract diction (CO 7)
5. Distinguish between formal and informal diction (CO 7)
6. Identify bias in language (CO 7)
7. Analyze your own writing style to discern areas for improvement (CO 2)

Module 14: Editing

1. Identify the 9 basic writing errors: sentence fragments, comma splices, subject-verb agreement errors, faulty predication, pronoun-antecedent disagreement, misplaced modifiers, possessive apostrophe errors, comma errors, and spelling errors. (CO 6)
2. Repair these in others' and your own writings (CO 6)

Module 15: Final Revisions and Edits

1. To revise and edit your issue analysis essay using best practices outlined in chapters 11 and 12 (CO 6)

Course Materials and Resources

Required Materials

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*.

The following materials are required for this course:

David Rosenwasser & Jill Stephen. *Writing Analytically with Readings*. Ninth Edition. Boston: Wadsworth, 2021.

ISBN-13: 978-0-357-79365-7

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.

Additional Materials

The following materials are suggested as supplemental to the course material:

All students are required to have a recent edition of a standard English handbook that covers basic grammar, style, and documentation. Recommended handbooks include *A Writer's Reference* by Diane Hacker, *The Hodges Harbrace Handbook*, and *The Scott, Foresman Handbook for Writers*.

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 or call (225) 578-2500. Be sure to mention your name, course number, and section.

Information About Tools in This Course

Students will also need reliable access to the Internet, and a library for research.

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

Software: MS Word, Web Browser, Adobe Acrobat Reader

Students must use a recent version of MS Word to write their answers to each module assignment.

It is recommended that you use Mozilla Firefox or Google Chrome as your web browser. Internet Explorer is not compatible with your Moodle course site.

Adobe Acrobat Reader is required to view PDF document files.

Hardware: Web cam with a microphone (built-in or external), headphones or working speakers, and high-speed internet

Exams are completed online and require the hardware listed above.

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. That means that each module in this course equals nearly a week of course work and will require the same 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.

Each module contains information, activities, and assignments organized under a consistent series of headings. Get familiar with how the module is organized. Each module in this course is organized into the following sections: the Module Learning Objectives, the Reading Assignment, and the graded Module Assignment. You should work through these parts of the module in order. Specific recommendations are provided in a link to the course module instructions, which you should review before beginning the first module.

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

GRADING POLICIES

Each module assignment is graded individually, and points vary on different exercises and projects. Points per exercise or project are indicated in the module assignment. Exams are 100 points each.

YOU MUST PASS THE FINAL EXAMINATION IN ORDER TO PASS THE COURSE.

If you pass the Final examination your grade will be calculated as follows:

There are 7 components to your course grade. The grade breaks down as follows:

- Literacy Narrative = 200 points
- Research Narrative = 100 points
- Textual Rhetorical Analysis = 200 points
- Issue Analysis = 200 points
- Other Module Assignments = 420 points
- Mid-Course exam = 100 points
- Final Exam = 100 points

Total = scores weighted by the following predetermined percentages.

Weighted Categories

Grade Breakdown

Literacy Narrative	15%
Research Narrative	10%
Textual Rhetorical Analysis	20%
Issue Analysis	30%
Other Module Assignments	15%
Mid-Course Exam	5%
Final Exam	5%

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

Submission of Rough Drafts and Final Essays

For this course, it is important that you plan ahead to make time for writing and revision. The three major essays that you write for this course (literacy analysis, rhetorical analysis, and issue analysis) require two separate submissions each. For each essay, you will submit a rough draft. The final version of the essay is submitted in a later module. Note the schedule of submissions for these three essays:

- Literacy narrative: rough draft, module 03; final version, module 05
- Rhetorical analysis: rough draft, module 08; final version, module 10
- Issue analysis: rough draft, module 12; final version, module 15

You cannot submit the final version of a major essay until the rough draft has been graded. Because of that, and because the revision process requires a serious effort, you must plan to allow time for each submission. The instructor will need time to grade each rough draft, and you will need time to consider the instructor's feedback in your revision. You cannot wait until near the end of your enrollment period to submit multiple module assignments. Work at a steady pace—and work well in advance of your expiration date or any deadline that you have.

The Rough Draft and Revision

Part of your revision process should include responding to the feedback provided by your instructor. Revision, however, is more than simply correcting any errors the instructor has pointed out. The instructor is not your editor or proofreader. Use the instructor's comments as guidelines for doing your own evaluation of your writing.

Keep in mind that the grade you receive on the draft is given in consideration of it being a draft. You are expected to engage fully in the revision process to prepare the final paper. If you were to turn in the draft without any changes, you would not get the same grade for the final paper.

Other Assignments

You will also have other written assignments to submit. Through most of the course, you will need to work steadily on a major writing assignment while also progressing through the reading assignments and submitting smaller assignments. You may want to think of the three major essays as ongoing writing assignments, while the other assignments you can typically complete is a single work session.

Module Assignments

Submissions must be made in a recent version of Word, unless otherwise specified in the assignment instructions. Handwritten work is not accepted. Adhere to the following requirements:

1. In general, use 10- or 12-point type in a standard serif typeface, such as Times New Roman.
2. Follow MLA guidelines for preparing your papers.
3. For simple exercises, put your name, course, and module number at the top of the first page of each submission.
4. Identify the exercise or case by chapter and exercise or case number.
5. For the three major papers, your name should appear with the other appropriate information according to MLA guidelines.
6. Follow the naming convention explained in the module assignment instructions when you name your files.
7. You must complete the modules in order.

You should submit each module assignment as soon as it is completed. Some courses have restrictions that require that a grade be received before you can submit additional assignments. Specific information on assignment submission is included in the Module Instructions. Please be sure to follow these instructions.

You must have a *grade posted in the Moodle grade book for the Module 15 Assignment in order to unlock access to the Final Exam*. Please allow at least 7 days for the final assignment grade to be posted in the gradebook. Once you *submit* an assignment, you cannot revise it, so be sure to check your work. Your instructor will normally post a grade for your assignment within *seven calendar days*. 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.

Do not rely too heavily on your textbook or other resource material when preparing your assignments. If you do, you may not realize until exam time that the perfect response you prepared for an assignment was only possible because you referred to resource material without really learning or understanding the material and concepts. Therefore, *you should attempt each assignment without referring to the resource material*, and if you find it necessary to look up an answer, be sure you have actually learned the concept and material rather than merely reflecting it in the answer.

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

Mid-Course Exam

The exam will comprise a writing assignment in response to a prompt provided on the exam. You will write your response using MS Word and upload your answer as an attachment during the exam.

Final Exam

The final exam follows module 15 and is comprehensive.

The exam will comprise a writing assignment in response to a prompt provided on the exam. You will write your response using MS Word and upload your answer as an attachment during the exam.

Testing Rules

- Exams require all preceding module assignments to be completed and graded.
- No outside materials may be used during the exams.
- You will have three hours to complete your exam.
- Exams will be completed under proctor supervision.
- No restroom breaks are allowed.
- LSU has high standards of academic integrity. The academic honesty guidelines that are stated in your syllabus will be strictly enforced.

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, additional premium scheduling fees may be assessed. The ProctorU [Test-Taker Knowledge Base](#) contains more information about scheduling and premium fees.

Guild students: students who register through Guild will need a code to cover their testing fees. To obtain your access codes:

1. Go to "Course Tools" within your course in Moodle
2. Under "ProctorU Access Codes," select "Claim your access code," and then schedule your exam with ProctorU
3. Once you have used an access code, return to the same page in your course to mark your code used and to obtain a new access code for your next testing session

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 & Continuing Education Professional Development](#). 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.

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, the module lecture material, and any additional resources provided. This review should include a detailed examination of any illustrative problems and examples. After an assignment has been completed, a rapid re-reading of the related text and other materials is strongly recommended.
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 the inability to complete the course.
5. Review your module assignments after they have been, paying special attention to any instructor feedback provided. (We suggest that you wait for assignment feedback before you submit subsequent assignments.)
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.

Reading Assignments

To do well in this course, it is essential that you read and study all the course materials that precede the module assignment. Do not begin the module assignment until you have done so. For each type of document you prepare for this course, follow carefully the guidelines provided in the textbook and Moodle.

You will read an average of 40 pages per module. Specific reading assignments will be given in each module.

Topic Outline

This course covers the following specific topics:

Module Topic

- 01 Introduction to Analysis
- 02 Analytical Methods and Habits of Mind
- 03 Exploring the Self as Writer
- 04 The Building Materials of the Essay
- 05 Crafting Strong Thesis Statements
- 06 Researching and Synthesizing Sources
- 07 Introduction to Rhetorical Analysis

Mid-Course Examination

- 08 Reading Analytically Part I
- 09 Reading Analytically Part II

Module Topic

- 10 Making Our Writing More Analytical
 - 11 Using Source Information
 - 12 Using Evidence
 - 13 Developing a Writing Style
 - 14 Editing
 - 15 Final Revisions and Edits
- Final Examination**

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. In this class, it is recommended that you use MLA. Ignorance of the citation method is not an excuse for academic misconduct. Remember, there is a difference between paraphrasing and quoting and how to properly cite each respectively.

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](#).

AI & ChatGPT

Do not use artificial intelligence to compose the deliverable course work, either in whole or in part. Deliverables include anything you turn in for a grade. Bots that change your sentence structure, word choice, writing style, or grammar are prohibited as they compose your writing in part.

You may use AI to help you prepare for and study for class, with notes, and to help you process and learn course materials and concepts.

Rationale: This course emphasizes learning by writing. AI usurps the opportunity to learn from our experiences and from each other, to play with our creative freedoms, to problem-solve, and to contribute our ideas in authentic ways. Succinctly, college is a place for learning, and this class is specifically a space for learning how to improve our writing. Using AI to write for you removes your ability to learn the material covered in this course.

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.

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. Please read the extension policy on the [Policy page](#) before proceeding.

 [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.