

## Course Syllabus for THTR 1020

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Course: THTR 1020 1.0.(1) Introduction to Theatre

Book: Course Syllabus for THTR 1020

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## Description



The *Moodle book* is a resource that can be used to organize information and multimedia in your course. Click on any of the chapter titles to jump to the section you want to read. You can print this book by clicking on the book title or on a chapter title and then clicking the link under the Table of Contents.

This course syllabus is an example of the Moodle book.

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## Instructor & Course Information

THTR 1020: Introduction to Theatre (3 credit hours)

**Instructor:** Dr. Shannon Walsh

[swalsh@lsu.edu](mailto:swalsh@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:**

The arts of the theatre and its artists; acting, directing, costume and scenic design; playwriting, architecture. Credit will not be given for this course and THTR 1021.

**Integrative Learning Core**

Integrative learning allows students to make simple connections among ideas and experiences and across disciplines and perspectives. The LSU Integrative Learning Core (ILC) curriculum is designed to develop student abilities to transfer their learning to new situations and demonstrate a sense of self as a learner. A fundamental goal of the ILC is to foster students' practical and intellectual capacities associated with integrative learning in preparation for high competence and functionality in their post-baccalaureate careers. This course fulfills the BoR Area of Fine Arts and provides students with experience with the ILC proficiency of Intercultural Knowledge and Competence.

## 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. Describe the artists, topics, and processes involved in theatre production across time and geography.
2. Analyze scripts utilizing frameworks of theatrical criticism.
3. Analyze recorded live performances by mobilizing techniques of expectations, messaging, and production elements.

### Module Topics and Learning Objectives

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

#### Module 1: What Is theatre?

1. Identify how the most important components of art, theatre, and performance, and other similar mediums (film, performance, visual arts, literature) compare and contrast (Course Outcomes 1, 2)
2. Explain your background and how it connects to your experience of theatre (CO3)

#### Module 2: Understanding the Script

1. Identify key terms and ideas connected with dramatic structure analysis and genre (CO1)
2. Interpret texts through their practical contexts of structural analysis and genre (CO2)
3. Apply Fuchs's analytic structure to a historical play (Trifles) (CO2)

#### Module 3: Theatre History

1. Describe artists, topics, and processes involved in theatre in ancient Greece, Medieval England, the Renaissance, and in global traditions (CO1)
2. Analyze recorded live performances utilizing historical frameworks and questions regarding expectations (CO3)

#### Module 4: Contemporary Theatre

1. Explain the contemporary cultural lens with which we interpret scripts and performances (CO2)
2. Analyze live recorded performances utilizing contemporary cultural frameworks (CO3)

#### Module 5: Acting, Directing, and Spaces

1. Describe the processes involved in acting and directing during production (CO1)
2. Apply Fuchs's analytic structure to a contemporary play (CO2)

#### Module 6: Theatre Design

1. Describe the processes involved in design during production (CO1)
2. Analyze live recorded performances utilizing contemporary frameworks focused on production design (CO3)

#### Module 7: Wrap Up and Review

1. Identify the most important components of art, theatre, and performance in the present moment (CO1)
2. Reflect on your course and personal goals for this course (CO1, 2, 3)



## Course Materials and Resources

### Required Materials

The following materials are required for this course:

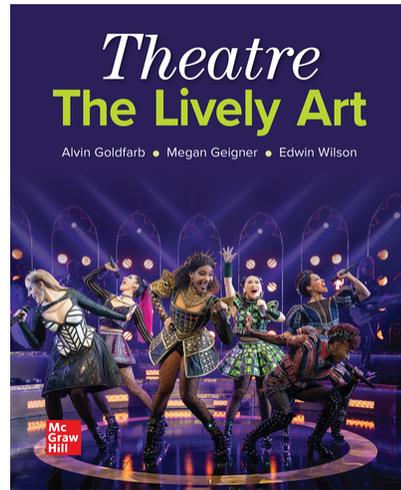
- A. Goldfarb, M. Geigner, and E. Wilson (2024). *Theatre: The lively art*. McGraw-Hill Education. ISBN: 9781265504014

We use the digital/smartbook version through Connect. The easiest way to purchase it is through the McGraw-Hill website below. You will need to purchase the Digital version, *Connect with Learnsmart*. Please see below for instructions for accessing your eTextbook and activities at the publisher site.

### Ordering Information

Please review the following tips for ordering your course materials:

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



### Instructions for Publisher Tools

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

1. Log in to Moodle.
2. Click on the McGraw-Hill Campus link (Theatre: The Lively Art [McGraw-Hill Connect]) in the Getting Started module.
3. Click on the Connect textbook for this course and follow the on-screen instructions.

### Connect Student Resources

- Watch the [Connect - Student](#) How-to Videos.

### Privacy and Accessibility

Please be aware that in using your **McGraw-Hill Connect** course materials, certain information may be collected and used in other locations. 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@mheducation.com](mailto:accessibility@mheducation.com). You can read about McGraw-Hill Education's [accessibility features on their page](#).

### Additional Materials

During the course, we will also read the following individual plays; copies will be available on Moodle, but you may also purchase copies online.

- *Trifles* by Susan Glaspell
- *The Wolves* by Sarah DeLappe

### Productions

You are required to watch three productions online. They are free; however, in planning your progress through the course, make sure to set time to watch them.

- *Much Ado About Nothing* by William Shakespeare, directed by Kenny Leon at the Delacorte Theatre in New York's Central Park, MP4 and online links on Moodle (free)
- *Until the Flood* by Dael Orlandersmith, online through All Arts (free)
- *Frozen: the Musical*, by Disney Cruises, online through YouTube (free)

## 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 necessary equipment and software.

If you encounter any technical issues or have questions, please email CE Learner Services at [Answers@outreach.lsu.edu](mailto:Answers@outreach.lsu.edu) or call (225) 578-2500. Be sure to include 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.

- [McGraw-Hill Connect](#)
  - For more information, please visit the McGraw-Hill Trust Center's [privacy page](#) or [accessibility page](#).
- YouTube
  - For more information, please visit YouTube's [Privacy Policy](#) or [accessibility page](#).
- Zoom
  - For more information, please visit [Zoom's Privacy Statement](#) or [Accessibility Statement](#).

## 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. Each module requires a minimum of approximately twelve to thirteen hours of in-class work (viewing and completing activities in Moodle) and approximately six to seven hours of out-of-class work (readings, research, study time). This means you will complete approximately nineteen hours of total work per module. 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 seven-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

*You must pass the (proctored) Mid-Course and Final Exams with a D- average or better to pass the course.*

If you earn a passing grade on the midterm and final, then your grade will be calculated as follows:

There are five components to your course grade.

1. **Textbook Comprehension Quizzes:** You are required to have a Connect account. Connect will measure how much of the textbook you've read if you are using the digital platform. At the end of each chapter, you will need to take the comprehension check quizzes on Connect. You can take the quizzes as many times as you want.
2. **Mini Assignments:** A few times you will be asked to respond to assignments such as the Introduce Yourself and End of Course Reflection, as well as the prep assignment for Proctorio.
3. **Script Responses:** You will write a response to each of the two plays you read for the course. Detailed prompts and rubrics will be posted and explained on Moodle. The instructor has the right to revoke credit for the assignments if it's clear you did not read the play.
4. **Production Responses:** You will write a response to each of the three plays you watched online. Detailed prompts and rubrics will be posted and explained on Moodle. The instructor has the right to revoke credit for the assignments if it's clear you did not watch the show.
5. **Mid-Course and Final Exams:** The mid-course exam will be an objective exam covering modules 1 through 3 and administered online through Connect. The final will be an objective exam covering the module 4 through 7 and administered through the Connect platform. The mid-course and final exams are equally weighted in the Exam category grade.

Additionally, you will have **interactive lesson exercises**. Many of the lessons in the course ask you to engage in video and lesson content with forums and/or questions. These are ungraded but will enhance your retention of material.

\*Extra Credit (2% added to final grade): You can attend a live production of a play or musical. The production must occur during the time you are enrolled in the class. You will be required to write a brief review of the show. All extra credit is due before the final exam is completed.

### Grade Breakdown (Total = scores weighted by the following predetermined percentages.)

Graded Item	Percentage
Textbook Quizzes and Mini Assignments	25%
Production Responses	30%
Script Responses	15%
Mid-Course Exam	15%
Final Exam	15%
Total:	100%

#### 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

## H5P Activities

### Description

In our Moodle course, we utilize H5P to create interactive and engaging learning experiences that empower students to interact with the content dynamically. **H5P** stands for HTML5 Package, a powerful tool that allows for integrating various interactive elements seamlessly into the course materials.

You should complete the H5P activities integrated throughout the Moodle course, as several of them are graded, such as interactive quizzes, videos, and presentations. These activities promote active learning by allowing you to interact directly with course content, enhancing comprehension and retention. Engaging with H5P activities can deepen your understanding and experience a more immersive and effective learning process within the Moodle course.

## Connect Quizzes

### Content

Each module (except Module 7) contains a short quiz that will test your knowledge of the textbook. Click on the McGraw Hill link in each module, read the instructions, and begin your attempt.

### Timing and Takes

Connect will force you to answer the questions until you get them correct, which means if you finish the quiz, you'll get 100%. I highly recommend you use these quizzes to test yourself and help you prepare for your mid-course and final exams. They are set up to take you about 30-40 minutes per module (in modules where you have to take multiple quizzes the content will be cut down to make sure you don't spend more than 30-40 minutes total). They are not timed, and you can take as long as you want to take them. If you are having to answer questions multiple times, that 30-40 minutes window will be longer. Each quiz is worth 1% of your grade.

### Grading and Review

Your quiz will be automatically graded, and you will see your score after you submit. Your grades from Connect will be synced by the instructor once a week. You will be able to review your answers when you are finished.

## Discussion Forums

In this course, you will engage with a series of discussion forums designed to help you interact with course content in thoughtful, reflective ways. These forums provide a space for you to express your ideas, contribute to the learning community, and build connections across the course themes.

Although this course is open enrollment and not bound by a traditional calendar or live sessions, discussion forums serve as an important substitute for in-class conversations. They allow you to engage with the perspectives of others—even if you're not participating at the same time—helping to foster a sense of community and shared learning.

### Purpose

While not graded, these forums serve a meaningful academic function. They are designed to:

- Reinforce your learning by encouraging personal reflection and application of key concepts.
- Help future learners by creating a visible archive of responses that showcase diverse perspectives.
- Support constructivist and learner-centered learning theories by enabling you to shape meaning in dialogue with the content and others—even asynchronously.
- Mirror the dynamic of classroom discussion, giving you the chance to contribute your voice and consider other viewpoints across time.

### Participation Guidelines

- **Requirement:** *Post at least once per forum to mark the activity as complete.* While replies to peers are not required, reading others' posts is encouraged to deepen your engagement.
- **Tone & Style:** Posts should be clear, relevant, and thoughtful. There is no required word count, but your responses should demonstrate meaningful engagement with the prompt.
- **Content:** You'll respond to short reflections, video reactions, or creative interpretations of course topics and performances.

### Where You'll Find Them

You'll find discussion forums in Modules 1, 4, and 7. Each contains a specific prompt tied to the learning objectives of the module and the course outcomes. The instructions will guide you in completing each forum, typically asking for short reflections, responses to videos or readings, or creative interpretations of performance elements.

Think of these forums as a conversation with the course—not just an assignment. Your contribution can make future learners feel less isolated and help you better process your own learning by putting it into words.

### How to Unsubscribe from Forum Emails

By default, Moodle sends you email notifications when new posts are added to discussion forums. If you'd prefer not to receive these messages, you can unsubscribe at any time.

[Please see Grok article 20205 for more detailed instructions.](#)

Don't worry—unsubscribing does not affect your grade or participation. It simply stops the email alerts from being sent to your inbox. If you want to resubscribe later, just repeat the steps and choose "Subscribe to this forum" instead.

## Assignments

Assignments in this course—including mini assignments, script responses, and production responses—are essential for reinforcing knowledge and refining practical skills. These tasks are designed to help you apply key concepts, receive targeted feedback, and build a deeper understanding of theatre through varied forms of engagement.

Each assignment type serves a specific purpose:

- **Mini Assignments** are short, focused activities that prompt reflection or quick application of key ideas. They serve as checkpoints to reinforce your understanding.
- **Script Responses** involve close reading and analysis of dramatic texts, encouraging you to think critically about structure, character, and theme.
- **Production Responses** invite you to examine performance elements—such as staging, design, and direction—and reflect on how these bring the script to life in unique ways.

All instructions and grading expectations (when applicable) are provided within the assignment prompts in their respective modules. Engaging with each assignment promotes active learning and meaningful connection with course materials.

**Note:** [Turnitin](#) has been enabled for some assignments, and you will see your [similarity score](#) after it has processed.

### End-of-Course Reflection Assignment (Module 7)

In the final module, you will complete a Reflection Assignment titled *End of Course Reflection: Key Takeaways and Valuable Learning Experiences*. This assignment asks you to synthesize your understanding of the course and reflect on how your perceptions of theatre, performance, and creative expression have evolved.

This journal helps you:

- Articulate the most meaningful takeaways from the course
- Identify how course content connects to your personal or professional experiences
- Recognize areas of growth in your appreciation and analysis of performance

Though reflective in nature, your submission should be organized and complete, following the assignment prompt provided in Module 7. This is a graded assignment, and completed assignments will receive full credit.

## Exams and Proctoring

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

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

### Content

You will take the exam on Connect in the same place you take your textbook quizzes.

#### Mid-Course Exam

The Mid-Course Exam covers modules 1-3. It covers all the material through the Theatre History module (Module 3) on the Renaissance Theatre, *Trifles*, and the online *Much Ado About Nothing*.

#### Final Exam

The Final Exam covers modules 4-7. It covers all the material after the Mid-Course as well as *The Wolves* and the online productions *Until the Flood* and Disney Cruiseline's *Frozen: The Musical*.

**IMPORTANT:** The Final Exam cannot be taken until you meet the following requirements. Under no circumstances may the final exam be taken earlier.

1. You must have been enrolled in the course for at least three weeks, regardless of when the modules and other exams are completed.
2. You must have a *grade posted in the Moodle grade book for the Module 7 Assessments in order to unlock access to the Final Exam*. Please allow at least seven days for the final assignment grade to be posted in the gradebook.

### Testing Rules

- Exams require all preceding module assignments to be completed and graded.
- You will have 90 minutes (1.5 hours) to complete each exam.
- Exams will be completed under proctor supervision.
- No restroom breaks are allowed.
- Permitted items: Exam is open notes, and a digital or hard copy of the textbook.
- Prohibited items: Anything online other than your textbook.

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](mailto: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.

## Extra Credit

Two extra credit opportunities are available in the course: creating an Acting Fun Extra Credit Video (Module 5) and attending an additional live production (Module 7). Extra credit is optional but is a benefit to you, allowing you to apply classroom learning practically, fostering creativity, deepening your understanding of theatrical techniques, and providing firsthand exposure to diverse performance styles. Integrating these activities enriches learning beyond the textbook, inspiring a deeper appreciation for the arts while motivating you to explore your creative potential.

### Important

Extra credit is **ONLY** available to students who have turned in all assignments (not including Connect quizzes).

## 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 during your enrollment. 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 so that you can learn at your own pace. Since you are in control, you need to be disciplined enough to complete assignments independently.

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 coursework and preparing their own modules. All work submitted in the course modules must be the student's own work unless outside work is appropriate to the assignment; all outside material must be properly acknowledged. It is also unacceptable to copy directly from your textbook or to use published answer keys or the teacher's edition of a textbook. It is your responsibility to refrain from plagiarizing the academic property of another and to utilize the appropriate citation method for all coursework. In this class, it is recommended that you use MLA or Chicago style. Ignorance of the citation method is not an excuse for academic misconduct. Remember, there is a difference between paraphrasing and quoting and how to properly cite each, respectively.

One tool available to assist you in correct citations is the "References" function in Microsoft Word. This program automatically formats the information you input according to the citation method you select for the document. This program also has the ability to generate a reference or works cited page for your document. The version of Microsoft Word with the "References" function is available in most University computer labs. A demonstration of how to use this tool is available online at the [LSU Student Advocacy & Accountability page](#).

### Unauthorized Assistance

Unauthorized collaboration constitutes plagiarism. Collaborative efforts that extend beyond the limits approved by the instructor are violations of the academic integrity policy. Students who study together are expected to prepare and write their own individual work for submission and grading.

### Examinations

LSU has very strict regulations regarding the administration of exams that must be carefully followed by proctors and students. Examinations must represent the enrolled student's own work and must be completed under the supervision of the proctor without the assistance of books, notes, devices, or other help, unless specified otherwise in the exam directions or as part of accommodations approved by Disability Services.

The student must pay for any costs 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.

## Disability Accommodations

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

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

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

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

## Netiquette

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

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



### Online Etiquette Guide

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

#### SECURITY

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

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

#### GENERAL GUIDELINES

When communicating online, you should always:

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

#### EMAIL ETIQUETTE

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

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

#### MESSAGE BOARD ETIQUETTE AND GUIDELINES

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

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

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

## Extensions

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

 [Request an extension](#)

## Transcript Information

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

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