Course Syllabus for SOCL 4461

Site:	[Welcome to LSU Continuing Education Moodle!](#)	Printed by:	Tim Knoff
Course:	SOCL 4461 2.0.(1) Criminology	Date:	Friday, October 31, 2025, 3:29 PM
Book:	Course Syllabus for SOCL 4461		

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.

Table of contents

Instructor & Course Information

SOCL 4461 Criminology (3 credit hours)

Instructor: Dr. Chantel D. Chauvin

Email: **cdufre3@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 M-F; next business day on weekends.

Catalog description: Crime, the criminal justice system and penology.

Pre/co-requisites: SOCL 2001 or equivalent

Program Outcomes
This course is part of the Sociology program. Successful completion of this course enables students to meet one or more of the following Program Outcomes:

- Theoretical Knowledge. Sociology majors should demonstrate knowledge of the major theoretical perspectives of sociology
- Research and Analysis. Sociology majors should understand how to conduct sociological research and analyze sociological data.
- Communication. Senior sociology majors should demonstrate the ability to communicate sociological knowledge and information.
- Application of Concepts. Senior sociology majors should be able to apply sociological concepts to real-world issues.

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 basic features of crime and criminology and the nature and extent of crime.
2. Explain and contrast the major theories of crime causation including biological, psychological, and sociological theories.
3. Describe and explain varying crime typologies including offender and victim characteristics.
4. Apply critical thinking skills to evaluate crime patterns and crime typologies in terms of varying theories of crime causation.
5. Apply critical thinking skills as consumers of news reports, political rhetoric, and public discussion about crime, punishment, and the law.

Module Topics and Learning Objectives

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

Module 1: Concepts of Crime, Law, and Criminology
1. Identify the various elements of criminology. (CO1)
2. Discuss the three different views of crime used by criminologists. (CO1)
3. Identify ethical issues in criminology. (CO1)
4. Compare and contrast the various forms of crime data. (CO1)
5. Identify the factors that influence crime patterns and trends. (CO4)

Module 2: Rational Choice and Trait Theories
1. Identify and discuss the key components of rational choice theory. (CO2)
2. Discuss the policy implications of rational choice theory including situational crime prevention. (CO4, CO5)
3. Identify the foundations of trait theory including sociobiology. (CO2)
4. Differentiate between the different biosocial theories. (CO2)
5. Differentiate between the different psychological trait theories. (CO2)
6. Discuss the policy implications of trait theories. (CO4, CO5)

Module 3: Social Structure and Social Process Theories
1. Identify and discuss the association between social structure and crime. (CO2)
2. Identify how the major structural theories explain criminality. (CO4)
3. Discuss what can be done from a structural perspective to reduce crime. (CO4, CO5)
4. Identify and discuss the effect of socialization on criminality. (CO2)
5. Discuss the ways social process theories suggest crime can be reduced. (CO4, CO5)

Module 4: Critical Criminology and Developmental Theories
1. Discuss the main ideas of critical criminology. (CO2)
2. Identify the various subdivisions of critical criminology. (CO2)
3. Discuss how critical theories would reduce criminality. (CO4, CO5)
4. Discuss the main ideas of developmental theories. (CO2)
5. Discuss how developmental theories would reduce criminality. (CO4, CO5)

Module 5: Interpersonal Violence, Political Crime and Terrorism, and Economic Crimes
1. Identify the different types of violent crime, political crime, and economic crime. (CO1)

2. Discuss when and where these crimes are most likely to occur and who their most likely victims are. (CO1, CO3, CO4)
3. Identify and discuss the motivations behind the different crime types. (CO4)
4. Discuss what can be done to reduce the various types of crime discussed. (CO5)

Module 6: Public Order Crimes and Crimes of the New Millennium
1. Identify and the various types of public order crime and understand why these behaviors have been criminalized. (CO1, CO3)
2. Discuss the available options to reduce the criminality or occurrence of public order crimes. (CO4, CO5)
3. Identify the various criminal behaviors associated with cybercrime and transnational organized crime. (CO1, CO3)
4. Identify the ways we might reduce cybercrime and transnational organized crime. (CO4, CO5)

Module 7: Victims and Victimization
1. Identify the greatest problems faced by crime victims. (CO1)
2. Identify and discuss trends and patterns of victimization. (CO5, CO3)
3. Identify the theories of victimization (CO2)
4. Discuss ways to minimize risk of victimization. (CO4)

Course Materials and Resources

Required Materials

The following materials are required for this course:
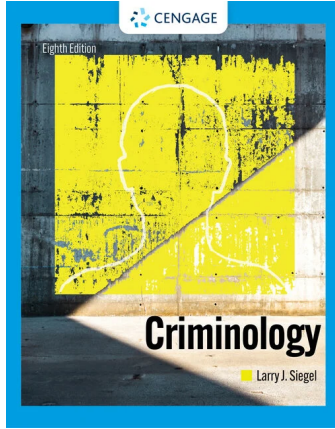
Larry J. Siegel. *Criminology*. 8th Edition. Cengage Learning Inc., 2023.
ISBN: 9780357624838 (ebook)

The textbook can be purchased online in paperback or ebook format.

Ordering Information

Please review the following tips for ordering your course materials:

- 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.
- Courses with special access codes require that students use the direct links to the publisher site.
- 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.
- If you are having problems locating a textbook, contact us at Answers@outreach.lsu.edu for assistance.

Additional Materials

If you would like assistance with American Sociological Association citations (ASA), the following websites have guidelines and examples for ASA in-text citations as well as reference page citations:
- Purdue Owl
- Quick Tips for ASA Style

Resources

All images in the course and videos used in learning activities are sourced from Pexels, Pixabay, Flaticon, Unsplash, and the textbook (Cengage Learning) unless otherwise noted.

Technical Information and Assistance

Technical Help

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

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

Grading and Course Work

This course covers an entire semester of work or the equivalent of a classroom course lasting 15 weeks or 135 hours. You will find some modules are longer than others and may require more time and effort on your part. Do not expect to complete each module in a single study session. Understand, too, that if you choose to submit assignments at a very high pace, your instructor may not be able to grade your work at the same rate. In other words, if you submit multiple assignments on the same date, your instructor may be unable to provide feedback and grade all of them within the expected 7-day response time.

Your grade in this course will be determined by the specific activities and assessments described in this syllabus. You will have a checklist in each module that instructs you on how to work through the materials and activities. In the following subchapters you will find details about each type of activity and assessment, as well as the grade breakdown and grading scale. Specific expectations for each graded item are included within these subchapters. Make sure you read all of the instructions!

Grade Breakdown and Grading Scale

Your grade in this course will be determined by the specific activities and assessments described in this syllabus. Specific expectations for each graded item are included within these subchapters. Make sure you read all of the instructions!

To successfully pass this course, you must earn a passing average (D- or better) on the Midcourse Exam and Final Exam. If you meet this requirement, your final grade will be calculated based on the following five components:

- Activities = 10 points each
- Quizzes = 20-30 points each
- Assignments = 10 points each
- Midterm Assessment = 100 points
- Final Assessment = 100 points

Total = scores weighted by the following predetermined percentages.

Grade Breakdown	Percentage
Activities	5%
Quizzes	25%
Assignments	20%
Midterm Assessment	25%
Final Assessment	25%

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

Activities

Description

Each module includes practice-based activities designed to help you apply key concepts from the course content. These activities cover a range of topics, including analyzing crime data, applying criminological theories, designing out crime, examining cybercrime, and more. While they give you a chance to reinforce your learning through application, they are graded and contribute to your overall course grade.

Each activity is worth 10 points. Collectively, the activities make up 5% of your final course grade and are located within their respective modules.

Directions

In each module, click on the activity title to begin. You will upload your responses for each activity as a Word document. (Please note that any other format will result in the instructor not being able to open your document in Turnitin to grade.) If your document can not be opened, you will receive a zero for the activity, so please check that your paper uploaded correctly.

In addition, please be advised that the use of AI tools to complete any part of this course is prohibited and will result in a referral to Student Advocacy & Accountability. This includes using AI for grammar and word correction.

Grading Guide

The rubric below shows how your assignment will be evaluated across key criteria. Each criterion includes a description and the number of points it is worth.

Criteria	Points	Description
Understanding of Crime Concepts	3	Demonstrates a clear understanding of crime features, criminology, and crime patterns/trends.
Application of Critical Thinking	3	Effectively applies critical thinking skills to evaluate crime patterns, trends, and theories of crime causation.
Data Analysis and Interpretation	2	Analyzes and interprets crime data or trends accurately, providing clear and relevant insights.
Clarity and Organization	1	Presents information in a well-organized, clear, and logical manner.
Depth of Reflection	1	Provides thoughtful reflection on the factors influencing crime patterns and trends and applies learning to real-world contexts.

Quizzes

Content

Each module contains a short quiz that will test your knowledge of the information covered in the textbook readings and module resources. Click on the quiz title in each module, read the instructions, and begin your attempt.

Timing and Takes

You can take each quiz 1 time, and you will be given 25-30 minutes depending on the module. Each quiz is worth 25-30 points and in total, quizzes are worth 25% of your course total.

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 the quiz closes.

Assignments

In each Module, you will be asked to respond to a prompt in an assignment 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 assignment title in each module, and you will find the prompt as well as a place to submit your entry.

Purpose of the Assignment

The assignments will give you the ability to apply the knowledge gained in the module to real-world scenarios. Each activity is worth 10 points. Collectively, the activities make up 20% of your final course grade and are located within their respective modules.

Instructions

Click on the assignment title in the module, where you will find instructions for completing and submitting your assignment. You are REQUIRED to use your textbook as a source, but you may use additional reputable sources as needed; just be sure to cite them.

Submission Guidelines

Each assignment will require the use of internal and end citations in ASA formatting and will be worth a total of 10 points. You will upload your responses for each activity as a Word document. (Please note that any other format will result in the instructor not being able to open your document in Turnitin to grade.) If your document can not be opened, you will receive a zero for the activity, so please check that your paper uploaded correctly.

In addition, please be advised that the use of AI tools to complete any part of this course is prohibited and will result in a referral to Student Advocacy and Accountability. This includes using AI for grammar and word correction.

Grading Guide

The rubric below shows how your assignment will be evaluated across key criteria. Each criterion includes a description and the number of points it is worth.

Criteria	Points	Description
Understanding of Crime Concepts	3	Demonstrates a clear understanding of crime features, criminology, and crime patterns/trends.
Application of Critical Thinking	3	Effectively applies critical thinking skills to evaluate crime patterns, trends, and theories of crime causation.
Data Analysis and Interpretation	2	Analyzes and interprets crime data or trends accurately, providing clear and relevant insights.
Clarity and Organization	1	Presents information in a well-organized, clear, and logical manner.
Depth of Reflection	1	Provides thoughtful reflection on the factors influencing crime patterns and trends and applies learning to real-world contexts.

Exams and Proctoring

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

Content

The mid-course exam will cover content from modules 1-3 and the final assessment will cover content from modules 4-6. Each assessment will consist of 60 multiple choice questions and 7 short answer questions of which you will be asked to answer 4. The midterm and final assessments are both worth 100 points and each is 25% of your course total.

Both exams will be timed (120 minutes) and will be taken through the ProctorU.

Note: To pass this course, you must earn a passing average (D- or better) on the Midcourse Exam and Final Exam.

Testing Rules

- 120 minutes; 60 multiple-choice questions and you choose 4 short-answer questions to answer
- During your exam, you are NOT allowed any outside material, including notes, textbooks, scratch paper, websites, software, etc.

Proctoring Information: ProctorU

In accordance with academic integrity and ethical standards as described in the LSU Student Handbook, faculty may use a live proctoring service to administer assessments. Students may choose to be proctored in a residential location or any public location with a stable internet connection that meets the requirements of the proctoring service. It is the student's responsibility to confirm the suitability of the testing environment prior to taking the exam.

ProctorU will be utilized for testing in this course. This service enables remote proctors employed by ProctorU to view your personal computer's screen, webcam, and audio for academic integrity. Please visit **GROK article 20563: ProctorU: Overview** for more information on privacy, scheduling, and other resources.

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.

Refer to the **GROK article 20565: ProctorU: Information for Students** for more information on how to schedule and what to expect when you take a proctored exam.

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

The following policies apply throughout your enrollment in this course. For specific questions about these policies, please contact either your instructor or the appropriate office listed in the subchapters.

To access academic and student services that are available to you throughout your enrollment, see the **LSU Online Distance Learning** page.

Paper Formatting

Please note, all written assessments should be formatted using the following guidelines:

**No separate title page is required

1. Header (top left corner, single spaced)
   - Name
   - Assignment Name
2. Page number on bottom right corner of each page (use "insert Page #s" in Word)
3. Double Spaced
4. 1" margins (all 4 sides)
5. New paragraphs should be indented (use the "tab" button on your keyboard)
6. Times New Roman, 12pt font
7. Work should be saved as a Word document on your desktop ONLY.
   - If you need access to Word.
   - No other programs (Word Online, Google Docs, Pages, etc.) will upload in a format that can be viewed by Turnitin.
   - If I cannot open a document that has been uploaded, you will receive a zero for the assignment
8. Intext citations should be used for all sources used to write your paper (You are required to use at least the textbook)
9. References
   - References should begin on a new page (use "page break" in Word to ensure it will always appear at the top of a new page)
   - The word "References" should be the header and centered at the top of the new page
   - References should be arranged in alphabetical order by author's last name
   - Personal notes and the Moodle resource book should NOT be used as a reference source. Refer to the textbook for that information.
   - The first word of the reference (First author's last name) should match the intext citation.
     - This is especially important if you are referencing a website or organization.
     - The citation and the reference should match.
   - More information on references and citations can be found in the next section of the syllabus.

ASA Citations and References

For all assignments, you will be using ASA style to format citations and references. (Please follow instructions in "Paper Formatting" in the syllabus to learn how to properly format your paper.) It is good practice to change your writing style and formatting across courses so you become adaptive and versed in many varying styles of writing. ASA style is used by many sociologists when preparing papers for publication. It is beneficial for students of sociology to learn this style for this purpose and to become accustomed to backing up claims made in papers with linked reputable sources.

The following video gives a brief explanation of ASA Style:

Simple Guide to ASA Citation Style

[▶]
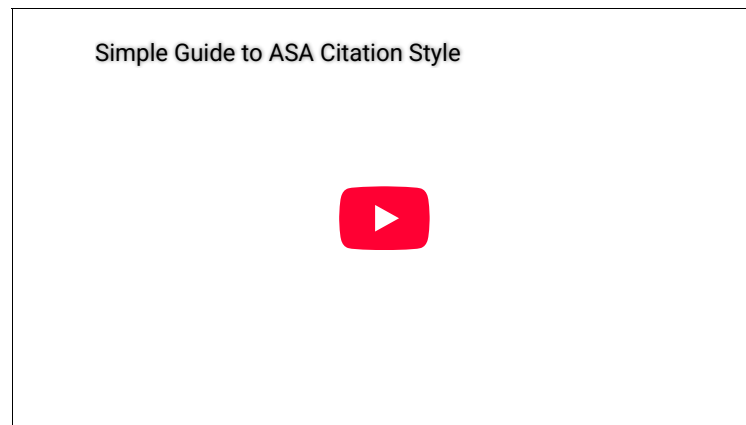
Accessing the ASA Guide

American Sociological Association Style Guide (7th Edition)

- Call Number: **HM569.A54 2022**

- Location: **LSU Main Library – Second Floor, Room 241**

- **3-Hour Checkout – In-Library Use Only**

💻 **Prefer to Own a Copy?**
You can purchase the guide on Amazon for around **$35**:
American Sociological Association Style Guide – Amazon

ASA Style Support Resources

The resources below are designed to support your understanding and use of **ASA Style**, currently in its **7th edition (2022)**. This collection includes a variety of helpful tools—such as official tip sheets, citation generators, university guides, instructional videos, and LSU support services.

These are not required, but they're here to help you learn in the way that works best for you—whether that's watching, reading, or exploring examples,

Note: Some resources may not yet reflect the most recent updates from the 7th edition. They are meant to serve as general guides to help you get started.

► Official Guidelines and Tip Sheets

- Quick Tips for ASA Style (4th edition, 2010)

▶ Purdue OWL: ASA Style Guidance

- In-Text (Citation) References – Purdue OWL®
- References Page Formatting – Purdue OWL®
- Manuscript Writing Style – Purdue OWL®

▶ Free Citation Tools

- Citation Machine – ASA Generator
- Cite This For Me – ASA Format

▶ University Research Guides

- California State University, Los Angeles – ASA LibGuide
- Trinity University Coates Library – ASA Style Citations

▶ YouTube Videos on ASA Style

- ASA 7th General Formatting
- In-text Citations: ASA Style
- Making a Title Page in ASA Style
- What Does ASA Style Look Like?

Sample Excerpt:

This sample provides a real example of both intext citations and their accompanying references. Note the various methods used in this paragraph based on whether the author's name was used in the sentence or not and when page numbers and quotation marks are used.

Crawley, S.L. 2022. "Queering Doing Gender: The Curious Absence of Ethnomethodology in Gender Studies and in Sociology." Sociological Theory 40(4) 366-392.

    Prominently, in 1987, West and Zimmerman published "Doing Gender," combining Goffman's (1976) and Garfinkel's (1967) insights to explicate a theory of gender as performative practice—pervasive, everyday accomplishments. As such, "gender is 'unavoidable'" (West and Zimmerman 1987:137) because it is not individual but relational—that is, produced through and with others. Famously countering notions of gender as essential (i.e., of the body or nature), the article came at a watershed moment; it was published in the inaugural volume of Gender & Society, a journal created expressly because feminist work was difficult to place in "generalist" sociology journals of the time. Originally written in 1977, "Doing Gender" had trouble finding a publication outlet and was "repeatedly" rejected by journals (Fenstermaker and West 2002); it was passed around in mimeograph form (for 10 years!) before it was published. Owing originally to the

bifurcation of sociology into "micro" and "macro" camps, "Doing Gender" was consistently (mis)read "as either a microinteractional replacement for conventional role theory (and thus trivial) or as a fundamental challenge to the existence of consequential biological differences between the sexes (and thus blasphemous)" (Fenstermaker and West 2002:xiii).

References

Fenstermaker, Sarah, and Candace West 2002. "Introduction." Pp. xiii–xviii in Doing Gender, Doing Difference: Inequality, Power, and Institutional Change, edited by S. Fenstermaker and C. West. New York, NY: Routledge.

Garfinkel, Harold. 1967. Studies in Ethnomethodology. Englewood Cliffs, NJ: Prentice-Hall.

Goffman, Erving. 1976. "Gender Display." Studies in the Anthropology of Visual Communication 3:69–77.

West, Candace, and Don H. Zimmerman. 1987. "Doing Gender." Gender and Society 1(2):125–51.

Engagement and Participation

Please check into your Moodle course frequently to keep track of your work. Participation obligations involve specific points of engagement in course activities. Your active engagement in assignments, and activities constitutes your participation in this course.

For each three credit hour course, you can expect to work approximately 135 hours of coursework and study time total. This means that each module would average nineteen hours of work. Note that some modules may require more time than others.

This is an accelerated course, so staying on top of assignments and due dates is critical to your success. Please review the various assignments and plan your time accordingly.

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

It is your responsibility to maintain access to the course via the internet. If you should lose access to the internet and/or a computer, you should seek out an alternative source to complete your course work.

Instructor Interaction Plan

I'm here to support you throughout the course. You can expect announcements from me to keep you informed about important updates. I'll also set up an online office hour via appointment where you can ask questions and get help with course material .

I actively participate throughout the course by providing feedback on writing assignments and meeting with students who would like further clarification, so please don't hesitate to engage and ask questions. I'll be responding and contributing regularly. Additionally, I'm available to meet online and always happy to help via **email**.

My goal is to ensure you feel supported and connected as you progress through the course.

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

It is your responsibility to refrain from plagiarizing the academic property of another and to utilize appropriate citation method for all coursework. In this class, it is recommended that you use the American Sociological Association (ASA) method. Ignorance of the citation method is not an excuse for academic misconduct. Remember, there is a difference between paraphrasing and quoting and how to properly cite each respectively.

One tool available to assist you in correct citations is the "References" function in Microsoft Word. This program automatically formats the information you input according to the citation method you select for the document. This program also has the ability to generate a reference or works cited page for your document. The version of Microsoft Word with the "References" function is available in most University computer labs.

In addition, you may find **Purdue Owl** and the **Quick Tips for ASA Style** helpful with ASA citations specifically. (ASA is similar to APA, but there are some distinct differences, so please be aware of those before beginning each writing assignment.

Unauthorized Assistance

All work must be completed without assistance unless explicit permission for group or partner work is given by the faculty member. This is critical so that the professor can assess your performance on each assignment. Read the syllabus and assignment directions carefully. When in doubt, e-mail your instructor. Seeking clarification is your responsibility as a student. Assuming group or partner work is okay without permission constitutes a violation of the LSU Code of Student Conduct.

*** In addition, please be advised that the use of AI tools to complete any part of this course is prohibited and will result in a referral to Student Advocacy and Accountability. This includes using AI for grammar and word correction. ***

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. 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.

🔗 [SOCL 4461 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.