

## Course Syllabus for HIST 1003 Western Civilizations since 1500

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Book: Course Syllabus for HIST 1003 Western Civilizations since 1500

## 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 link under the Table of Contents. This course syllabus is an example of the *Moodle book*.

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## Instructor & Course Information

**HIST 1003: Western Civilization Since 1500 (3 credit hours)**

Instructor: Lise Namikas

Email: [lnamikas@outreach.lsu.edu](mailto:lnamikas@outreach.lsu.edu)

Please email your instructor or post in the [Q & A Forum for Students](#) with questions about course content. Every effort will be made to respond within 24 hours.

Catalog description: This is an Integrative Learning Core (ILC) course that awards general education credit. Development of western civilization from the Reformation to the present.

Prerequisites: n/a

History 1003 surveys the evolution of Western civilization from 1500 to the present. It covers major developments beginning with the Renaissance, the Reformation, and the new thinking about the world and governance. It then progresses through the Scientific Revolution and Enlightenment, the revolutions in the Americas and France, the Revolutions of the mid-19th century, Imperialism, World War I, the Interwar years, World War II, the Cold War, and contemporary global politics in the West. Embedded throughout the course is a consideration of the interconnected nature of Western Civilization and its interactions with other regions around the world.

The readings emphasize the economic, political and social growth of modern Western civilization. Key themes include the rise of the modern state, its important governing institutions, and shifting ideologies from absolutism and constitutionalism, to nationalism, socialism, and classical liberalism, then later the rise of totalitarianism, the ideological conflicts of the Cold War, and contemporary challenges such as terrorism, the environment and ongoing wars. The course addresses the cultural and political impact of new ideas, family life and gender relations, leisure, technologies, and individual contributions to history. Special attention is given to the significance of everyday life, cultural practices, and societal changes which are important for a well-rounded understanding of Western civilization.

## 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. Understand broad historical continuities and changes in the develop of Western Civilization, its relations with the rest of the world, and its influence in shaping modern life.
2. Compare the growth of political institutions, economic and social trends, the evolution of religion, intellectual and legal thought, in order to understand how they have shaped Western Civilization.
3. Develop critical thinking skills by examining primary and secondary sources related to Western civilization from 1500 to the present.

### Module Topics and Learning Objectives

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

#### Module 1: A New Dawn: Renaissance and Reformation

1. Review Europe and its place in the world around the year 1500. (Course Outcome 1)
2. Explore the cultural, artistic, and religious transformations brought about by the Renaissance. (CO 2)
3. Evaluate the implications of the Reformation and how it reshaped European society, politics and religion. (CO 1)
4. Consider the study of history, its process, and important terms related to its practice and use of primary sources. (CO 3)

#### Module 2: Path to Power: Absolutism, Constitutionalism and Expansion

1. Consider the context and rise of different forms of governance, especially Absolutism and Constitutionalism, and its impact on Europe. (CO 2)
2. Trace the rise of Europe's expansion through its economic system of mercantilism and its successful launch of overseas colonial empires. (CO 1)
3. Analyze historical documents such as works by political theorists such as Hobbes and Locke, laws, charters, diaries, news items and visual records, to better understand events and people. (CO 3)

#### Module 3: From the Intellectual to the French Revolution

1. Analyze the impact of the Scientific Revolution and the Enlightenment on European thought and society, highlighting their contributions to modern society and science. (CO 1)
2. Examine the key phases of the French Revolution, including the decline of the ancient regime, the rise of moderate reform, the radical phase then retreat, and the era of Napoleon. (CO 2)
3. Evaluate primary documents from the Scientific Revolution, the Enlightenment and French Revolution, assessing how these sources reflect the evolving political, social, and cultural dynamics of the era. (CO 3)

#### Module 4: Progress and Nationhood: The Industrial Revolution & Nationalism

1. Analyze the impact of the Industrial Revolution on society and the economy in mid to late 19th century Europe, and understand how it influenced global developments. (CO 1)
2. Evaluate the emergence of new ideologies such as classical liberalism, socialism, and nationalism, and their roles in shaping political movements and nation-building during this period. (CO 2)
3. Critically analyze primary documents from the 19th century to gain insights into the Industrial Revolution, the rise of new ideologies, and nation-building efforts. (CO 3)

### Mid-course Exam

### **Module 5: Growth and Imperialism**

1. Analyze the major events and motivations behind the economic colonization of regions like China and Africa, and the global consequences of these imperialist actions. (CO 1)
2. Identify the main factors that contributed to the expansion of political participation, including the growth of the vote and the influence of liberalism on political reforms. (CO 2)
3. Utilize primary sources, such as diaries, contemporary accounts, laws, etc., to gain insights into historical events, enhancing their ability to critically assess and interpret historical evidence. (CO 3)

### **Module 6: A World Unraveled: World War I and Interwar Years**

1. Investigate the underlying causes, key military and political developments, and the major consequences of World War I. (CO 1)
2. Explain the impacts of the inter-war era, from the 1920s recovery to the coming of the Great Depression, and the rise of totalitarian regimes. (CO 2)
3. Interpret and analyze primary documents, including wartime experiences, philosophical works, interwar movements, and the records of democracies and dictators. (CO 3)

### **Module 7: Global Conflict: From World War II to the Cold War**

1. Analyze the key causes, major events, and consequences of World War II, the Holocaust, and the geopolitical shifts that reshaped the international order. (CO 1)
2. Explain the political and ideological factors that led to the origins of the Cold War, and the U.S.-Soviet rivalries and proxy wars up to and including the era of détente of the 1970s. (CO 2)
3. Interpret and critically analyze primary sources from World War II and the early Cold War years to gain deeper insight into the perspectives, decisions, and events that shaped the world. (CO 3)

### **Module 8: The New Order: End of the Cold War to the Present**

1. Analyze the political, economic, and social factors leading to the dissolution of the Soviet Union and the end of the Cold War. (CO 1)
2. Examine Western civilization in the world after the Cold War to better understand historical context and motivations behind new challenges such as the spread of democracy, ethnic nationalism, the rise of terrorism, and responses to climate change. (CO 2)
3. Develop skills to analyze contemporary events in historical context through a variety of primary sources, including new materials such as social media. (CO 3)

### **Final Exam**

## Course Materials and Resources

### Required Materials

The following materials are required for this course:

- Joshua Cole and Carol Symes, *Western Civilizations*, Volume 2 Brief, 6th Edition, 2023. ISBN (ebook): ISBN: 978-1-324-04317-1
  - **Note:** If you purchase a new textbook, it should come with online resources (e.g., videos, tutorials, and additional resources). A new textbook is not required, but if you purchase a used textbook, the accompanying code has most likely been used and you will not have access to these additional materials.
- Other articles and readings will be assigned throughout the modules.

### Ordering Information

Please review the following tips for ordering your course materials:

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

### Additional Materials

This course includes written assignments where you share your thoughts and insights from the readings. Purdue OWL has many resources on [avoiding plagiarism](#) and [MLA citations](#). Use these resources as needed.

## Suggested Study Techniques

The learning material for this course is examined through a series of eight modules. Each module contains information, activities, and assignments organized under a consistent format. Familiarize yourself with how the module is organized. Each module in this course is organized into the following sections: The introduction, learning objectives and task list, the lecture "Resources," graded quiz, and graded writing assignment. You should work through these parts of the module in order.

Some tips to help you organize yourself include:

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.
  - You should submit each module assignment in Moodle as soon as it is completed. Some courses have restrictions that require that a grade be received before you can submit additional assignments.
  - 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 or if you submit several assignments within the same week.
5. Review your module assignments after they have been graded, 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.

## Technical Information and Assistance

### Technical Help

- If you have questions about the functionality of your course, review the GROK article [LSU Online Technical Requirements](#) to make sure you have the right equipment and software.
- If you have any technical problems or questions, email CE Learner Services at [Answers@outreach.lsu.edu](mailto:Answers@outreach.lsu.edu) or call (225) 578-2500. Be sure to mention your name, course number, and section.
- If you have questions about your grades or the course content, email your instructor.

## Grading and Course Work

Remember, 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.

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

- Quizzes = 10 points each
- Assignments = 100 points each
- Mid-course Exam = 100 points
- Final Exam = 100 points

Total = scores weighted by the following predetermined percentages.

### Grade Breakdown

Component	Weight
Quizzes	10%
Assignments	30%
Mid-course Exam	30%
Final Exam	30%

### 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

## Quizzes

### Content

Each module contains a short quiz that will test your knowledge of the information covered in the readings and module resources. Click on the quiz title in each module, read the instructions, and begin your attempt. The questions are all multiple-choice or true/false and pull from a large question bank.

### Timing and Takes

You can take each quiz two (2) times, and you will be given 15 minutes for each attempt. Each quiz is worth 10 points, and your highest grade will be recorded in the gradebook.

### Grading and Review

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

## Assignments

### Purpose of the Assignment

In each module, you will find an assignment that is meant to assess your understanding of the module content and your ability to analyze a primary source(s) and apply its lessons to better understand history and western civilization. These assignments have two parts: a short answer section and an essay section.

### Directions

Click on the assignment title in the module, where you will find instructions for completing and submitting your assignment. In most of the assignments, you will choose two questions from a list of options to answer in a minimum of two paragraphs total. Be sure to include the questions in your submission. These are a good guide for preparing for the exams!

For the essay section, you will typically select a topic from two choices. Using the provided material, you will write an essay that incorporates quotes, specific examples, and in-text citations to support your arguments. Your response will be evaluated based on your ability to effectively evaluate the primary source provided and demonstrate a thorough understanding of the subject matter. Include some background in your discussion to help with your analysis, not add extra details. Strive for clarity, coherence, and depth of analysis in your writing. Any additional materials must be fully cited and referenced or they will not be considered for your grade. *Minimum recommended length: 4-5 paragraphs.*

**Tips for writing:** Find the place where the source or topic is mentioned in the textbook and start here for background. Your essay should include a thesis (or what you will argue) for the reader. Develop your evidence, then write conclusions, leaving the reader with a final thought-provoking statement.

### Submission Guidelines

Please review the [Prohibited Use of Generative AI Policy](#) in the Syllabus.

As indicated in the instructions, Part 1 should be at least two paragraphs and Part 2 should be a minimum of four. Submit both parts in a single file, but make sure you identify each part and include any references you used and cited. Save your document as a Microsoft Word file (.doc or .docx) and upload it in the submission area. Include your name in the file name (e.g., TigerMike\_M1 Assignment).

Note: You must click the "Submit" button after uploading your file or it will remain in draft mode.

## Grading Guidelines

Criteria	Description	Max Points
Part 1: Requirements	Answer is focused, follows instructions, using provided sources.	20
Part 1: Critical Thinking	Exhibits strong critical thinking skills, interpreting and analyzing issues from multiple perspectives and offering well-supported arguments.	30
Part 1: Clarity of Language; use of Citations	Writing is clear, well-organized, and includes accurate citations throughout.	10
Part 2: Requirements	Response follows instructions, is written in essay format, includes a well-developed thesis, is focused, main section uses provided sources and using quotes as evidence, citations.	10
Part 2: Critical thinking and Interpretation	Exhibits exceptional critical thinking skills, interpreting and analyzing issues from multiple perspectives and offering well-supported arguments.	20
Part 2: Clarity of Language; Use of Citations	Writing is clear, well-organized, and include accurate citations throughout.	10
Total Points		100

## 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 module(s) when you are ready to take your exam(s).

**IMPORTANT:** The 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 been enrolled in the course for at least three weeks, regardless of when the modules and other exams are completed.
2. You must have a *grade posted in the Moodle grade book for the Module 8 Quiz and Assignment in order to unlock access to the Final Exam*. Please allow at least seven days for the final assignment grade to be posted in the gradebook.

### Content

The Mid-course Exam covers the material from Modules 1-4. The Final Exam will cover Modules 5-8. In each exam, you will have 50 multiple-choice questions and several essay questions. The multiple-choice questions will be similar to what you have seen in the module quizzes, and the essays will be similar to the module assignments.

### Preparation

To prepare for your exam, review your notes, the lecture materials in the module resources, and the textbook readings. You may want to review all of the questions and prompts from the module assignments—especially the ones you did not select for the assignments—to use as a review guide.

### Testing Rules

- Exams require all preceding module assignments to be completed and graded.
- You will have two hours to complete your exam.
- Exams will be completed under proctor supervision.
- No restroom breaks are allowed.
- You may **not** use any notes, books, or other resources during the exam.

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.

#### **Proctored Exam Reviews**

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

## Course Policies

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

## Engagement and Participation

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

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

## Academic Integrity

### Academic Misconduct

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

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

### Plagiarism and Citation Method

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

### 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.

## Prohibited Use of Generative AI

As a partner in your learning, it is important to both of us that any assignment submission is a pure reflection of your work and understanding. The introduction of artificial intelligence options to complete academic work jeopardizes my ability to evaluate your understanding of our course content and robs you of the ability to master the subject matter. ***Therefore, the use of generative AI programs for the purpose of completing course work is prohibited.*** This includes, but is not limited to, using AI-generated essays, reports, code, or any other submissions as a substitute for your own original work. If you have questions about the use of specific tools or technologies in relation to coursework, seek guidance from your instructor beforehand.

Suspensions of the use of AI programs in academic work will be reported to Student Advocacy & Accountability for review under the Code of Student Conduct and may result in impacts to your assignment and/or course grades.

If the instructor suspects the use of Generative AI such as ChatGPT, it will be the student's responsibility to verify that they wrote the assignment, if they suggest it is their own work. The instructor and/or the Student Advocacy office may ask the student to send evidence (e.g., a screenshot) of their document history to show drafts or their internet search history to show research completed (with dates). It is the responsibility of the student to keep and access these draft versions. In the spirit of fairness, the student will be given an opportunity to explain any discrepancies. However, you may receive a failing grade on any academic work in which you have been determined to have committed an academic integrity violation.

## 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.

 [Request an extension](#)

## Transcript Information

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

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