

Course Syllabus for PSYC 3082

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Printed by: Tim Knoff

Course: PSYC 3082 3.0.(1) Introduction to Psychological Disorders

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Book: Course Syllabus for PSYC 3082

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

PSYC 3082: Introduction to Psychological Disorders (3 credit hours)

Instructor: Paul Dammers

pdamme1@lsu.edu

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

Catalog description: Introduction to common psychological disorders.

Pre/co-requisites: PSYC 2000: Introduction to Psychology or PSYC 2060: Educational Psychology or equivalent.

Introduction to Psychological Disorders encompasses what has also been referred to as "abnormal psychology" and involves the study of disturbed human behavior. Psychological disorders may be disturbing to either the individual or society and often to both. Note that in this course, the terms *abnormal psychology*, *abnormal behavior*, and *psychopathology* will be used interchangeably.

This course will provide an introduction to the psychology of several types of psychopathology, relying primarily on material presented in the course textbook, *Psychopathology: An Integrated Approach to Mental Disorders* (Barlow, Durand, & Hofmann, 2023). The first four chapters of the textbook will provide a historical context for current perspective of abnormal behavior and diagnosis. They will also provide you with an introduction to the different perspectives from which abnormal behavior is viewed, the research methods used by psychologists to study abnormal behavior, and the approaches to assessment, diagnosis, and treatment. Chapters 5 through 16 present several categories of disorders through an integrated perspective taking into account the various approaches to the conceptualization, assessment, and treatment of the disorder. The last chapter of the textbook will discuss various issues of law and ethics in mental health.

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. Explain the historical emergence of abnormal psychology as a discipline and area of clinical practice.
2. Evaluate major theoretical perspectives on the causes of abnormal behavior.
3. Apply basic psychological research methods to the study of psychopathology.
4. Analyze issues in clinical assessment and diagnosis of mental disorders.
5. Differentiate treatment approaches used in contemporary clinical practice.
6. Classify common and complex mental disorders (e.g., anxiety, somatic symptom, mood, eating, psychotic, personality).
7. Examine disorders involving violations of social or legal norms (e.g., substance use, impulse-control, sexual variations, violence).
8. Explain the relationship between neurological impairments, intellectual disabilities, and abnormal behavior across the lifespan.
9. Evaluate ethical and legal considerations in the practice of abnormal psychology.

Module Topics and Learning Objectives

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

Module 1: Abnormal Behavior in Historical Context, An Integrative Approach to Psychopathology, Clinical Assessment and Diagnosis, and Research Methods

1. Define abnormal behavior and the core components that characterize psychological disorders. (Course Outcome 1)
2. Identify the roles of mental health professionals and the scientist-practitioner model. (CO 1)
3. Compare historical and contemporary perspectives on abnormal behavior, including supernatural, biological, psychological, and multidimensional models. (CO 1, 2)
4. Describe genetic, neurological, behavioral, cognitive, emotional, social, cultural, and developmental influences on psychopathology, including gene–environment interactions. (CO 2, CO 8)
5. Explain the purposes and methods of clinical assessment and diagnosis, including reliability, validity, standardization, psychological tests, neuroimaging, and DSM classification. (CO 4)
6. Differentiate between research methods in abnormal psychology, including hypotheses, variables, validity, statistical vs. clinical significance, study designs, and ethical/cultural considerations. (CO 3, CO 9)

Module 2: Anxiety, Trauma-Related, OCD, Somatic Symptom, and Dissociative Disorders

1. Differentiate anxiety, fear, and panic. (CO4, CO6)
2. Identify biological and psychological factors that contribute to anxiety disorders. (CO2, CO8)
3. Describe the diagnostic criteria for major anxiety disorders. (CO 4, CO6)
4. Compare symptom profiles of phobias, panic disorder, and generalized anxiety disorder. (CO4, CO6)
5. Summarize the features and treatments of PTSD and OCD. (CO4, CO6)
6. Explain the core features of somatic symptom disorders. (CO4, CO6)
7. Distinguish dissociative disorders and discuss the repressed memory controversy. (CO3, CO4, CO6)

Module 3: Mood Disorders, Suicide, Eating & Sleep-Wake Disorders

1. Differentiate among the major mood disorders and their defining features and course. (CO 6)

2. Explain biological, psychological, and sociocultural factors that contribute to mood disorders and suicide. (CO 2)
3. Summarize major treatment approaches for mood disorders, including pharmacological and psychotherapeutic options. (CO 5)
4. Describe the primary eating disorders, including shared and distinguishing characteristics. (CO 6)
5. Explain sociocultural and psychological factors that influence the development of eating disorders and recovery. (CO 2)
6. Differentiate dyssomnias and parasomnias, including primary sleep-wake disorders in each category. (CO 6, CO 8)
7. Describe how sleep-wake disorders are assessed and treated, including behavioral and medical interventions. (CO 5, CO 8)

Module 4: Physical Disorders and Health Psychology & Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria

1. Explain how psychological, social, and behavioral factors influence physical health and illness. (CO 2, CO 8)
2. Describe the role of stress and personality patterns (e.g., Type A behavior) in the development of cardiovascular and other physical disorders. (CO 2, CO 8)
3. Summarize psychological and behavioral treatment approaches for physical disorders, including biofeedback, relaxation, and stress management programs. (CO 5, CO 8)
4. Describe gender differences and sociocultural factors related to sexual attitudes and behaviors. (CO 2, CO 7)
5. Define sexual dysfunctions and identify their major types, causes, and treatment approaches. (CO 4, CO 5, CO 7)
6. Identify and describe the primary paraphilic disorders and discuss possible causes and treatment options. (CO 6, CO 7)
7. Explain the features and causes of gender dysphoria and summarize treatment considerations. (CO 6, CO 7, CO 9)

Module 5: Substance-Related, Addictive, and Impulse-Control Disorders & Personality Disorders

1. Differentiate types of substance involvement and major classes of psychoactive drugs. (CO 6, CO 7)
2. Identify psychological and physiological effects of key substances (e.g., alcohol, stimulants, opioids). (CO 6, CO 7)
3. Explain mechanisms underlying substance dependence and addiction. (CO 2, CO 7)
4. Summarize psychological and medical treatment approaches for substance use disorders. (CO 5, CO 7)
5. Describe features and diagnostic criteria of impulse-control disorders. (CO 6, CO 7)
6. Classify personality disorders by DSM-5 clusters and features. (CO 6)
7. Explain controversies in personality disorder diagnosis (e.g., categorical vs. dimensional models). (CO 4, CO 6)
8. Compare antisocial personality disorder and psychopathy. (CO 6, CO 7)
9. Identify risk factors and challenges in treating personality disorders. (CO 2, CO 5, CO 6)

Module 6: Psychotic Disorders and Ethical Issues in Mental Health

1. Differentiate schizophrenia from psychosis. (CO4)
2. Outline the historical development of schizophrenia, including the contributions of Kraepelin and Bleuler. (CO1)
3. Classify the symptoms and major psychotic disorders, including positive, negative, and disorganized features and the diagnostic characteristics of schizophreniform, schizoaffective, delusional, brief psychotic, and attenuated psychosis disorders. (CO4, CO6)
4. Explain biological, genetic, developmental, and psychosocial factors that contribute to schizophrenia and their relation to expressed emotion and relapse. (CO2, CO8)
5. Summarize biological and psychosocial treatments for schizophrenia, including side effects and challenges with medication compliance. (CO5)

6. Describe the legal foundations of civil and criminal commitment, including major standards of the insanity defense. (CO9)
7. Discuss patient rights, including treatment, refusal of treatment, least restrictive alternatives, and informed consent. (CO9)
8. Examine how mental illness relates to violence, deinstitutionalization, and homelessness. (CO7)

Module 7: Neurodevelopmental and Neurocognitive Disorders

1. Differentiate major neurodevelopmental disorders, including ADHD, specific learning disorder, and autism spectrum disorder. (CO4, CO6, CO8)
2. Explain biological, genetic, and environmental factors that contribute to neurodevelopmental disorders and their treatment approaches. (CO2, CO5, CO8)
3. Describe the diagnostic features and progression of major and mild neurocognitive disorders, including Alzheimer's, vascular, and Lewy body disease. (CO4, CO6, CO8)
4. Summarize biological mechanisms and psychosocial influences involved in the onset and course of neurocognitive disorders. (CO2, CO8)
5. Evaluate current interventions and caregiver support strategies for individuals with neurocognitive disorders. (CO5, CO9)

Course Materials and Resources

Required Materials

The following materials are required for this course:

David H. Barlow and Vincent M. Durand. *Psychopathology: An Integrative Approach to Mental Disorders*. Ninth edition. Stamford, CT: Cengage Learning, 2024.

- ISBN-13: 978-03-5794-658-9 (Online Learning Platform)
- ISBN-13: 978-03-5765-792-8 (etext)
- ISBN-13: 978-03-5765-784-3 (print)

Ordering Information

Please review the following tips for ordering your course materials:

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

Videos

Some course videos are hosted on YouTube and may be age-restricted due to course content. To view these videos, you must be signed in to a YouTube account. This requires a free Google account.

To create an account:

1. Go to YouTube.
2. Select Sign in.
3. Choose Create account.

Select For my personal use and follow the prompts.

Technical Information and Assistance

Technical Help

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

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

Information About Tools in This Course

The following tools are used in your course. Read this information carefully to find technical information and assistance.



Locate system requirements and get technical assistance for [Panopto here](#).

Locate system requirements and get technical assistance for [YouTube here](#).

Grading and Course Work

Remember, this course covers an entire semester of work or the equivalent of a classroom course lasting 15 weeks. That means that each module in this course equals nearly a week of course work and will require the same time and effort on your part. Do not expect to complete each module in a single study session. Understand, too, that if you choose to submit assignments at a very high pace, your instructor may not be able to grade your work at the same rate.

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, a graded Quiz, and a graded Module 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.

For each module, there is a module resource book. The notes in the resource book highlight important concepts discussed in that chapter as well as important terms used in the chapter. On some pages, there will be videos. These videos are required viewing and are intended to complement chapter material.

Grade Breakdown and Grading Scale

You must earn a passing average on the mid-course and the final in order to pass the course.

Grade Breakdown

Quizzes	25%
Assignment	25%
Exams	50%

Final course grades are calculated using weighted categories. Each category contributes a fixed percentage to the final course grade.

- Exams: 50%
The mid-course exam and final exam are weighted equally and together make up 50% of the final course grade.
- Assignments: 25%
Assignment scores are averaged to calculate the Assignments category grade, which contributes 25% to the final course grade.
- Quizzes: 25%
Quiz scores are averaged to calculate the Quizzes category grade, which contributes 25% to the final course grade.

The final course grade is determined by combining these category averages according to their assigned weights.

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

Interactive Activities

Description

In each module, you'll complete interactive activities designed to help you review and apply key concepts from the lecture videos and readings. These activities include drag-and-drop challenges, self-check flashcards, dialog cards, multiple choice practice, and more.

They are practice-only and not graded. You can complete them as many times as you like. Each activity is meant to reinforce the material in a low-stakes, engaging way.

Directions

As you read the Module Resources, you may come across interactives that ask you to:

- Match concepts to definitions
- Sort terms into categories
- Answer multiple choice or true/false questions
- Explore visual content or case scenarios
- Recall key terms using flashcards or dialog cards

There are no penalties for incorrect answers, and you can retry each activity to reinforce your understanding. These activities are a helpful way to check your knowledge before completing module quizzes or assessments, but they're also great to revisit as a study tool.

Quizzes

Content

Each module contains a short quiz that will test your knowledge of the information covered in the **textbook and 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 two times, and you will be given 40 minutes. Each quiz is worth 40 points.

Grading and Review

Your quiz will be automatically graded, and you will see your score after you submit.

Assignments

Purpose of the Assignment

For each module assignment, you will answer a couple of short essay questions concerning important topics from the chapter. The module assignment is not available until you have completed at least one attempt of the module quiz. Unlike the module quiz, you will have only one attempt to answer these short essay questions. That is to say, once you have uploaded and submitted your word document you will not have an opportunity to make changes and resubmit this document. Please make sure your assignment is complete, uses the template, and free of spelling/grammatical errors. The assignments in this course are designed to help you apply concepts from abnormal psychology to real-world contexts. Each assignment reinforces key module learning objectives and course outcomes by asking you to explain, analyze, or evaluate psychological theories, symptoms, diagnoses, and treatments discussed in the module. Completing these assignments will deepen your understanding of how abnormal behavior is identified, studied, and treated in clinical settings. Although you may and should use the textbook to provide the correct information for each question, you should never copy your answers word for word from the textbook.

Directions

Click on the assignment title in the corresponding module. There you'll find detailed instructions and prompts for completing the assignment. Each assignment should be submitted through Moodle as a Microsoft Word document. Review the directions carefully, follow the formatting guidelines, and consult the provided rubric before submitting your work. Assignments will be graded within 7 calendar days

Submission Guidelines

Submit your completed assignment as a single Microsoft Word (.doc or .docx) file. Use the following file naming convention: FirstNameLastNameModule#Assgn (e.g., TigerMikeM3Assgn). Assignments should be 1–2 pages in length. Upload your file directly to the assignment submission link in Moodle before 11:59 p.m. on the due date. You should submit each module assignment as soon as it is completed. Some courses have restrictions that require that a grade be received before you can submit additional assignments. Specific information on assignment submission is included in the Module Instructions. Please be sure to follow these instructions.

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 and semester breaks or if you submit several module assignments within the same week.

Grading Table

You will be graded according to the following criteria. Assignments will be graded within seven calendar days.

Criteria	0 points	6 points	8 points	10 points
Content Accuracy	Missing or inaccurate	Some relevant content but with major errors	Mostly accurate with minor gaps	Fully accurate, thorough, well-supported
Use of Concepts	No course terms used	Few terms applied, little explanation	Several terms applied, partial explanation	Course terms clearly applied and well-explained
Organization & Clarity	No organization, unclear writing	Some organization, frequent errors	Mostly organized, some errors	Clear, well-structured, minimal errors
Critical Thinking	No evidence of analysis	Limited analysis, mostly descriptive	Some analysis, partial evaluation	Strong analysis, evaluation, and synthesis

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 to access the final exam.

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

Content

Mid-Course Exam

The mid-course covers Modules 1 through 3 and includes material from Chapters 1–8 of the textbook and all module learning resources.

The exam consists of approximately 40 multiple-choice questions and five short-answer questions.

Multiple-choice items are auto-graded, and short-answer responses are manually graded after submission.

Final Exam

The final exam covers Modules 4 through 7 and includes material from Chapters 9–16 of the textbook and all module learning resources.

The exam consists of approximately 40 multiple-choice questions and five short-answer questions.

Multiple-choice items are auto-graded, and short-answer responses are manually graded after submission.

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.
- No outside resources are permitted. You may not use your textbook, notes, websites, dictionaries, software tools, or any course materials.

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

Proctoring Information: Honorlock

To take exams in this course, you will use the online proctoring service Honorlock. You do not need to create an account or schedule an appointment in advance. Honorlock is available 24/7, and all that is required is a computer, a working webcam and microphone, your ID, and a stable internet connection, and the Google Chrome browser.

To get started, confirm that you have Google Chrome, and download the [Honorlock Chrome Extension](#).

When you are ready to complete your exam, log into Moodle, go to your course, and click on your exam. Clicking "Attempt Quiz" will begin the Honorlock authentication process, where you will take a picture of yourself, show your ID, and complete a scan of your room. This is a test-taker authentication step in which you will be asked to perform a 360-degree scan of your environment with the computer or webcam to confirm the integrity of the testing environment. Honorlock will be recording your exam session through your webcam and microphone and recording your screen. Honorlock detects search-engine use, so please do not attempt to search for answers, even if it's on a secondary device.

Honorlock support is available 24/7, 365 days a year. If you encounter any issues, you may contact Honorlock within the exam itself using the chat bubble in the bottom right, using the live chat on its [support page](#), by phone (844-243-2500), or email (support@honorlock.com).

Some guides you should review are:

- [Honorlock Minimum System Requirements](#)
- [Honorlock FAQs for Test Takers](#)
- [Honorlock Knowledge Base](#)
- [How to Use Honorlock](#)

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.

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.

Use of Generative AI Policy

The use of artificial intelligence tools in the preparation of any assignment, project, quiz, test, exam, or other material submitted for credit is prohibited. Unauthorized use of AI tools will be considered a violation of the LSU Student Code of Conduct.

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.

Disability Accommodations

A learner with a disability is entitled by law to equal access to university programs. The following 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 remains strongly committed to providing appropriate accommodations for students with disabilities. The Office of Disability Services (ODS) works to implement individualized services to ensure that all students have equal access to learn and live at LSU.

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

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

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

Netiquette

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

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



Online Etiquette Guide

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

SECURITY

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

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

GENERAL GUIDELINES

When communicating online, you should always:

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

EMAIL ETIQUETTE

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

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

MESSAGE BOARD ETIQUETTE AND GUIDELINES

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

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

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

Extensions

An extension of enrollment is available. The extension extends the enrollment period two months for a fee of \$75. Only one extension is available per course enrollment. Requests for an extension must be received in our office prior to the expiration date to avoid being dropped from the course and receiving a "W" in the course.

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

 [Request an extension](#)

Transcript Information

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

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