

Course Syllabus for ENGL 2000 English Composition II

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Course: ENGL 2000 3.0.(1) English Composition

Book: Course Syllabus for ENGL 2000 English Composition II

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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

ENGL 2000: English Composition II (3 credit hours)

Instructor: Dr. Paul Graham

paulgraham@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 two business days.

Catalog description: Practice in argument writing and research-based inquiry. This is an Integrative Learning Core (ILC) course that awards general education credit.

Prerequisite: ENGL 1001.

Integrative Learning Core

Integrative learning allows students to make simple connections among ideas and experiences and across disciplines and perspectives. The LSU Integrative Learning Core (ILC) curriculum is designed to develop student abilities to transfer their learning to new situations and demonstrate a sense of self as a learner. A fundamental goal of the ILC is to foster students' practical and intellectual capacities associated with integrative learning in preparation for high competence and functionality in their post-baccalaureate careers. This course fulfills the BoR Area of English Composition and provides students experience with the ILC proficiency of written communication.

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. Recognize the argumentative or persuasive properties in writing, as well as, other forms of media;
2. Evaluate the effectiveness of other writers' works;
3. Construct an effective thesis statement, also known as a debatable claim;
4. Incorporate research into your arguments;
5. Address differing or opposing arguments by conceding, downplaying, or refuting;
6. Cite sources to avoid plagiarism and to credit other writers;
7. Defend a thesis statement in a sustained argument with responsible language, consistent logic, facts, examples, researched information, and emotional appeals.

Module Topics and Learning Objectives

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

Module 1: Introduction to Argumentative Writing

1. Evaluate texts to identify components of argument (CO 1, CO 2)
2. Define the term thesis statement (CO 3)
3. List the parts of speech and the parts of a sentence (CO 7)
4. Define the terms *comma splice*, *run-on sentence*, and *fragment* (CO 7)

Module 2: Writing a Complete Argumentative Paper

1. List the five canons of rhetoric (CO 1)
2. List all parts of an argumentative paper (CO 1-2, CO 4-6)
3. Define and discuss the three appeals (ethos, logos, and pathos) (CO 1, CO 4-7)
4. Implement both kinds of logic (deductive and inductive) while composing papers (CO 1, CO 4-7)
5. Determine the parameters for capitalizing words, using italics, and using quotation marks (CO 7)

Module 3: Arguments in Visual Media

1. Recognize visual arguments that appear in various media (CO 1)
2. Identify logical fallacies that comprise poor reasoning (CO 1-2)
3. Compose your own visual arguments and analyses (CO 1-2, CO 7)

Module 4: Joining the Conversation

1. Define the term discourse (CO 1, 5)
2. Operate constructively within a given discourse (CO 1, 5, 7)
3. Differentiate between informed opinion and bias (CO 1-2, 5)
4. Revise, edit, and proofread (CO 2-3, 7)

Module 5: Delving Further and Doing Research

1. Identify specific forms of argumentative writing (CO 1)
2. Operate constructively within a given discourse (CO 1-2)
3. Conduct university-level research (CO 4, CO 6)
4. Discern the difference between scholarly sources and other kinds of sources (CO 4, CO 6)

Module 6: Integrating Researched Information into Papers

1. Analyze researched sources for their usefulness in your papers (CO 2, CO 4)

2. Incorporate sources to increase the effectiveness of papers (CO 4, CO 7)
3. Cite sources within the text of a document (CO 6)
4. Cite sources at the end of a document (works cited) (CO 6)

Module 7: The Research Paper

1. Combine previous skills to defend a specific thesis in a sustained, complete, college-level argument, with strong reasoning and researched evidence (CO 1-7)

Course Materials and Resources

Required Materials

The following materials are required for this course:

- Sylvan Barnet, Hugo Bedau, and John O'Hara, editors. *Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument with Readings*. 13th ed. Bedford/St. Martin's, 2023.
- *MLA Handbook*. (Latest Edition). Modern Language Association of America.
 - You may find the [MLA Interactive Practice Template](#) helpful as you begin learning the correct formatting.

Recommended Materials

- Merriam Webster. *Merriam-Webster Dictionary*. www.merriam-webster.com, 2024.

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.

Defer to the Instructor

Students may, from time to time, notice that the instructor could use different terminology or might prefer more restrictive rules than those used in your textbooks (example: only Times New Roman, size 12). In such cases, always follow the instructor's directives.

Repetition

The instructor and the textbook repeat certain lessons and ideas. Sometimes the teacher will repeat them exactly as they were stated on the first occasion; other times, the instructor will repeat them in a slightly different manner to show how certain concepts apply to a multitude of situations. This is, of course, not a mistake. If the teacher repeats something, it is important.

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.

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 passing average on the (proctored) Mid-course Exam and the (proctored) Final Exam (a D- average or better). If you have a passing average on the exams, your grade will be calculated as follows.

All assignments in this course will be graded on a scale of 100 points, as indicated on the rubrics and grading criteria included within assignment instructions. Your assignments have been weighted in the gradebook according to importance relative to each other. Below is a list of all assignments in the course, along with their corresponding weights in the gradebook.

- Module 1
 - Module 1 Quiz: Three Thesis Statements - 1.8%
 - Module 1 Quiz: Correcting Sentence Errors - 1.8%
 - Module 1 Quiz: Analysis of an Argument - 3%
 - Module 1 Quiz: Short Essay - 4.9%
- Module 2
 - Module 2 Quiz: Examining Logos - 4.9%
 - Module 2 Quiz: A Well-developed Paragraph - 1.8%
 - Module 2 Quiz: Analysis of an Argument - 3.6%
 - Module 2 Assignment: Writing an Argumentative Paper - 6%
- Module 3
 - Module 3 Quiz: Commentary on Visual Arguments - 1.2%
 - Module 3 Quiz: Logical Fallacies - 5.5%
 - Module 3 Assignment: Visual Argument Analysis - 6%
- Module 4
 - Module 4 Quiz: Reading Reflections - 5.5%
 - Module 4 Assignment: Writing an Argumentative Paper - 6%
- Mid-course Exam - 6%
- Module 5
 - Module 5 Quiz: Reading Reflections - 5.5%
 - Module 5 Assignment: Scholarly Sources - 5.5%
 - Module 5 Assignment: Prewriting for the Research Paper - 1.9%
- Module 6
 - Module 6 Assignment: Annotated Bibliography - 5.5%
 - Module 6 Quiz: Quoting and Paraphrasing - 3.6%
 - Module 6 Assignment: Outline - 1.8%
 - Module 6 Quiz: Grammar and Rhetoric Quiz - 4.9%
- Module 7
 - Module 7 Assignment: Research Paper - 7.3%
- Final Exam - 6%

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

Quizzes

This course uses a paced submission process to help you manage your workload and support timely feedback from your instructor. You may submit all quizzes and assignments for a module in a short time frame. However, once you submit all of the assignments for a module, you will need to wait 5 days before you can submit assignments for the next module. During this time, you can access and work on the upcoming module's content and assignments offline but will not be able to upload them until the 5-day period has passed.

This approach ensures that you receive timely and effective feedback to support your learning. Please plan your schedule accordingly and reach out to your instructor if you have any questions.

Content

You will have several quizzes in each module that will test your knowledge of the information covered in the readings and help you hone your writing skills. Click on the quiz title in each module, read the instructions, and begin your attempt. You will only have one attempt per quiz. Note that some quizzes are timed, but most do not have a time limit affording you the ability to revise, edit, and proofread before submitting your work. These are integral parts of the writing process, so do these things multiple times before submitting!

- Module 1 Quiz: Three Thesis Statements – no time limit, manually graded
- Module 1 Quiz: Correcting Sentence Errors – 35 minutes, manually graded
- Module 1 Quiz: Analysis of an Argument – no time limit, manually graded
- Module 1 Quiz: Short Essay – 3-hour time limit, manually graded
- Module 2 Quiz: Examining Logos – no time limit, manually graded
- Module 2 Quiz: Well-developed Paragraph – no time limit, manually graded
- Module 2 Quiz: Analysis of an Argument – no time limit, manually graded
- Module 3 Quiz: Commentary on Visual Arguments – 45 minutes; manually graded
- Module 3 Quiz: Logical Fallacies – 2.5 hour time limit, manually graded
- Module 4 Quiz: Reading Reflections – no time limit, manually graded
- Module 5 Quiz: Reading Reflections – no time limit, manually graded
- Module 6 Quiz: Quoting and Paraphrasing – no time limit, manually graded
- Module 6 Quiz: Grammar and Rhetoric Quiz – 2-hour time limit, automatically graded

Each quiz is 100 points.

Assignments

Purpose of the Assignments

Within each module of the course, you will complete assignments that are designed to ensure that your writing skills build upon one another gradually over time. You will notice that the instructor refers to many of the assignments as *complete papers* or *complete argumentative papers*, most of which have been placed at the end of modules so that you may practice and showcase what you have learned at each interval. In total, you will write the following papers:

- Short essay quiz at the end of Module 1 (mentioned in the *Quizzes* chapter of the syllabus)
- Argumentative paper at the end of Module 2
- Commentary on internet media at the end of Module 4
- Mid-course Exam
- Short essay at the end of Module 5
- Research paper at the end of Module 7
- Final Exam

Everything you do in this course will be designed to culminate in the 3000-word research paper in Module 7, for which you will be well prepared by the time you reach it. The paper will be the same as any of the others that will come before it, except that you will incorporate researched information—all of which you will already have (thanks to Modules 5 and 6) by the time you sit down to write it.

This course uses a paced submission process to help you manage your workload and support timely feedback from your instructor. You may submit all assignments for a module at once. However, once you submit the assignments for a module, you will need to wait 5 days before you can submit assignments for the next module. During this time, you can access and work on the upcoming module's content and assignments offline but will not be able to upload them until the 5-day period has passed.

This approach ensures that you receive timely and effective feedback to support your learning. Please plan your schedule accordingly and reach out to your instructor if you have any questions.

Grading Turnaround Time

Instructors will provide feedback and grades within 7 days of submission for each assignment.

Directions

Click on the assignment title in the module, where you will find instructions for completing and submitting your assignment.

Submission Guidelines

Please view the individual assignments for specific information regarding submission guidelines, such as number of files, file-naming conventions, and file types.

Grading Table

Grading information may be found within the individual assignments. Assignments will be graded within seven calendar days.

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 modules in your course. Navigate to those exam modules when you are ready to take your exams.

Content

You will complete a Mid-course Exam and a Final Exam (discussed in the *Assignments* chapter of the syllabus) for this course.

- Mid-Course Examination: Proctored Paper: three-hour time limit, manually graded, 650-word essay
- Final Examination: Proctored Paper: three-hour time limit, manually graded, 650-word essay

Testing Rules

- The Final Exam requires 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 any resources, notes, or tools is strictly prohibited. This includes scratch paper.

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 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](#).



For additional policies specific to this course, click on each section to expand or collapse the content within.

► Avoiding Plagiarism and Misconduct, Using Appropriate Citation Methods

► Examinations

▼ Instructor's Response to Plagiarism and Unauthorized Materials

Plagiarism is a serious offense, not a minor offense or error. If the instructor suspects any form plagiarism, misconduct, or unauthorized materials, no matter how "minor," the instructor will not perform any kind of remedy, punishment, or negotiation with the student directly. The instructor will do only the following:

- Write a report about the violation and submit it to the Student Advocacy and Accountability office.

That office will investigate the report and render a decision as to whether or not the student is responsible for academic dishonesty. Afterwards, the office will issue outcomes to the student as well as instructions to the teacher for those outcomes. The outcomes may affect grades. Please read the [Code of Student Conduct](#) for more information on this matter.

Put This at the at End of Assignments

At the end of all papers (except proctored ones) and assignments, copy and paste the following statement of academic honesty:

I certify that I developed, created, and submitted this assignment by doing my own work. I did not use generative artificial intelligence, Grammarly, grammar-checking or revising software or websites, or translation software or websites at any point during the creation of this assignment. Furthermore, I did not violate any of the rules in the syllabus that define misconduct, plagiarism, cheating, and unauthorized materials. If applicable, I have cited outside sources through (1) in-text citation and (2) a works cited page.

Your assignments will not be considered complete without the above statement.

Important note: Students are required to complete the Syllabus Acknowledgement Survey located in the Getting Started section of the course.

MLA Style

This course uses only MLA style and MLA format for papers. The Modern Language Association (MLA) is a non-profit, professional organization intended to support teachers and students, particularly in the study of languages and literatures. In addition, the MLA puts forth the rules and conventions for writing college papers in its reference work, *MLA Handbook*, which is currently in its ninth edition. The *Handbook* instructs students on matters of style, such as when to use italics, how to use commas, and the like. But its primary focus is to instruct writers how to format their papers.

MLA Format

If the instructor assigns a paper (not a letter, multiple-choice test, or short-answer assignment), that paper must be submitted only in MLA format. No other format is allowed. Here are basic instructions for putting a paper into MLA format:

1. Set the margins for 1 inch on the top, bottom, left, and right sides of the page.
2. Before starting, click "No Spacing" in the "Styles" box at the top middle of the Microsoft tool bar. This will stop Microsoft from automatically skipping lines between paragraphs, which is not allowed in papers.
3. Do *not* skip lines anywhere in the paper (between heading and title, between title and text, between paragraphs, etc.)
4. Change the font to Times New Roman, size 12. Do not use any other font or size.
5. Do *not* use colored letters, underlining, or bold print anywhere in the paper.
6. Right click on all blue hyperlinks and click "Delete Hyperlink" to get rid of blue letters with underlining.
7. The first five lines of text should follow items (a) through (e) below exactly:
 - a. Create a 4-line heading, starting on the first line, flush against the left side of the page. The four lines should contain the following information only in the order given:
 - student's name;
 - instructor's title and name;
 - English 2000;
 - date.
 - b. Do not include any other information, and do not put it on any other order.
 - c. *Do not skip a line.*
 - d. Center the very next line and create a title. The title should have the same kind of lettering as the rest of the paper (no italics, bold, or quotation marks, unless the title contains someone else's title within it); the first letter of all important words in the title should be capitalized, and the title should give the reader a good idea of what the paper is about.
 - e. After doing this, you may highlight all text and change it to double space, or wait until you are finished the whole paper and change it to double space. But there should still be no additional spaces between any lines. Here is a sample of what the first five lines should look like:

Marie Harris

Dr. Paul Graham

English 2000

27 October 2024

Why Knitting Is a Great Hobby

8. *Do not skip a line.* Begin writing the rest paper on the very next line.

9. To number pages correctly, double click near the top of the page in the header, not to be confused with the *heading* discussed above.
 - a. The header tool bar will appear. Format the header so that your last name appears in the upper right side of the page followed by the page number. Make sure that, once again, the words in the header are in Times New Roman, size 12.
 - b. Do not use commas, periods, or the word page.
 - c. Click on the box that says "Different First Page" so that there will be no header on the first page, but there will be headers on all subsequent pages.
 - d. Thus, the first header in our sample, written by Marie Harris, on page 2, would look like this:

Harris 2

10. If you have some need to include tables, pictures, illustrations, and the appropriate captions into any of your papers, consult the *MLA Handbook*, ninth edition, pages 6-12; if you have a different edition, look for the sections called "Tables and Illustrations" and "Lists." Such things should be used very sparingly in shorter papers.

Works Cited

As noted earlier in the section about plagiarism, here we present instructions on a proper works cited section in MLA style and format. No other style or format is allowed.

1. To begin a works cited section at the end of a paper, click on the "Insert" at the top left. Then, click on "Page Break" to start a new page.
2. On this new page, start your works cited section by centering the words: Works Cited or Work Cited, if there is only one source. Do not use the term *References* or *Bibliography*.
3. *Do not* skip lines.
4. Press the enter key only once and begin on the left margin; do not skip lines.
5. Each entry should, in general, contain the following information:
 1. author's (or sometimes the editor's) last name, followed by the first;
 2. the title of the article, book, chapter, or other specific source;
 3. the title of the container or larger work in which the item above can be found;
 4. publication information such as edition number, editors, publisher, volume number, issue number, date, and page numbers.
6. For the second and subsequent lines of each entry, press the tab key; this is called *hanging indent*.
7. All sources must be listed alphabetically by each author's last name, followed by the first name.
8. Always right click on any web address, URL, or DOI number and click "Delete Hyperlink" to get rid of blue letters with underlining.
9. Do not use colored letters, underlining, or bold print anywhere in the paper.
10. All of the information included on the works cited pages should be in black ink without underlining.

Students should consult any or all of the sources below for guidance on how to format items in the works cited.

1. To see an entire MLA-formatted paper, including the works cited pages, use the [PDF sample of a student paper](#), provided in Module 2 or the student paper on pages 313-318 of your textbook.
2. For a complete list of samples of the many citational variations that are possible, such as books with editors, articles without page numbers, works of art, videos, interviews, etc., see Appendix 2 in the *MLA Handbook*, ninth edition, pages 313-346; if you have a different edition, look for the section that discusses entries by format.
3. For clean and easy samples of how to do several kinds of entries, go to [Welcome to the Purdue Online Writing Lab - Purdue OWL® - Purdue University](#). Click on the section that says "MLA Guide." The website also contains several other helpful sections for paper writers.
4. Go to MLA Style Center at [Works Cited: A Quick Guide | MLA Style Center](#).

5. If you need basic written instruction and explanation, consult *Current Issues and Enduring Questions*, pages 303-312.
6. For a fuller version of the instructions above, consult chapter 5 of the *MLA Handbook*, especially pages 178-226.

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.](#)

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.

Guild students: if you need to extend your courses, login to the registration site, go to My Courses, then to My Programs, and under upcoming Courses, add to cart the certificate extension. All other students, use the link below.

 [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.