

Course Syllabus for LIS 7408

Site: [Welcome to LSU Online!](#)
Course: 2021 Second Fall LIS 7408 for Ana Roeschley
Book: Course Syllabus for LIS 7408

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Description



This is the official syllabus for this course. Read it carefully! Click on any of the chapters to jump to the section you want to read.

You can print this book by clicking on the link under the Table of Contents.

Table of contents

Welcome to the Course!

Assistance and Communication

Course Outcomes and Module Learning Objectives

Materials and Resources

Technical Information

Grading Scale and Course Work

Grade Breakdown and Grading Scale

Quizzes

Discussion Forums

Activities

Visit an Archives Report

Exams

Course Policies

Engagement and Participation

Late Work/Late Submissions

Academic Integrity

Accessibility

Netiquette

Diversity Statement

Welcome to the Course!

LIS 7408 Introduction to Archival Theory

Introduction to the theory, principles and practices of the archival endeavor; particular focus on introducing the key archival functions of appraisal, accessioning, arrangement and description, preservation, reference and outreach.

About Your Instructor



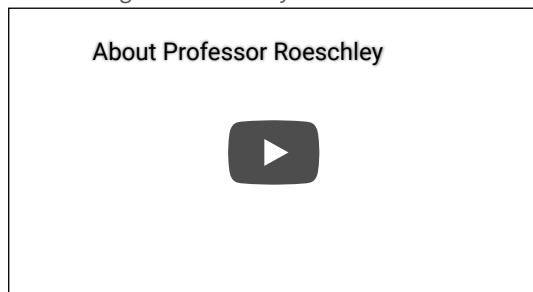
Instructor: Ana Roeschley

Phone: 225-366-9523

Email: aroeschley@lsu.edu

Office hours: Tuesdays 1-2 PM Central Time, Wednesdays 12-1 PM Central Time on [Zoom](#) (Meeting ID: 990 342 3084 / Passcode: 417702)

Watch the following video to meet your instructor.



About This Course

This course is designed to introduce you to the archival profession. Throughout the seven modules, we will explore the history of archives, the facets of archival theory, and the work that goes into archival practice. We will focus on practical archival functions like appraisal, arrangement, and description as well as the archival principles and ethics that guide these functions. The course assignments will not only assess your knowledge of each week's materials, you will also be expected to critically examine and interpret the materials in archival scenarios and discussion forums.

Assistance and Communication

Requests for support should be directed to the appropriate resources depending on the nature of the support requested. Please review the options below when requesting support while taking your course.

1. *Content or general course questions.* If you have questions about course content or about the course in general, use the following resources in the top section of the course:

- the office hours listed under "Ask Your Instructor"
- the Q & A Forum at the bottom of the section

Read the instructions in each activity before contributing.

2. *Personal progress questions.* If you have questions regarding your course progress, grades, or other issues of a personal nature, you should send an email to your course instructor.

3. *Technical questions or issues.* If you have any technical problems or questions, email the ITS Help Desk at servicedesk@lsu.edu or call them at (225) 578-3375. Be sure to include your name, course number, and section in your contact.

4. *Email responses.* Any course-related emails to the instructor will receive a response within 48 hours. Please use the instructor's LSU email address as the preferred contact method.

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 evolution of archival theory and its role in shaping archival practice.
2. Define fundamental archival concepts.
3. Process a collection of records according to archival standards.
4. Discuss the technological, ethical, and legal issues archivists routinely face in their work.

Module Topics and Learning Objectives

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

Module 1: Introduction to Archives and their Users

1. Define the concepts of archives and archivists (CO2)
2. Describe how context affects archival description (CO4)
3. Discuss varying approaches to interaction with archival users (CO4)

Module 2: From Theory to Practice: Core Concepts in Archival Science

1. Identify and describe archival ethics (CO2)
2. Apply archival ethics to a hypothetical scenario (CO3, CO4)
3. Discuss the impact of archival theory on the evolution of archives (CO1, CO2)
4. Discuss the importance of archival sources for answering research questions. (CO2)

Module 3: From Value to Appraisal: Acquisitions and Accessioning of Records

1. Define archival value (CO2)
2. Appraise a records collection based on its archival value (CO3)
3. Describe the evolution of archival theory (CO1)

Module 4: Arrangement, Description, and Preservation of Archival Collections

1. Define the archival functions of arrangement, description, and preservation (CO2)
2. Evaluate a collection of records for the purpose of weeding and arrangement (CO2, CO3)
3. Collaborate with classmates to arrange a records collection (CO3)

Module 5: Reference, Outreach, and Public Programming in Archives

1. Define effective archival user services (CO2, CO4)
2. Describe a virtual archive based on their mission, collections, tools, and services (CO4)
3. Evaluate an archival finding aid's description of a collection (CO3)

Module 6: Archives and Society

1. Create a persuasive argument about the role archives should play in society (CO1, CO2)
2. Explain the connections between archival theory and archivists' approach to archival work (CO1, CO4)
3. Discuss the considerations archivists have to take into account when processing the records in their care (CO3)

Module 7: The Future of the Past

1. Describe pressing issues and challenges that archivists face (CO4)
2. Discuss the effectiveness of archival theory in addressing current and future challenges in the field (CO1, CO4)

Materials and Resources

Required Materials

The following textbook is required for this course:

MacNeil, H., & Eastwood, T. (Eds.). (2017). *[Currents of archival thinking](#)*. ABC-CLIO.

ISBN-13: [978-1-4408-3908-5](#)

This textbook can be purchased from the [LSU Bookstore](#). Ebook versions available from [Amazon](#) and [eBooks.com](#)

(Make sure to purchase the 2nd edition as it is quite different from the earlier edition.)

All other required articles, videos, and other resources will be freely available and linked in the module resource books.

Technical Information

Moodle runs on Windows, Linux, iOS, Android, or any device with a web browser. For information on browsers, please visit the LSU [ITS Web Browser Recommendation](#) page.

Google Chrome and Firefox are the recommended browsers for Moodle 3 at LSU. We also recommend that you have Adobe Flash installed and enabled, and that Javascript is enabled.

Hardware Recommendations

The following are helpful for completing your coursework and remote testing:

- A headset with microphone
- A webcam

Printing Your Course Material

Use one of the following methods to print module content:

- See [printing options using Firefox](#)
- Use the print commands in Moodle to print full books.
- Embedded PDFs contain printing functionality.
- Select Ctrl + P from your computer's keyboard.
- If you have added a print icon shortcut on your browser's toolbar, click the icon to print content.

Grading Scale and Course Work

Your grade in this course will be determined by the specific activities and assessments described in this syllabus. 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! Please note that all due dates and times are in Central Standard Time (CST).

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 week.

Special note:

Federal Financial Aid regulations require the confirmation of course participation in order for students to receive financial aid. In this course, this is achieved by documenting student completion of an academic activity by the last day to add courses for credit or change sections, which is usually the fifth day of class. This activity is designated "AEA" in Module 1. Failure to complete this activity within this time period may result in a delay in the disbursement of financial aid funds.

There is also a required academic activity due on the last day of class to ensure student engagement throughout the full term.

Grade Breakdown and Grading Scale

There are 6 components to your course grade.

- Quizzes
- Discussion Forums
- Activities
- Visit an Archives Report
- Midterm Exam
- Final Exam

The grade breaks down as follows:

Grade Breakdown

Assignment Category	Grade Percentage
Quizzes	15%
Discussion Forums	25%
Activities	10%
Visit an Archives Report	15%
Midterm Exam	15%
Final Exam	20%
Total	100%

GRADING SCALE

The following grading scale applies:

- 99%–100% = A+
- 94%–98% = A
- 90%–93% = A-
- 87%–89% = B+
- 84%–86% = B
- 80%–83% = B-
- 77%–79% = C+
- 74%–76% = C
- 70%–73% = C-
- 67%–69% = D+
- 64%–66% = D
- 60%–63% = D-
- 0%–59% = F

Quizzes

Content

Most modules contains short quizzes that will test your knowledge of the information covered in the module resources. Click on the quiz title in the module, read the instructions, and begin your attempt.

Timing and Takes

You can take each quiz 2 times (your highest score will be counted), and you will be given 20 minutes. Each quiz is worth 10 points.

Grading and Review

Your quiz will be automatically graded, and you will see your score after you submit. You will be able to review your answers when you are finished.

Discussion Forums

Description

In most modules, you will participate in a discussion forum where you will be required to start a discussion and then respond to at least 2 of your classmates' posts. Click on the forum title in each module, where you will find a prompt asking you to demonstrate critical thinking about the concepts presented in the module. Each discussion forum activity (original post plus responses) is worth a maximum of 10 points.

Submission Guidelines

Your contributions should be thoughtful, concise, and address the prompt fully. Your original post should be at 400-800 words long and is worth 3-5 points. Responses to other student's original posts are worth 1-3 points. Significant responses to students commenting on your own original post can earn you up to 1 point. The maximum for the forum is 10 points.

Maximum points can be achieved with a few excellent posts (5+3+3=10 pts), several acceptable posts (4+2+2+2=10), or many mediocre posts (3+1+1+1+1+1+1=10).

A simple "Yes" or "LOL" will not count. Posting something along the lines of, "I agree. I think you made some really strong points here. That was so interesting!" will also not count as it does not contribute anything regarding the topic beyond your agreement. Please think about the questions and your peers' responses and reply thoughtfully and courteously, according to netiquette rules. Use academic English grammar, correct punctuation, and complete sentences. While the posts will mostly be judged by their thoughtfulness and completeness, I reserve the right to take off points for grammatical errors, especially if they interfere with the clarity of the post.

Due Dates

Your original post is due on Wednesday by 11:59 pm CST. Your responses to other students are usually due on Sunday by 11:59 pm CST [except for Module 4 and Module 7]. The following is a list of due dates in Central Standard Time:

- Module 1: Original post--10/20; 10/24
- Module 2: Original post--10/27; 10/31
- Module 4: Original post--11/10; 11/12 [this is an exception to the typical due dates as this is more of a collaborative group assignment than discussion]
- Module 7: Original post--11/29; 12/6 at 8am CST [this is an exception to the typical due dates]

Grading Rubric

The following rubric is a sample of what is expected in both original and response posts.

Discussion Forum Rubric			
Criteria	Exceeds Expectations(5/3 pts)	Meets Expectations (4/2 pts)	Below Expectations (3/1 pts)
Critical Thinking	Posts show deep insight and analysis. Personal opinion is expressed clearly and fully developed. Poses questions or ideas to promote further discussion.	Posts are simple but show some insight and analysis. Personal opinion is expressed but lacks elaboration and detail. Offers some new line of thinking.	Posts lack insight and analysis. Simply rehashes or summarizes others' posts. It does not express opinion clearly. Posts do not inspire further thinking.
Connections	Clear connections are made through specific reference to course materials (websites, articles, texts). Specific examples are used to connect concepts to personal experiences.	Connections to course materials and/or personal experiences are not specific or lack elaboration and detail.	Connections are vague and do not address both course materials and personal experiences.

Criteria	Exceeds Expectations(5/3 pts)	Meets Expectations (4/2 pts)	Below Expectations (3/1 pts)
Replies	Replies show insight, depth, and understanding. They connect with the original post and add to that post by including references to supporting material. Personal opinion is appropriately expressed and clearly related to the original post. Thoughtful questions were posed to further discussion of the topic.	Replies are rather simple but show some insight, depth, or connection to the original post. Some material may be irrelevant, but personal opinion is appropriately expressed and posts as a whole show understanding. Questions were posed to further discussion of the topic.	Simple replies that lack insight, depth, or are superficial. Entries tend to be short and frequently irrelevant to the original post. It does not express opinion clearly. Shows little understanding. No questions were posed to further discussion of the topic.
Technical Details	Rules of grammar, usage, and punctuation are followed; spelling is correct. Language is clear and precise. Words are carefully chosen and used correctly, according to both their denotation and connotations. Few, if any, spelling or typographical errors.	Posts include a few grammatical, syntactical, spelling or typographical errors. The language lacks clarity or includes the use of some jargon or conversational tone. Words are used correctly, according to denotation, but not necessarily their connotations.	Posts include numerous grammatical, syntactical, spelling or typographical errors. Language consistently lacks clarity, sentence structure may be wordy, unfocused, repetitive, or confusing. Words are misused according to both their denotation and connotations.

Activities

Content Exercise

This context exercise and written reflection addresses [Course Outcome 4 and Learning Objective 2](#).

Activity Instructions

This is a brief, hands-on exercise that illustrates the importance of context in archival processing. The exercise includes four pages on this documentation tool. The documentation tool will give you information about an archival object and ask you a question on each page. Answer each question before moving on to the next page. Your answers are expected to be between three and five sentences per question.

The exercise will be graded according to this rubric:

Grading Rubric

Criteria	4/ Exceeds Expectations	3/ Meets Expectations	2/ Approaches Expectations	1/ Below Expectations
Quality of description	Descriptions go above expectations. They are rich with accurate details about the archival object. The depictions show intense thought and study of the object.	Descriptions meet expectations. They provide an accurate depiction of the archival object.	Descriptions are somewhat accurate. They may provide some detail about the archival object.	The descriptions do not reflect a serious effort to provide an accurate depiction of the archival object.
Incorporation of new data	New data is thoroughly incorporated into the descriptions at each step. The change in descriptions illustrates serious reflection on the contextual information provided.	New data is incorporated into the descriptions at each step. The change in descriptions illustrates reflection on the contextual information provided.	New data is incorporated into the descriptions at some steps. The change in descriptions illustrates little reflection on the contextual information provided.	New data is not thoughtfully incorporated into the descriptions. The change in descriptions illustrates very little to no reflection on the contextual information provided.
Writing conventions	The writing style contributes to the excellence of the descriptions and makes them easy and pleasurable to read. Follows writing conventions and is free of errors.	Follows writing conventions and is free of errors.	Follows writing conventions but has some errors.	Does not follow writing conventions and is not free of errors.

Ethical Scenario Exercise

Activity Instructions

This assignment addresses [course outcomes 2, 3, and 4, as well as learning objectives 1 and 2](#). The SAA Code of Ethics states, 'Public leaders must be held accountable both to the judgment of history and future generations as well as to citizens in the ongoing governance of society.' With this in mind, read the following scenario and write a memo describing a plan of action. The body of your memo should be at least 250 words long and should cite at least two items from the instructional materials for this module. (You can find information on how to format a memo from Purdue OWL [here](#).)

Scenario:

You work as a manager in a university archive that is digitizing university scrapbooks from the mid 20th century. The digitization process includes creating metadata that includes descriptions and identifying information about individuals pictured in the scrapbooks. A processing archivist alerts you to the fact that several of the scrapbooks

have pictures of prominent alumni (including the university provost and several university donors) at fraternity parties. Individuals in the pictures are seen in compromising positions which include underage drinking, consuming illegal drugs, and making offensive hand gestures.

Your memo to the processing staff needs to answer the following questions: How do you approach the digitization of these particular scrapbooks? Do you identify individuals in the pictures? Why or why not?

The exercise will be graded based on the following rubric:

Grading Rubric

Criteria	4/ Exceeds Expectations	3/ Meets Expectations	2/ Approaches Expectations	1/ Below Expectations
Quality of analysis	The memo is above expectations. The scenario is analyzed thoroughly and the writer presents a persuasive argument. The memo is detailed and makes multiple clear connections between professional ethics and the scenario.	The scenario is analyzed and the writer presents a persuasive argument. The memo is detailed and makes a clear connection between professional ethics and the scenario.	The scenario is somewhat analyzed and the writer presents an argument. The memo attempts to make a clear connection between professional ethics and the scenario.	The scenario is not analyzed and the writer does not presents a persuasive argument. The memo no clear connection between professional ethics and the scenario.
Incorporation of course materials	The memo shows serious reflection on the course materials including assigned readings, codes of ethics, and other resources. The use of cited works thoroughly strengthens the argument presented by the writer.	The memo shows reflection on the course materials. The use of cited works strengthens the argument presented by the writer.	The memo shows some reflection on the course materials. The use of cited works somewhat strengthens the argument presented by the writer.	The memo shows little to no reflection on the course materials.
Writing style and conventions	The writing style contributes to the excellence of the memo and makes it easy and pleasurable to read. Follows writing conventions and is free of errors.	Follows writing conventions and is free of errors.	Follows writing conventions but has some errors.	Does not follow writing conventions and is not free of errors.

Visit an Archives Report

Visit an Archive Preliminary Report

This assignment addresses [Course Outcome 2 and Learning Objective 4](#). For this assignment, you will virtually visit an archival repository and review the virtual services they offer. The archive you 'visit' cannot be one where you are currently employed or have worked at in the past. Your Visit an Archives Full Report will be due during Module 5. This week, you need to (1) select the archive you will be visiting and (2) to develop a research question that you think can be answered by a visit to this archive.

Part 1

You need to write a brief statement that includes the following information:

1. Name and location of your selected archive
2. Website for the archive
3. A brief statement about why you selected this location (interest in collection, convenience of location or hours, etc.)

Part 2

In order to get the full experience of visiting an archive as a patron, you are asked to develop a research question. You will use this question to guide your interactions with the collection. During your visit you will conduct preliminary work in addressing your research question. For Part 2, write a brief statement (1-2 paragraphs) outlining your research question. What question are you trying to answer by searching in the archive? Why did you select this archive to assist you in answering your question? (Or why did you select this question based on your archival location?) Why do you think the materials in this archive can be used to answer your question? Why are you personally interested in this research area?

The assignment will be graded based on the following rubric:

Grading Rubric

Criteria	4/ Exceeds Expectations	3/ Meets Expectations	2/ Approaches Expectations	1/ Below Expectations
Choice of Archive	The statement shows that the archive is clearly chosen carefully based on background research.	The statement shows that the archive is clearly chosen based on some background research.	The archive may have been chosen based on some background research.	There is no evidence that the archive may have been chosen based on background research.
Research Question	The research question is very well-developed and detailed. The question clearly impacted the choice of archive.	The research question is well-developed. The question clearly impacted the choice of archive.	The research question is somewhat developed. The question seems to have impacted the choice of archive.	The research question is not well developed.
Writing conventions	The writing style contributes to the excellence of the report and makes it easy and pleasurable to read. Follows writing conventions and is free of errors.	Follows writing conventions and is free of errors.	Follows writing conventions but has some errors.	Does not follow writing conventions and is not free of errors.

Visit an Archive Full Report

This assignment addresses [Course Outcomes 3 and 4 as well as Learning Objectives 2 and 3](#). For this assignment, you will virtually visit an archival repository and review the virtual services they offer. The archive you 'visit' cannot be one where you are currently employed or have worked at in the past. You should have already chosen your archive as part of the preliminary report in Module 2.

The purpose of this project is to understand an archive as a patron. This assignment has two parts: a review of your location, and an assessment of a finding aids from this repository. In order to assist your evaluation of your chosen archive, you will be given a template to use for comparison.

Part one: Description of the Archive

In this first part of this assignment, you are going to reflect on how well the Archive supports virtual interactions. You will make notes about the website, their description of their mission, the collections, and the various tools and services they offer. You will be provided another location to use for comparison purposes. Before beginning your analysis, take some time to explore the provided example.

Part two: Finding Aid Review

“A finding aid is the primary tool for accessing and understanding archival materials. Finding aids establish a historical context for the collection, describe the scope and contents of the materials, indicate how the collection is arranged, and list where the collection is located and [how] it may be accessed.” [Archives - What They Are and How to Use Them](#)

We discuss finding aids in Module 4. The materials in Module 4 will help you with the analysis portion of the assignment. You will reflect on how well your finding aid described the collection it represented, and how well it describes a record in the collection, after viewing the record.

Citations

You should cite at least three to five sources from the course readings to back up your discussions throughout your report. This should not feel forced, but instead you should bring in examples of how what you observed compared and contrasted to what you read. Citing the textbook as one of these sources is acceptable. In addition to formal citations, I will be looking for your use/demonstration of course concepts in your report.

You do not need to cite every source of information for your archive. For example, in discussing finding aids, you should cite your finding aid the first time you mention it specifically and when you quote it directly. You do not need to cite it when you are describing its contents for the purpose of comparison – this would make the paper too cumbersome.

Please include links to webpages where relevant to support your discussion. You do not need to formally cite these pages. You may use footnotes or include a link in text.

Writing and Formatting

This report is designed to test your analytical skills as developed through this class. You should use the first person when writing, telling me your opinion and how it is informed by what you learned in the class. On that same note, you should try to avoid passive voice, be as direct as possible, and avoid contractions.

In grading your paper, I will consider the following: Is your paper grammatically correct? Did you proofread for typos? Did you use section headers and other tools to make your paper organized and easy to read? Do you have a clear introduction and conclusion?

Grading Breakdown

Criteria	Grade Distribution
Visit Description	36%
Finding Aid Review	36%
Use of Literature, Proper Terminology, and Citations	14%
Writing and Formatting	14%

Exams

Carefully read the following information, which is also listed in the exam module(s) in your course. The exams for this course are in Modules 3 and 6. Navigate to those exam modules when you are ready to take your exams.

Content

Midterm Exam

This midterm exam will check your knowledge of the material in the course so far. The midterm addresses [Course Outcomes 1, 2, and 3 as well Learning Objectives 1, 2, and 3.](#)

The midterm is in two parts. While the midterm is open book/notes, you must properly cite any reference to class or outside readings .

- Part 1 of the midterm consists of two short answer questions. Once you open Part 1, you will have 30 minutes to complete it.
- Part 2 consists of an essay question and a hands-on archival processing exercise question. Once you open Part 2, you will have 24 hours to complete it.
- The midterm is worth 15% of your final grade.

Final Exam

This exam addresses [course outcomes 1, 2, 3, and 4, as well as module objectives 1, 2, and 3.](#)

- The exam is split into two parts.
- Part 1 has 5 short answer questions. Once you open part 1, you will have an hour to complete it.
- Part 2 has an archival scenario exercise question. Once you open Part 2, you will have 48 hours to complete it.
- This is an open-book exam.

Make sure that you:

- Provide a thorough answer for each short answer question that cites relevant assigned readings to support your answer.
- Write a through response to the case study question. The question has multiple parts, make sure that you address all of them.

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.

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 and interaction with other course members. Your active engagement in discussion forums or other required collaborative activities constitutes your participation in this course. You are expected to contribute and collaborate according to the requirements of the specific activities and assessments described in this syllabus.

Timely communication is an e-learning best practice. Check your LSU 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 or classmates. Contact the instructor in advance if you are going to miss an assignment or turn in work late. This will give the instructor sufficient time to allow for discussing an alternative schedule.

Late Work/Late Submissions

Unless students gain prior permission from the instructor for late submissions, late assignments will be penalized. Individual assignments turned in after the due date will be penalized 5% for each day turned in late.

Academic Integrity

Academic Misconduct

Students in LSU Online courses must comply with the LSU Code of Student Conduct. *Academic misconduct* includes but is not limited to cheating, plagiarism, collusion, falsifying academic records, and/or any act designed to give unfair academic advantage to the student. Preventing academic misconduct requires learners to take ownership of their individual work for individual assignments and assessments. Learners who violate the LSU Code of Student Conduct will be referred to Student Advocacy & Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense.

To read more, please visit the [LSU Code of Student Conduct 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 APA or Chicago citations. 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

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 instructors or ask in a discussion forum. 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.

Accessibility

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

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.


If you notice that your course contains material that is not accessible, please contact your instructor directly to discuss accommodations.

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.pdf 1 / 2 - 60% + 📄 ↻



1



2

Diversity Statement

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