

## Course Syllabus for PSYC 2078 Adolescent Psychology

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Course: PSYC 2078 v.2.0.(1): Adolescent Psychology  
Book: Course Syllabus for PSYC 2078 Adolescent Psychology

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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 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

PSYC 2078 Adolescent Psychology (3 credit hours)

Instructor: Marla Erwin, PhD

Phone: 225-439-5780

[merwin1@lsu.edu](mailto:merwin1@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: Adolescent behavior considered in terms of psychological, social, and physical development.

Pre/co-requisites: PSYC 2000 or PSYC 2060 or equivalent.

# Course Outcomes and Module Learning Objectives

## Course Outcomes

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

1. Identify major theories, concepts, and empirical research findings in the field of adolescent psychology and apply to real-life situations.
2. Critique information received through the media
3. Develop an openness to perspectives and attitudes different from one's own personal beliefs
4. Identify similarities and differences between adolescents from varying social, cultural, and economic backgrounds
5. Format text into APA format

## Module Topics and Learning Objectives

### **Module 1: Introduction, Puberty, Health & Biological Foundations**

1. Describe historical perspectives on adolescence (CO1, CO2)
2. Discuss the developmental theories, processes, periods, transitions, and issues related to adolescence from a global perspective (CO1, CO4)
3. Identify the determinants, characteristics, and psychological dimensions of puberty (CO1, CO4)
4. Recognize the nature of adolescents' and emerging adults' health (CO1)
5. Describe the contributions of evolution, heredity, and environment to adolescent development (CO3, CO4)
6. Format text in APA style (CO5)

### **Module 2: The Brain and Cognitive Development, The Self, Identity, and Emotional Development**

1. Identify and discuss the developmental changes in the brain during adolescence. (CO1)
2. Describe the cognitive developmental views of adolescence, the information processing view and the psychometric/intelligence view of adolescence. (CO1, CO2)
3. Recognize key aspects of language development in adolescence. (CO1)
4. Identify key elements of the development of the self in adolescence. (CO1, CO4)
5. Identify the many facets of identity development. (CO1, CO3, CO4)
6. Characterize the personality development and emotional development of adolescents. (CO1, CO4)

### **Module 3: Gender & Sexuality**

1. Identify the biological, social, and cognitive influences on gender (CO1, CO3, CO4)
2. Identify gender stereotypes, similarities, and differences (CO3)
3. Summarize developmental changes in gender (CO1)
4. Identify sexual attitudes and behavior in adolescence, including problematic sexual outcomes that can emerge in adolescence (CO1, CO3, CO4)
5. Characterize the sexual literacy of adolescents and sex education (CO2, CO4)

### **Module 4: Moral Development, Values, Religion & Family**

1. Identify the domains of moral development (CO1)
2. Identify how parenting, schools, and cultural contexts can influence moral development (CO1, CO4)
3. Recognize the roles of values, religion, and spirituality in adolescents and emerging adults' lives (CO1, CO3, CO4)

4. Describe adolescents' and emerging adults' relationships with their parents and siblings (CO1, CO4)
5. Describe the changing family in a changing society (CO3, CO4)
6. Explain what is needed for improved social policy involving adolescents and their families (CO1, CO4)

#### **Module 5: Peers, Romantic Relationships & Lifestyles Schools**

1. Identify the roles of peer relations, friendship, and loneliness in adolescent development. (CO1)
2. Describe the roles of gender and culture in adolescent peer groups and friendships. (CO1, CO4)
3. Characterize adolescent dating and romantic relationships. (CO1, CO4)
4. Identify the diversity of emerging adult lifestyles. (CO1, CO3, CO4)
5. Identify approaches to educating students, including adolescents who are exceptional. (CO1, CO4)
6. Identify transitions in schooling from early adolescence to emerging adulthood. (CO1)
7. Identify how the social contexts of schools can influence adolescent development. (CO1, CO4)
8. Identify the effects of the COVID-19 pandemic on schools. (CO1, CO4)

#### **Module 6: Achievement, Work & Careers, and Culture**

1. Recognize achievement in the lives of adolescents (CO1)
2. Describe the role of work in adolescence and in college (CO1)
3. Characterize career development in adolescence (CO1)
4. Discuss the role of culture in the development of adolescents and emerging adults (CO3, CO4)
5. Identify connections between socioeconomic status and poverty as related to adolescent development (CO1, CO4)
6. Summarize how ethnicity is involved in the development of adolescents and emerging adults (CO3, CO4)
7. Characterize the roles of media/screen time and technology in adolescence and emerging adulthood (CO1)

#### **Module 7: Problems in Adolescence and Emerging Adulthood**

1. Identify the nature of problems in adolescence and emerging adulthood (CO1, CO4)
2. Identify some problems and disorders that characterize adolescents and emerging adults (CO1, CO4)
3. Identify ways to prevent or intervene in problems (CO1, CO3)

## Course Materials and Resources

### Required Materials

The following materials are required for this course:

Santrock, J. (2023) *Adolescence* (18th ed), McGraw Hill Education.

- ISBN10: 1260245837
- ISBN13: 9781260245837
- [Rent the ebook](#)

### 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 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](mailto:Answers@outreach.lsu.edu) for assistance.

### Privacy and Accessibility

Please be aware that certain information may be collected and used in other locations using your McGraw Hill Education course materials. For details, see [McGraw Hill Education's privacy policy](#).

If you have accessibility concerns or would like to request accommodations, contact McGraw Hill Education support at [Accessibility Support](#). You can read about McGraw Hill Education's accessibility features on their [Accessibility: Our Commitment](#) page.

### Additional Materials

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

American Psychological Association. (2020). *Publication manual of the American Psychological Association 2020: the official guide to APA style* (7th ed.). American Psychological Association.

- ISBN 9781433832161

## 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.

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 and 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!

***\*To pass this course, you must pass the (proctored) final exam (a D- average or better). If you pass the final exam, your grade will be calculated as follows.***

### Total Points

- Quizzes = 30 points each
- Journals = 15 points each
- Assignments = 25 points each
- Midcourse Paper = 100 points
- Final Exam = 100 points
- Total = sum of points earned

## Total Points Breakdown

Component	Points
7 Quizzes	210
7 Journals	105
7 Assignments	175
Midcourse Paper*	100
Final Exam*	100
<b>Total = total points earned</b>	<b>690</b>

### 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/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 1 time, and you will be given 45 minutes. Each quiz is worth 30 points.

### 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.

## Journal Reflections

In all Modules, you will be asked to respond to a prompt in a journal exercise. This activity is meant to be reflective and somewhat personal, so these posts are not visible to your classmates. Only your instructor will read what you write. Click on the journal title in each module, and you will find the page where you can type your entry.

### Forum Instructions

Address all sections of the writing prompt thoughtfully and thoroughly.

### Submission Guidelines

In your journal assignments, provide a thoughtful and well-composed response to the prompt. Your response should address all aspects of the prompt and reflect your understanding of the topic addressed. Your response should be around 300-500 words in length and should explicitly connect to our class readings.

### Grading Rubric

The following rubric is a sample of what is expected in your response (15 points possible).

<b>Component</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>5</b>
Format	No response provided	Response incomplete or contains many grammatical errors	Response is partially complete or contains multiple grammatical errors	Well-written response provided with few or no grammatical errors
Content	The response does not address the writing prompt provided	Portions of the writing prompt addressed but incomplete	All sections of the writing prompt addressed by lacking detail	All sections of the writing prompt were addressed thoughtfully and thoroughly
Connection	No connection provided	Connection to class readings mentioned but not explicitly described	Response vaguely connects to course reading but lacks explicit discussion of the connection	The response connects clearly to the information presented in the class readings on this topic.

# Assignments

## Directions

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

## Submission Guidelines

Responses should be prepared using Word or PDF format and a total of 500-750 words in length. Save your assignment with the following naming convention [Your Name\_M1Assgn] before uploading. Submit your assignment by uploading a Word or PDF file to complete the assignment.

## Grading Table

You will be graded according to criteria included within each specific assignment. Assignments will be graded within seven calendar days. The following grading table is a sample of what is expected in your response (25 points possible).

<b>Assignment Criteria</b>	<b>Maximum Points</b>
Format	5
Content	15
Connection	5
Total Points:	25

## Lessons/H5P

### Description

You may complete interactive activities in several modules that test your knowledge of the basic concepts presented in the module lecture videos and readings. They are practice exercises to help you apply what you have learned in each module.

You may complete lessons as often as you like, and they are not graded.

### Directions

In each module, click on the lesson title to begin. You will be directed to a series of pages containing either content or questions. On question pages, you will be required to make a choice or answer a question. Your answers/choices will determine the pages you see next. If you answer a question incorrectly, you will have the opportunity to review the relevant content pages and answer again. You will proceed to the next question or content page if you answer correctly.

## Mid-Course Assessment

The Mid-Course assessments may not be submitted until all of the modules covered at that point have been completed (Modules 1-3). Major assessments must be taken in order (e.g., the Mid-Course Assessment must be completed before the Final Exam), and the Final Exam cannot be completed 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 your course's midcourse assessment module.

### Purpose of the Assignment

Your midterm assessment will allow you to analyze a research article, summarize the main points, and explain basic concepts regarding research and methodology as outlined in our textbook.

This assessment addresses the following course outcomes:

1. Identify major theories, concepts, and empirical research findings in the field of adolescent psychology and apply them to real-life situations (Course Outcome 1)
2. Develop an openness to perspectives and attitudes different from one's own personal beliefs (CO3)
3. Identify similarities and differences between adolescents from varying social, cultural, and economic backgrounds (CO4)
4. Format text into APA format (CO5)

### Instructions

Using Microsoft Word and APA Format, write an 800-word essay dissecting a research article.

Use the following guidelines:

1. APA format, including reference page
2. Write a paragraph on each of the following:
  1. Introduction (150 words minimum)
    1. The main point of the literature review
    2. Purpose of the article
    3. Hypothesis
  1. Methods (100 words minimum)
    1. Materials
    2. Measures
    3. Source of Data
    4. Approach to Analysis
  2. Results (150 words minimum)
    1. Outcomes
    2. Analysis Summary
  3. Discussion (150 words minimum)
    1. What do the results mean?
    2. What are the limitations of the project?
  4. Critical Analysis (250 words minimum – you do not need to address all of these.) Use evidence to:
    1. Support your analysis instead of just stating your opinion here.)
    2. When was the article written?
    3. Who wrote the article, and what are their qualifications?

4. How useful is the research?
5. Examine their assumptions
6. Challenge their argument
7. Is their reasoning and conclusion sound?
8. Are there additional limitations not mentioned in the article?
9. Are there other conclusions that can be drawn from the work?

#### Resources

Ericksen, I. H., & Weed, S. E. (2019). [Re-examining the evidence for school-based comprehensive sex education: A global research review](#). *Issues in Law & Medicine*, 34(2), 161–182.

*\*Link opens in a new window.*

#### APA Resources

- [A helpful guide for APA Headings and seriation](#)
- [An example student paper \(for layout only\)](#)

#### Submission Guidelines

Responses should be prepared using Word or PDF and approximately 800 words. Save your assignment with the following naming convention [PSYC 2078\_ Last Name\_First Name \_Midterm] before uploading (Example: PSYC 2078\_Jones\_Sam\_Midterm). Submit your assignment by uploading a Word or PDF file to complete the assignment.

#### Grading

This assignment is worth 100 points.

## Grading Table

Assignment Criteria	Maximum Points
APA Format	15
Introduction	15
Methods	15
Results	15
Discussion	15
Critical Analysis	25
Total Points:	100

## Grading Rubric

Criteria	0 points Poor	5 points Average	10 points Good	15 points Excellent
<b>APA format</b>	More than 4 APA violations	3-4 APA violations	1-2 APA violations	APA format followed throughout



<b>Introduction</b>	The student does not clearly summarize the main points of the introduction and/or includes inaccurate information	Some of the intro section is summarized, but the student did not cover all points.	Most of the intro section is summarized, but the student may not clearly cover all aspects	The summary clearly outlines the main points of the introduction in the student's own words
<b>Methods</b>	Describe The student does not clearly summarize the main points of the methods section and/or includes inaccurate information	Some of the methods section is summarized, but the student did not cover all points	Most of the methods section is summarized, but the student may not clearly cover all aspects	The summary clearly outlines the main points of the methods section in the student's own words
<b>Results</b>	De The student does not clearly summarize the main points of the introduction and/or includes inaccurate information	Some of the intro section is summarized, but the student did not cover all points	Most of the results section is summarized, but the student may not clearly cover all aspects	The summary clearly outlines the main points of the results section in the student's own words
<b>Discussion</b>	The student does not clearly summarize the main points of the discussion and/or includes inaccurate information	Some of the discussion section is summarized, but the student did not cover all points	Most of the discussion section is summarized, but the student may not clearly cover all aspects	The summary clearly outlines the main points of the discussion in the student's own words
<b>Critical Analysis</b>	States opinion without support and/or no specific critiques and/or includes inaccuracies 0 points	Mentions two or fewer critiques or lacks evidence 10 points	Uses some evidence to support analysis with at least 3 accurate critiques 20 points	Uses evidence to support analysis with at least 4 major critiques in the student's own words 25 points

## Exam and Proctoring

All Online Distance Learning (ODL) exams must be proctored by a proctoring service as specified in your course. The proctoring service allows you to take your exam from anywhere using a computer with a webcam, microphone, and a high-speed Internet connection. Students must be able to meet the service's technical requirements. Students are responsible for all fees the proctoring company charges for exam proctoring services.

Students should plan in advance to schedule and take their exams. All exams must be completed by the expiration date. Proctor unavailability is not considered grounds for additional time for an extension. No additional time will be granted to accommodate the proctor's schedule or the student's ability to schedule or attend an exam session.

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 assessment 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 listed in your course's exam module. Navigate to this exam module when you are ready to take your exams.

### Content

This exam covers material from Modules 1-7 and is worth 100 points for your final grade. Questions may address topics from:

- Module 1 Learning Objectives (LO) 1, 2, 3, 4, 5 (8 questions)
- Module 2 LO 1, 2, 4, 5, 6 (8)
- Module 3 LO 1, 2, 3, 4, 5 (8)
- Module 4 LO 1, 2, 3, 4, 5 (7)
- Module 5 LO 1, 2, 3, 4, 5, 6, 7 (7)
- Module 6 LO 1, 2, 3, 4, 5, 6, 7 (7)
- Module 7 LO 1, 2, 3 (5)

Questions on the exam will be in multiple-choice format. These questions will be similar to what you have seen in module quizzes. There will be 50 questions at two points each. You will be able to see your score and missed questions after you submit your exam.

### Preparation

To prepare for your exam, review module readings, activities, and all external resources provided in the course, including your text.

### Testing Rules

- Exams require all preceding module assignments to be completed and graded.
- You will have 90 minutes to complete your exam.
- Exams will be completed under proctor supervision.
- No restroom breaks are allowed.
- No external materials are permitted.

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 one, 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 ODL 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: 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:

- 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.

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

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

#### Proctored Exam Reviews

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

## Course Policies

Carefully read the following important policies that apply to taking a course through [LSU Online & Continuing Education Professional Development](#). For a complete list of our program policies, visit our [Policies page](#).

## Engagement and Participation

Please check 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 to design an appropriate learning environment to learn at your own pace. Since you are in control, you need to be disciplined enough to complete assignments regularly 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 for 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 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 coursework and preparing their 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 methods for all coursework. In this class, it is recommended that you use APA Style (7th edition). 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 respectively properly.

One tool available to assist you in correcting 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 on 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 proctors and students must carefully follow. Examinations must represent the enrolled student's own work and 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 on the basis of the second exam only.

## Accessibility

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

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

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

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

# Netiquette

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

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



## Online Etiquette Guide

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

### SECURITY

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Do not share your password with anyone
- Change your password if you think someone else might know it
- Always log out when you are finished using the system

### GENERAL GUIDELINES

When communicating online, you should always:

- Treat your instructor and classmates with respect in email or any other form of communication
- Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, do not refer to your instructor by first name
- Use clear and concise language
- All college level communication should have correct spelling and grammar (this includes discussion boards)
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you"
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Avoid the use of emoticons like :) or ☺
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and that of another)
- Do not send confidential information via e-mail

### EMAIL ETIQUETTE

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line
- Be brief, but include necessary information
- Avoid attachments unless you are sure your recipients can open them
- Avoid HTML in favor of plain text
- Sign your message with your name and return e-mail address
- Think before you send the email to more than one person—does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when choosing to "reply all"
- Be sure the message author intended for the information to be shared before choosing to "forward" the message

### MESSAGE BOARD ETIQUETTE AND GUIDELINES

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material
- Take your posts seriously and review and edit your posts before sending
- Be as brief as possible while still making a thorough comment
- Always give proper credit when referencing or quoting another source
- Be sure to read all messages in a thread before replying
- Do not repeat someone else's post without adding something of your own to it
- Avoid short, generic replies such as, "I agree"—you should include why you agree or add to the previous point
- Always be respectful of all opinions even when they differ from your own
- When you disagree with someone, express your differing opinion in a respectful and non-critical way
- Do not make personal or insulting remarks
- Be open-minded when reading other posts

You can [click here to download the PDF file.](#)



## Diversity Statement

Diversity is fundamental to LSU's mission and the University is committed to creating and maintaining a living and learning environment that embraces individual difference. Cultural inclusion is of highest priority. LSU recognizes that achieving national prominence depends on the human spirit, participation, and dedicated work of the entire university community. Through its Commitment to Community, LSU strives to create an inclusive, respectful, intellectually challenging climate that embraces individual difference in race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socioeconomic status, disability, family status, experiences, opinions, and ideas. LSU proactively cultivates and sustains a campus environment that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural competence—the driving forces that enrich and enhance cutting-edge research, first-rate teaching, and engaging community outreach activities.

## 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.