

## Course Syllabus for MATH 1009

Site: [Welcome to LSU Continuing Education Moodle!](#)  
Course: MATH 1009 v3.0.(1) Mathematics for Prospective Elementary  
School Teachers I  
Book: Course Syllabus for MATH 1009

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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

**MATH 1009 Mathematics for Prospective Elementary School Teachers (3 credit hours)**

Instructor: **Stephanie Kurtz**

Email: [skurtz1@lsu.edu](mailto:skurtz1@lsu.edu)

Please email your instructor or post in the Q&A forum with questions about course content. Every effort will be made to respond within 24 hours.

Catalog description: Logic; counting numbers, integers, rational numbers, real numbers; emphasis on field properties; set nomenclature and some number theory; units of measurement.

Pre/co-requisites: none

This course is intended for students pursuing an elementary education degree or certificate. It covers many properties of the real number system and specific skills and concepts found in elementary school curricula across the country. You will learn not only to perform computational algorithms, but also to show why they work. You will learn a wide variety of problem-solving strategies and techniques.

This is not a course in methods of teaching mathematics. It is a math course designed to teach you the math content you must know well to effectively teach elementary school math and science. As an elementary school teacher, you will be teaching mathematics and answering questions about mathematics on an almost daily basis. It is hoped that this course will help you to explain mathematical concepts to your students and to introduce ideas to them that will make mathematics interesting and enjoyable.



## Course Outcomes and Module Learning Objectives

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

### Course Outcomes

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

1. Use the four-step problem solving process and apply various problem-solving strategies. (CO 1)
2. Identify and continue patterns and sequences and write rules for arithmetic and geometric sequences. (CO 2)
3. Use the terminology and tools of logic and determine whether statements are true or false. (CO 3)
4. Use Venn diagrams and set operations to solve problems. (CO 4)
5. Use place value in the familiar base 10 system, as well as in other numeration systems and other base systems. (CO 5)
6. Use the tools of basic number theory. (CO 6)
7. Identify and use properties of whole numbers, integers, rational numbers, irrational numbers, and real numbers. (CO 7)
8. Explain, perform, and apply addition, subtraction, multiplication, and division of whole numbers, integers, rational numbers, and real numbers. (CO 8)
9. Use exponential notation, the rules of exponents, and the order of operations (CO 9)
10. Write ratios and proportions and solve applications of ratio and proportion. (CO 10)
11. Convert between percents, decimals, and fractions and solve applications of percent and interest. (CO 11)
12. Use variables and equations to solve problems. (CO 12)
13. Define and identify relations and functions and their properties. (CO 13)

### Module Topics and Learning Objectives

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

#### Module 1: Problem Solving; Patterns and Sequences

1. Apply Polya's Four-Step Problem Solving Process (CO 1)
2. Apply a variety of problem-solving strategies (CO 1)
3. Differentiate between inductive and deductive reasoning (CO 1)
4. Recognize, describe, and continue patterns and sequences (CO 2)
5. Identify arithmetic and geometric sequences. (CO 2)
6. Find the number of terms and the sum of the terms in an arithmetic sequence. (CO 2)
7. Find and apply the formula for the  $n$ th term of an arithmetic or geometric sequence. (CO 2)

#### Module 2: Logic

1. Identify statements, find truth values of statements, and find negations of statements (CO 3)
2. Identify universal and existential quantifiers, and negate statements containing these words (CO 3)
3. Form compound statements, determine their truth values, and find negations (CO 3)
4. Use truth tables to determine if statements are equivalent and to identify tautologies (CO 3)
5. Identify and determine the truth values of conditional and biconditional statements (CO 3)
6. Apply DeMorgan's Laws to write equivalent statements (CO 3)

#### Module 3: Sets, Set Operations, and Venn Diagrams

1. Define and describe sets (CO 4)
2. Establish one-to-one correspondences and determine if sets are equivalent (CO 4)
3. Use the Fundamental Counting Principle to determine the number of one-to-one correspondences between two sets (CO 4)

4. Find the cardinal number of a set (CO 4)
5. Find the complement of a set (CO 4)
6. Identify and explain subsets of a set (CO 4)
7. Find the number of subsets of a finite set (CO 4)
8. Find intersections, unions, and differences of sets, and understand the properties of these operations (CO 4)
9. Illustrate set operations with Venn Diagrams (CO 4)
10. Use Venn Diagrams as a problem-solving tool (CO 1, 4)
11. Find the Cartesian product of two sets, and understand properties of Cartesian products (CO 4)

**Module 4: Numeration Systems; Bases Other Than 10**

1. Represent numbers in our Hindu-Arabic numeration system, the Egyptian numeration system, the Babylonian numeration system, and the Roman numeration system (CO 5)
2. Convert between Hindu-Arabic numerals and Roman, Egyptian, and Babylonian numerals (CO 5)
3. Represent base 10 numerals in other number-base systems (CO 5)
4. Count in non-base 10 numeration systems (CO 5)
5. Convert between non-base 10 numerals and base 10 numerals (CO 5)

**Module 5: Whole Number Addition and Subtraction**

1. Illustrate addition and subtraction of whole numbers using a variety of models (CO 7, 8)
2. Identify and use the properties of whole number addition and subtraction (CO 7, 8)
3. Relate addition and subtraction of whole numbers (CO 8)
4. Use and explain common algorithms for addition and subtraction of multidigit numbers (CO 7, 8)
5. Add and subtract numbers in bases other than 10 (CO 5)
6. Use mental addition and subtraction computational skills and estimation (CO 5, 8)

**Module 6: Whole Number Multiplication and Division; Exponents and the Order of Operations**

1. Illustrate multiplication and division of whole numbers using a variety of models (CO 7, 8)
2. Identify and use the properties of whole number multiplication and division (CO 7, 8)
3. Relate multiplication and division of whole numbers (CO 8)
4. Apply the order of operations (CO 8, 9)
5. Apply the rules of exponents for whole numbers (CO 9)
6. Use and explain common algorithms for multiplication and division of multidigit numbers (CO 7, 8)
7. Multiply numbers in bases other than 10 (CO 5)
8. Use mental multiplication and division computational skills and estimation (CO 5, 8)

**Module 7: Basic Number Theory**

1. Identify even and odd numbers (CO 6)
2. Define and identify factors and multiples (CO 6)
3. Apply divisibility tests for 2, 3, 4, 5, 6, 8, 9, 10, and 11 (CO 6)
4. Identify prime and composite numbers (CO 6)
5. Find the prime factorization of a composite number (CO 6)
6. Find the greatest common divisor (GCD) and least common multiple (LCM) of two or three whole numbers using a variety of methods (CO 6)
7. Solve applications of GCD and LCM (CO 1, 6)

**Module 8: Addition and Subtraction of Integers; Absolute Value**

1. Represent integers on a number line (CO 7)
2. Find the additive inverse of any integer (CO 7)
3. Define, compute, and use absolute value (CO 7)
4. Add and subtract integers, and illustrate these operations using various models (CO 7, 8)
5. Identify and use the properties of integer addition and subtraction (CO 7, 8)
6. Apply the order of operations to computations involving integers and absolute value (CO 9)

7. Solve applications involving addition and subtraction of integers (CO 1, 7, 8)

**Module 9: Multiplication and Division of Integers; Ordering Integers**

1. Multiply and divide integers, and illustrate these operations using various models (CO 7, 8)
2. Identify and use the properties of integer multiplication and division (CO 7, 8)
3. Apply the order of operations to computations involving integers and absolute value (CO 8, 9)
4. Compare and order integers (CO 7)
5. Solve applications involving multiplication and division of integers (CO 1, 7, 8)

**Module 10: Rational Numbers; Addition and Subtraction of Rational Numbers**

1. Illustrate rational numbers using various models (CO 7)
2. Identify and find equivalent fractions (CO 7)
3. Simplify fractions (CO 7)
4. Order rational numbers (CO 7)
5. Add and subtract fractions and mixed numbers (CO 7, 8)
6. Identify and apply properties of rational numbers and of addition and subtraction of rational numbers (CO 7, 8)
7. Estimate with rational numbers (CO 7)
8. Solve applications involving addition and subtraction of rational numbers (CO 1, 7, 8)

**Module 11: Multiplication and Division of Rational Numbers; Rational Numbers and Exponents**

1. Multiply and divide fractions and mixed numbers (CO 7, 8)
2. Find the multiplicative inverse of a fraction or mixed number (CO 7)
3. Identify and use the properties of multiplication and division of rational numbers (CO 7, 8)
4. Solve applications involving rational numbers (CO 1, 7, 8)
5. Identify and use the properties of exponents for rational numbers (CO 9)
6. Evaluate expressions and solve equations involving exponents (CO 8, 9)
7. Simplify exponential expressions using the rules for exponents (CO 8, 9)

**Module 12: Ratio and Proportion**

1. Find and use part-to-part, part-to-whole, and whole-to-part ratios (CO 10)
2. Write and solve proportions (CO 10)
3. Find and use a constant of proportionality (CO 10)
4. Solve problems involving ratios and proportions using a variety of strategies and approaches (CO 1, 10)
5. Solve problems involving scale drawings (CO 1, 10)

**Module 13: Decimals; Operations on Decimals**

1. Use decimal place value (CO 5)
2. Round and estimate decimals (CO 5)
3. Identify terminating and repeating decimals (CO 5, 7)
4. Convert between fractions and terminating decimals (CO 5, 7, 8)
5. Convert between fractions and repeating decimals (CO 5, 7, 8)
6. Order decimals (CO 5)
7. Add, subtract, multiply, and divide decimals (CO 7, 8)
8. Solve applications involving decimals (CO 1, 7, 8)
9. Use scientific notation (CO 5, 9)

**Module 14: Percent and Interest; Real Numbers**

1. Convert between decimals, percents, and fractions (CO 11)
2. Solve applications involving percent, including discounts, percent increase and decrease, and simple interest (CO 11)
3. Identify irrational numbers (CO 7)
4. Simplify radical expressions (CO 7)
5. Use the Pythagorean Theorem (CO 1, 7, 8)

6. Identify and use the properties of real numbers and perform operations with real numbers (CO 7)
7. Identify and classify relationships among subsets of real numbers (CO 7)
8. Identify and use the relationship between radicals and rational exponents (CO 7, 9)
9. Simplify expressions containing rational exponents using the extended rules of exponents (CO 9)

**Module 15: Variables, Equations, and Functions**

1. Translate given information into algebraic expressions and equations (CO 12)
2. Use algebraic reasoning to solve problems (CO 1, 12)
3. Identify and use properties of equality to solve equations (CO 12)
4. Solve applications by writing and solving equations (CO 1, 12)
5. Determine if a relation is a function (CO 13)
6. Identify functions using rules between sets, equations, arrow diagrams, ordered pairs or tables, and graphs (CO 13)
7. Given an input value and a rule for a function, find the corresponding output value (CO 13)
8. Find the value of a composition of two functions given an input value (CO 13)

## Course Materials and Resources

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.

### Required Materials

The following materials are required for this course:

R. Billstein, B. Boschmans, S. Libeskind, J. Lott, and B. Beaudrie. *MyLab Math with Pearson eText for A Problem Solving Approach to Mathematics for Elementary and Middle School Teachers*. Fourteenth edition. Boston, MA: Pearson Education, Inc., 2026.  
ISBN-13: 9780138241810

**Notice:** This is an eText accessible only through MyLab Math. A print copy of the text is also available.

Access to the eText and MyLab Math can be purchased from the publisher's website at <http://www.mypearsonstore.com/> (enter the ISBN to search) or from the MyLab site, <http://www.pearsonmylabandmastering.com/>.

Please see below for instructions for accessing your eTextbook and activities at the publisher site.

### Ordering Information

Please review the following tips for ordering your course materials:

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

### Instructions for Publisher Tools

This course requires subscription to Pearson MyMathLab for readings and completion of module activities that are linked in each module. Carefully read the following instructions for subscribing to the site and accessing your course materials.

1. Go to <https://mlm.pearson.com/northamerica>
2. On the home screen, click "Student access" in the Get Started box.
3. On the next screen, scroll down and click "I'm ready to register." Make sure that you have the three things required to register successfully: an e-mail address, your course ID, and either an access code (purchased prior) or a credit card or Pay Pal account (if you do not already have a code). Debit cards are not accepted.
4. On the next screen, enter the Course ID for this course: odl48869
5. On the next screen, either sign in to your existing Pearson account or click "Create an account", fill out the required information, click "Create account" and then click "Continue."
6. On the next screen, add your mobile phone or skip this step.

7. On the next screen, you will see the name of the course listed at the top of the screen. It should read **LSU ODL MATH 1009 3.0(1): Mathematics for Prospective Elementary School Teachers I**. Disregard the course end date. At this point, you will have a choice between using a previously purchased access code and purchasing access with a credit card or PayPal. If you are paying with a credit card or PayPal, do NOT purchase any "Bundle with a study pack". You will Choose MyLab Math with eTextbook, Multi-term access. Single term access is for only 18 weeks and does not last for the length of your enrollment.

## Technical Information and Assistance

### Technical Help

If you have questions about the functionality of your course, review the GROK article [LSU Online Technical Requirements](#) to make sure you have the right equipment and software.

If you have any technical problems or questions, email CE Learner Services at [Answers@outreach.lsu.edu](mailto:Answers@outreach.lsu.edu) or call (225) 578-2500. Be sure to mention your name, course number, and section.

## Grading and Course Work

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!

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

Begin each module by downloading the guided lecture notes. Use these notes as you read the assigned sections in the eText. Fill in answers to the questions, work through the examples, and make notes of any definitions, rules, and procedures given in the eText.

Each module contains two graded assignments, one in MyLab Math and one in Moodle. Complete the MyLab Math assignment first and then move on to the Moodle written assignment.



## Suggested Study Techniques

1. Carefully review the module objectives to help you focus on the information that will be covered on the exams.
2. Concentrate on the reading assignments, the module lecture material, and any additional resources provided.

This review should include a detailed examination of any illustrative problems and examples. After an assignment has been completed, a rapid re-reading of the related text and other materials is strongly recommended.

To do well in this course, it is essential that you read and study the eText before attempting the module assignments. Begin each module by downloading the guided lecture notes. Use these notes as you read the assigned sections in the eText. Fill in answers to the questions, work through the examples, and make notes of any definitions, rules, and procedures given in the eText.

You will read an average of 20 pages per module. Specific reading assignments will be given in each module.

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 at least 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, 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.

## Grade Breakdown and Grading Scale

### Graded Assignments

The MyLab Math module homework assignments are worth varying numbers of points, depending on the assignment; your homework assignment grade is the percentage score of available points earned.

The written module assignments in Moodle are each worth 25 points. Your grade on each of these assignments will be the percentage of the 25 points you earned.

The mid-course exam is 100 points.

The final exam is 100 points.

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

If you pass the final exam, your course grade will be computed as follows. Course grade = average of module assignments + average of quizzes + exam scores. Each component is weighted by the percentages in the table below.

### Weighted Categories

There are **4** components to your course grade. The grade breaks down as follows:

- MyLab Math Assignments = Various points each
- Moodle Written Assignments = **25** points each
- Mid-Course Exam = **100** points
- Final Exam = **100** points

Total = scores weighted by the following predetermined percentages.

### Grade Breakdown

MyLab Math Assignments	15%
Moodle Written Assignments	15%
Mid-Course Exam	30%
Final Exam	40%

### LSU GRADING SCALE

The following grading scale applies:

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



## Module Assignments

### Purpose of the Assignment

Each module contains two assignments: one in MyLab Math and a written assignment in Moodle. Once you have thoroughly read the assigned sections in the eText and reviewed your guided lecture notes, you are ready to start the MyLab Math assignment.

As you work through the assignments, keep in mind that you will not be permitted to use textbooks, tables, a calculator, or any other aids during the examinations. This means you must learn the formulas and processes as they are presented and to do all calculations without the aid of a calculator. You do not need to learn proofs of theorems for the examinations.

### MyLab Math Assignments

Most of the MyLab Math exercises are algorithmically generated, have learning aids readily available to show you how to work the exercises, and can be attempted more than once. This means you can and should use the MyLab Math exercises to practice and master the skills. Your goal is to be able to work these exercises without help of any kind, not just to get a good grade on the assignment.

When working your MyLab Math assignments, you should save after completing each exercise. If you rely on the MyLab Math learning aids or other help to get the correct answer, then use the "Similar Exercise" feature and rework the exercise repeatedly until you complete it correctly without any help. This is essential. Many students who become overly dependent on the learning aids or other assistance to get a score of 100% on the homework assignment find that they score much lower on the exams. Note that exercises labeled "Mathematical Connections" have a limited number of attempts.

### Assignment Verification: Getting Credit for Your MyLab Math Assignment

When you have completed a module assignment in MyLab Math, you must also submit the corresponding assignment verification in Moodle. This sends a notice to your instructor that you have completed the assignment in MyLab Math and the grade can be transferred to the Moodle gradebook. You can review your completed assignments in the gradebook in MyLab Math.

To submit the module assignment verification in Moodle, click on "Module XX MyLab Math Assignment Verification" in the module and follow the instructions given there. Do not submit the assignment verification in Moodle until you are satisfied with your attempts in MyLab Math. Your assignment grade is not final until it is entered in the Moodle gradebook.

### Moodle Written Assignments

Once you have completed the MyLab Math assignment, you are ready to prepare and submit the written assignment in Moodle.

Download the file and complete the exercises. You must show your work in order to receive credit on this assignment. You may type your work in MS Word when appropriate, but in most cases, you will find it necessary to handwrite or draw the solutions. If you decide you want to handwrite your answers, print out the document and write directly in spaces provided. When finished, either take a photograph of your document and convert the image file to a PDF, or scan the document and convert the file to a PDF. Scanning is preferred.

If you are unable to save your document as a PDF with your existing software, there are many PDF creators available for free on the Web. Before submitting your assignment for grading, be sure to review the PDF to make sure all text, tables, and figures are displayed properly and that there are no inconsistencies between the PDF and your original document.

If typing your answers, there is no need to convert to a PDF; you can upload the file as a Word document.  
Only one attempt is allowed for the written assignments.

## Coursework Completion Notification

After submitting the module 15 written assignment, review your assignments to make sure you have completed and submitted all of the required MyLab Math assignments, corresponding Moodle verifications, and the Moodle written assignments. Then, go to MyLab Math and submit the "Coursework Completion Notification" as well as the corresponding verification in Moodle.

By submitting this verification, you are stating that all of your assignments are complete and you are ready to take the final exam. Your instructor will be notified and will review your work and three-week enrollment date before grading the notification. The coursework completion notification requires a grade to unlock access to the final exam. However, the grade does not count toward your final course grade.

## Exams and Proctoring

An exam may not be taken until all of the modules covered in that exam have been completed. Exams must be taken in order (e.g., a mid-course exam must be taken before the final exam), and the final exam cannot be taken during the first three weeks of enrollment. You must have a grade on the last assignment before the final exam.

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

### Content

There will be two proctored exams that you will take in MyLab Math. The mid-course exam covers material from modules 01-07 and follows module 07. The final exam is comprehensive and follows module 15. Each exam has approximately 45 questions. The exercises will be similar to those in the MyLab Math assignments and the written Moodle assignments, and may include multiple-choice and true-or-false questions. You will not be expected to show work in MyLab Math on either exam.

### Testing Rules

- Exams require all preceding module assignments to be completed and graded.
- You will have three hours to complete your exam.
- Exams will be completed under proctor supervision.
- No restroom breaks are allowed.
- You are not permitted to use textbooks, tables, a calculator, or any other aids during the examinations. This means you must learn the formulas and processes as they are presented. You do not need to learn proofs of theorems for the examinations.
- You are allowed a blank white board during the exam. To verify the white board is blank, you must show your white board to the proctor before you begin your exam. At the end of the exam, the proctor will instruct you to wipe clean the white board; the proctor must witness you wiping clean the white board.
- Just like the MyLab Math assignments, once you have completed your exam in MyLab Math, you must also submit your "Exam Verification" in Moodle.

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

### Proctoring Information: ProctorU

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

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

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

- How ProctorU works
- What to expect when testing

- Technical requirements, and more.

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

**Proctored Exam Reviews**

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



## Course Policies

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

## Engagement and Participation

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

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

## Academic Integrity

### Academic Misconduct

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

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

### 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.

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

## Disability Accommodations

A learner with a disability is entitled by law to equal access to university programs. Two federal laws protect persons with disabilities in post-secondary education: the Rehabilitation Act of 1973 (Pub. L. No. 93-112, as amended), the 1990 Americans with Disabilities Act (Pub. L. No. 101-336) and the ADA Amendments Act (Pub. L. No. 110-325). LSU A&M is committed to ensuring that its websites, online courses, and all online materials are accessible to people with disabilities.

Online Distance Learning (ODL) will make appropriate, reasonable accommodations for students with disabilities. Specific accommodations must be determined by LSU Disability Services or by the equivalent office at the student's own institution. Accommodations may be permitted for lesson assignments as well as for exams.

- If you are an LSU Student with a disability and need assistance to obtain or arrange reasonable accommodations, contact LSU Disability Services each time you enroll.
- If you are not an LSU student and have approved accommodations with your home institution, ODL will need official verification of those accommodations.
- If you are not an LSU student and not enrolled in another institution, you should contact LSU Disability Services for assistance.

If you have accessibility needs that we can help with, visit the [LSU Disability Services page](#) and register for accommodations before you begin your course work.

## Netiquette

Communication in the online classroom comes across differently than the communication we are accustomed to through academic writing and face-to-face classroom discussion. Use online etiquette guidelines like the ones listed in the document below to craft your communication.

You can also read [The Core Rules of Netiquette](#) by Virginia Shea (1994) to understand the human aspect of online communication.

### 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 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.*