Course Syllabus for ENGL 3070: American Literature I: Forging a Nation

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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 3070: American Literature I: Forging a Nation (3 credit hours)

Instructor: Dr. Anna Priddy

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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

Emergence of an American literature and national consciousness in major writings from the Colonial era to the Civil War.

Prerequisites

None

Nature and Purpose of the Course

This is a junior-level literature course, so obviously, it requires a significant amount of reading and writing. You need to pace your progress through the course to give yourself time to read the material and write the documents that fulfill the assignments. You will be graded on document format, content, style, and grammar. Documents must be adequate in length and content to fulfill the assignment requirements; brief, quickly written documents rarely satisfy the assignment. In some cases, some research may be required. Give yourself time to prepare, write, and revise your work.

One of the main overarching questions we will remember throughout this course is: what is American about American literature? Before attempting to answer this question, it is probably important to begin by questioning what we mean by being "an American." Above all, keep in mind that the literature of our country is much like America itself—broad, multifaceted, contradictory, and ever-changing.

Course Outcomes and Module Learning Objectives

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

Course Outcomes

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

- CO1: Demonstrate a broad knowledge of major authors and significant texts of the period.
- CO2: Identify the characteristics of major literary movements, such as romanticism, Transcendentalism, and realism.
- CO3: Recognize the characteristics and rhetorical strategies of various literary genres, such as prose, poetry, captivity narratives, slave narratives, short fiction, and novels.
- CO4: Situate the assigned texts in their historical and cultural contexts.
- CO5: Exhibit a comprehensive understanding of the assigned texts through written literary analysis in clear and proficient prose.

Module Topics and Learning Objectives

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

Module 1: Puritan Perspectives: Individualism, Spirituality, and Reconciliation in Literature

1. Identify how authors depict the interconnected concepts of individualism and freedom. (Course Outcomes 1-5)
2. Compare and contrast the authors' interpretations of their experiences through their spiritual perspectives. (CO1-5)
3. Analyze how the poets use their works to reconcile with life's tragedies and align with their understanding of divine will. (CO1-5)
4. Interpret selected stanzas, focusing on symbolism and underlying meaning. (CO1-5)

Module 2: Narratives of a New Nation: Exploring Freedom and Identity in Early American Writing

1. Interpret how authors portray the interrelated notions of individualism and freedom in their works. (CO1,2,4,5)
2. Assess early America's positive and negative characteristics as represented in the authors' works. (CO1,3,4,5)
3. Examine the role of religion and/or spirituality in shaping the authors' works. (CO1,2,4,5)
4. Contrast authors' character traits, actions, and/or values that contribute to their achievements. (CO1,3,5)
5. Evaluate the rhetorical strategies the authors employ to engage a predominantly white audience. (CO1-5)

Module 3: A Literary Exploration: Romanticism, Individualism, and the American Hero

1. Identify ways the authors depict the interrelated notions of individualism and freedom. (CO1,2,4,5)
2. Evaluate authors' works' literal and symbolic roles of setting and landscape. (CO1,2,5)
3. Compare how authors depict an ambivalence toward civilization and culture. (CO1-5)
4. Examine how authors contribute to the ongoing development of the myth about the (stereo)typical American male hero through the traits, words, and actions of their male protagonists. (CO1,2,5)
5. Distinguish romanticism's pessimistic and deterministic characteristics, especially their effects on the individual. (CO1,2,5)
6. Describe the literal and symbolic role of settings. (CO1-5)
7. Assess how protagonists struggle to break free from psychological dilemmas. (CO1,2,4,5)

Module 4: Transcendentalism: Practice and Theory

1. Recognize the optimistic characteristics of romanticism or transcendentalism as an author sees their effects on an individual. (CO1-5)

2. Analyze the abstract principles and practical applications of an author's views on an individual's intellectual and moral development. (CO1-5)

Module 5: Unveiling Complexities: Ambiguities of Morality, Resilience, and the Journey to Freedom

1. Recognize optimistic and pessimistic elements of romanticism and appraise their effects on the individual. (CO1,2,4,5)
2. Analyze the use of symbolism and allegory in romantic literature. (CO1,2,4,5)
3. Evaluate how protagonists confront and attempt to resolve moral dilemmas. (CO1,2,4,5)
4. Critique how religion and/or spirituality influence personal and societal struggle narratives. (CO1-5)
5. Synthesize insights about character traits, actions, and values contributing to overcoming adversity. (CO1-5)
6. Interpret how literary works articulate the interconnected themes of individualism and freedom. (CO1-5)
7. Assess rhetorical strategies used to engage and persuade audiences with contrasting worldviews. (CO1-5)

Module 6: The Novel as Political Weapon: Literature's Power to Inspire Change

1. Identify examples of how religion and/or spirituality inform literary works. (CO1,2,4)
2. Analyze how literary texts uphold and subvert traditional notions of masculinity through male characters. (CO1,4,5)
3. Analyze how literary texts uphold and subvert traditional notions of femininity through female characters. (CO1,4,5)
4. Recognize rhetorical strategies used to address a predominantly white audience in 19th-century literature. (CO1,3,4,5)

Module 7: The Outward Gaze and Inward Reflection: Themes in American Poetry

1. Recognize characteristics of romanticism and modernism in depictions of various aspects of the human experience, such as death, human relationships, and appreciation of nature. (CO2-4)
2. Distinguish ways in which literature explores the interrelated notions of individualism and freedom. (CO1, 2, 4)
3. Identify examples of how religion and/or spirituality inform poetic works. (CO2-4)
4. Compare and contrast thematic elements across poetic works that address similar themes. (CO1, 3, 5)

Module 8: Approaching Realism: Depicting Life with Honesty and Detail

1. Recognize characteristics of romanticism and realism in literary works. (CO2,3)
2. Distinguish ways in which literature depicts the interrelated notions of individualism and freedom. (CO4,5)
3. Identify examples of how religion and/or spirituality inform literary works. (CO1,4)

Course Materials and Resources

Required Materials

The following materials are required for this course:

> R. S. Levine. *The Norton Anthology of American Literature. Volume I, Beginnings to 1865* (10th ed.). W.W. Norton & Company, 2022. ISBN-13: 978-0393884425

Ordering Information

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.

Please review the following tips for ordering your course materials:

1. Do not purchase your textbooks until your enrollment is approved. A new section may be opened during processing, requiring a different textbook or edition.
2. Courses with special access codes require that students use direct links to the publisher's 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 have problems locating a textbook, contact us at Answers@outreach.lsu.edu for assistance.

Supplemental Material

Download and review the **Writing Guide from the Getting Started module** in your Moodle course.

The material covered in the Writing Guide provides detailed information required to complete your module assignments. You should print a copy for reference and become familiar with the contents of this document before starting the course.

At the 3000 level of a college course, you are assumed to be proficient in the technical aspects of writing, such as grammar and punctuation. Problems in these areas will automatically affect module grades.

You might find it necessary to consult a grammar handbook occasionally. Print sources might include current editions of ***The Norton Field Guide to Writing***, the ***Harbrace College Handbook***, or the ***Scott-Foresman Handbook***.

Many online sources, such as **Purdue OWL** or **The Writing Center at the University of Wisconsin**, are also available.

Other Materials and Resources
Software

- MS Word
- Web Browser: You should 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

Webcam with a microphone (built-in or external), headphones or working speakers, and high-speed internet.

Midterm and final assignments must be completed and submitted using a laptop or PC. Cell phones, tablets, and Chromebooks are not compatible with these assignments.

ProctorU

Your exams are completed online and require that students have an account with ProctorU. This syllabus's Exams and Proctoring section contains information on creating your account. You cannot use an account created through another university, so if you already have one, you will still need to create an account associated with LSU Online Distance Learning (ODL). Students are encouraged to review the technical requirements provided on the ProctorU website and perform a test on their equipment before enrolling in this course to ensure they have the necessary resources available.

- ProctorU Technical Requirements
- ProctorU Equipment Test
- Privacy, Security, and Data Retention: How ProctorU Uses Test-taker Data

Working with the Course Materials

Remember, this course covers an entire semester of work. This means that each module in this course equals nearly two weeks of coursework 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. To assist with this, beginning in Module 2, you cannot submit the module assignment until the previous module's assignment has been graded. Once you receive your grade for the previous module assignment, it is recommended that you review the feedback and ensure that you are not making the same mistakes with your new assignment.

Each module contains information, a quiz, and an assignment organized under consistent headings. Get familiar with how the module is organized. Each module in this course is organized into the following sections:

1. Introduction
   - The module's main page is where you will first see the module introduction, which provides an overview of the module content and how the content is relevant to your life and/or career.
2. Module Learning Objectives and Checklist
   - This section presents the module learning objectives and the activities that support them.
     - A module learning objective is a clear statement of what you should be able to do by the end of a specific module. It helps you understand what to focus on and how your learning will be assessed. These objectives guide your readings, discussions, and assignments so that everything connects to the bigger goals of the course.
   - The activities are listed in the order in which they should be completed.
3. Module Resource Book
   - A module resource book is a curated collection of materials that support learning within a specific module. It may include readings, multimedia content, case studies, reference materials, and other resources that provide foundational knowledge, context, or deeper insights related to the module's topics. The resource book guides students, helping them engage with key concepts, complete assignments, and prepare for assessments.
4. Module Quiz
5. Module Assignment
6. Module Question and Answers Forum
   - A module discussion forum is an interactive space where students can post questions related to the module's readings, quizzes, assignments, and other course components. It serves as a collaborative learning environment where students can seek clarification, engage in academic discussions, and support one another in understanding key concepts. Instructors may also participate by providing guidance and addressing common concerns.

The following steps provide a recommended sequence for students to follow as they work through each module:

1. Read the module introduction.
2. Read the module learning objectives and checklist.
3. Complete the tasks in the order they are presented in the checklist

Documentation
Since students in the course will use texts from various sources, some without standard page numbers, in-text citations will be varied. Please see "Using Sources" in the Writing Guide.

No matter which texts you use for a module, you do not need to prepare and submit a works cited page or bibliography.

How to Succeed in This Course

Suggested Study Techniques

1. Carefully review the module objectives to help you focus on the information covered in 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 completing an assignment, a rapid re-reading of the related text and other materials is strongly recommended.
3. Put yourself on a definite schedule. Set aside a specific 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 graded and returned to you, paying special attention to any instructor feedback provided. (We suggest waiting for assignment feedback before submitting subsequent assignments.)
6. Regardless of how you complete your graded assignments, remember that module completion should not solely be your exam preparation. As with any college course, you should study for your exams.

Reading Assignments

Reading and Understanding the Module Reading Assignments

This survey course is organized chronologically or historically according to when the texts were written. Because literature of a particular time period often builds on, modifies, or reacts against the literature that has come before it, you must complete the modules in consecutive order so that you will understand these comparisons or contrasts.

Most modules will begin by introducing background information relevant to the assigned work.

In addition to the assigned readings required for each module, you are also given "Reading Prompts and Reflective Points." Use these to help focus your understanding and interpretation of the material. Although you may wish to jot down brief responses as you read to aid your comprehension, you will not be submitting responses to all of these questions for grading.

"Reading Prompts and Reflective Points" are meant to serve as detailed study guides and to simulate, to the degree possible, the kinds of questions and comments that would emerge from a classroom discussion. These questions and comments will be helpful as you read the texts and complete the module assignments.

No outside secondary research is necessary or required to complete this course.

Topic Outline

This course covers the following specific topics in the following order:

- Puritan Prose— William Bradford and Mary Rowlandson
- Puritan Poetry— Edward Taylor and Anne Bradstreet
- From Colony to Nation— Jonathan Edwards, Benjamin Franklin, and J. Hector St. John de Crèvecoeur
- African American Voices— Olaudah Equiano and Phillis Wheatley
- Toward a National Literature— Washington Irving and James Fenimore Cooper
- The Dark Side of American Romanticism— Edgar Allan Poe
- Transcendentalism in Theory— Ralph Waldo Emerson
- Transcendentalism in Practice— Henry David Thoreau
- Romantic Ambiguities— Nathaniel Hawthorne
- "How a Slave Was Made a Man"— Frederick Douglass
- The Novel as Political Weapon— Uncle Tom's Cabin
- Circling Outward— Walt Whitman
- Circling Inward— Emily Dickinson
- Approaching Realism— Life in the Iron Mills

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 [Calculated for three credit hours. 1 credit hour = 15 hours out + 30 hours in, 45 hours total. 45 x 3 credit hours = 135 hours of work total. Divide by number of modules.]. Some modules are longer than others and may require more time and effort. 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 subchapter, 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

> YOU MUST EARN A PASSING AVERAGE ON THE EXAMINATIONS TO PASS THE COURSE.

Weighted Categories

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

- Quizzes = 10 points each
- Module Assignments = 100 points each
- Midcourse Exam = 100 points each
- Final Exam = 100 points each

Total = scores weighted by the following predetermined percentages.

Grade Breakdown	Percentage
Quizzes	10%
Assignments	50%
Mid-Course Exam	15%
Final Exam	25%
Total	100%

LSU GRADING SCALE

The following grading scale applies:

96%–100% = A+
93%–95% = A
90%–92% = A-
86%–89% = B+
83%–85% = B
80%–82% = B-
76%–79% = C+
73%–75% = C
70%–72% = C-
66%–69% = D+
63%–65% = D
60%–62% = D-
0%–59% = F

Quizzes

Content

Each module contains a short quiz to test your knowledge of the information in the readings/videos/module resources. Click on the quiz title in each module, read the instructions, and begin your attempt.

Timing and Takes

You can take the quiz once and be given 30 minutes. Each quiz is worth 10 points.

Grading and Review

Your quiz will be automatically graded, and you will see your score after you submit it. You will be able to review your answers when you are finished.

Assignments

Preparation of Module Writing Assignments

Read the *Writing Guide* for a full description of the writing requirements for this course before you begin the first module, and refer to it throughout the course.

You must support a specific and well-phrased argument or thesis with a balance of interpretation (your ideas) and evidence (references to the texts). Your answers should be written in clear, grammatically correct, error-free English appropriate to the level of this college course.

In addition to the 8 module assignments, there will also be two open-book essay-based exams. There will be a midcourse exam following Module 4 and a cumulative final following Module 8.

You might consult secondary sources for general information about an author's life, a literary genre, or a historical period. However, none of this information is needed to understand the module reading assignments, and none should be used in the module writing assignments. To quote, paraphrase, or summarize from any sources without properly citing that source in your writing, whether done inadvertently or intentionally, is plagiarism. Please be aware that although the Internet has made plagiarism "easier" for students, it has also made detecting plagiarism easier for teachers to detect. For consequences of academic dishonesty, see the Academic Integrity section of this syllabus.

Submission of Module Writing Assignments

You must completely type each question before each answer in your response. Only copy out the questions to which you are responding. Do not create a title page for your essays, although essay titles are welcome.

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.

Use the following naming convention for documents to be uploaded:

> CourseNumber_Version_Section_LastName_FirstName_ModuleNumber (Example: ENGL3070_1.2_jones_sam_M01)

Once you submit an assignment, you cannot revise it, so check your work. Your instructor will typically 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.

Do not rely too heavily on your textbook or other resources 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 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 learned the concept and material rather than merely reflecting it in the answer.

Exams and Proctoring

Content

There will be two exams, which will consist of essay questions only.

1. For the midcourse exam, you will be given five questions, and you will choose three to answer. The midcourse exam follows Module 4, and the Module 4 assignment must be graded with a grade present in the Moodle Gradebook.
2. For the final exam, you will be given five essay questions: one mandatory comprehensive question covering the entire semester and four additional questions from which you will choose two to answer for a total of three essays. The final exam follows Module 8 and the completion of the midcourse exam and all course modules.

Before scheduling your exams, review all the information in the midcourse examination module (follows Module 4) and the final examination module (follows Module 8). These exam modules contain detailed instructions about what is on the exams, their format, and what is permitted for use during the examinations. You will also find information required for scheduling your exam and special hardware and software required for online testing. Also, when taking the exam, be sure to read the actual exam instructions and questions carefully.

Testing Rules

- *You will have three hours to complete your exam.*
- Exams will be completed under proctor supervision through ProctorU.
- No restroom breaks are allowed.
- No phones, electronic devices, smartwatches, or Airpods are allowed.
- The exams are "open book." Therefore, you must bring your hard copy or eBook of the textbook to the exam to refer to any assigned reading materials. Notice the proctor will check your textbook before and possibly after your exam. Please be aware that even though you may use the text during the exams, failing to prepare for the exams or referring too frequently to the text during the completion of the exam will seriously affect the quality of your answers. Be sure to review the Writing Guide on Moodle, especially those pages about balancing interpretation and evidence, thesis formation, and comparison and contrast essays.
- The midcourse and final exam cannot be taken until you meet the following requirements. Under no circumstances may the final exam be taken earlier.
    1. You must have a grade posted in the Moodle grade book for Module 4 to unlock access to the midcourse exam.
    2. You must have been enrolled in the course for at least eight weeks, regardless of when the modules and other exams are completed, to unlock access to the final exam. Please allow at least seven days for the assignment to be posted in the gradebook. During busy seasons, it may take longer for grades to be posted. It is recommended that you do not schedule your final Exam until your grade has been posted.

To read the full exam policy and other policy statements, visit ODL's **Policy page**.

ProctorU Proctoring Information

Creating an Account

You will use the proctoring service ProctorU to take exams for this course. You cannot use an account created through another university, so if you already have one, you will still need to create an account associated with Louisiana State University at Baton Rouge. When you create your account, read and follow the **ProctorU Registration Directions** to register in ProcotrU's system. 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: a video explaining the testing process
- Getting Started: instructions for first-time users
- Contact Us: provides contact information for ProctorU

The **ProctorU Live Resource Center** provides information on the following:

- 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 additional premium scheduling fees may be assessed if you schedule your exam fewer than seventy-two hours before your chosen day and time. 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 carefully follow the instructions provided in each exam module to ensure 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 control 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 twice or thrice a week. In an online course, it takes a lot more work to design an appropriate learning environment to learn at your own pace. Since you are in control, you must be disciplined enough to complete assignments regularly and stay current 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 ensure 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 academic integrity policy violations may be referred to **LSU Student Advocacy & Accountability (SAA)**, a unit of the Dean of Students. If found responsible for a violation, you will 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 violating 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 coursework and preparing their modules. All work submitted in the course modules must be the student's 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 use published answer keys or the teacher's textbook edition. It is your responsibility to refrain from plagiarizing the academic property of another and to utilize appropriate citation methods for all coursework. In this class, it is recommended that you use the standard MLA method. Ignorance of the citation method is not an excuse for academic misconduct. Remember, there is a difference between paraphrasing and quoting and how to cite each properly.

One tool available to assist you in correcting citations is the "References" function in Microsoft Word. This program automatically formats the input information according to the citation method you select for the document. This program also can 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 work for submission and grading.

Examinations

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

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

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

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.

LSU Online
& CONTINUING EDUCATION

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 by 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 before 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.