NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus. Summer term courses may be accelerated – please check the Ecampsus Schedule of Classes for more information.

ECON 424
INTRODUCTION TO ECONOMETRICS

COURSE CREDITS:
(4) This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

PREREQUISITES, CO-REQUISITES AND ENFORCED PREREQUISITES:
PREREQS: (ECON 311 [C] or ECON 411 [C]) and (ST 351 [C] or ST 351H [C] or ECON 423 [C])

COURSE DESCRIPTION FROM CATALOG
ECON 424. INTRODUCTION TO ECONOMETRICS (4).

Application of statistical techniques, including sampling theory, hypothesis testing, and multiple regression analysis, to economic models. Economic modeling, analysis of economic data, and policy analysis are emphasized. ECON 424 and ECON 427 cannot both be taken for credit toward the major. Lec/lab.

PREREQS: (ECON 311 [C] or ECON 411 [C]) and (ST 351 [C] or ST 351H [C] or ECON 423 [C])

CONTACT INFORMATION:
For more information, contact: HELEN FLEMING, 303D BALE, 541-737-2321; helen.fleming@oregonstate.edu and LAURA RELYEA, 319 BALE, 541-737-2369, laura.relyea@oregonstate.edu

Sample syllabi may not have the most up-to-date information. For accuracy, please check the Ecampsus Schedule of Classes to see the most current instructor information. You can search for contact information by name from the OSU Home Page.

LEARNING RESOURCES:
This course is offered through Oregon State University Extended Campus. For more information, contact: Web: ecampus.oregonstate.edu Email: ecampus@oregonstate.edu Telephone: 800-667-1465
Textbooks, lab manuals, etc.; indicate if required or optional.

**NOTE:** For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information.

Students can also click the ‘OSU Beaver Store’ link associated with the course information in the Ecampus schedule of classes for course textbook information and ordering.

**COURSE SPECIFIC MEASURABLE STUDENT LEARNING OUTCOMES:**

For online (Ecampus) courses, student learning outcomes must be identical to those in the on-campus course, even though the mode of delivery and course content might differ.

Student learning outcomes are learner-focused statements reflecting what a student will be able to do as a result of an instructional activity. Each outcome statement should start with a measurable action verb that indicates the level of learning, followed by a precise description of the learned behavior, knowledge, or attitude. Bloom's Taxonomy is a useful tool for choosing action verbs that accurately describe a desired level of student learning.

For example, an OSU faculty member will be able to:

- Identify an appropriate action verb from Bloom's Taxonomy that describes a particular level of learning.
- Describe the desired behavior a student will be able to exhibit upon successful completion of a course.
- Assess students' performance for evidence of desired learning.

Slash (4xx/5xx) courses must have differentiated learning outcomes for graduate and undergraduate students (i.e. two separate sets of learning outcomes listed on the syllabus).

Baccalaureate Core, include category specific learning outcomes (verbatim) with course specific measurable student learning outcomes, as well as an explanation of how these outcomes will be achieved and assessed. See http://oregonstate.edu/ctl/baccalaureate-core.

**EVALUATION OF STUDENT PERFORMANCE:**
In the OSU online catalog, refer to AR 18 and AR 19 regarding assignment of grades.

COURSE CONTENT AND POLICIES:
Course Schedule:

<table>
<thead>
<tr>
<th>WEEK (DUE DATES LISTED BELOW BY 11pm)</th>
<th>Chapter(s)</th>
<th>TO DO LIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Chp 1: Economic Questions and Data</td>
<td>Read Chp 1 Discussion Board #1</td>
</tr>
<tr>
<td></td>
<td>Chp 2: Review of Probability</td>
<td></td>
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<td></td>
<td>Chp 3: Review of Statistics</td>
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<tr>
<td>Week 2</td>
<td></td>
<td>Read Chps 2, 3 Discussion Board #2 Assignment #1</td>
</tr>
<tr>
<td>Week 3</td>
<td>Chp 4: Linear Regression with One Regressor</td>
<td>Read Chp 4 Quiz #1</td>
</tr>
<tr>
<td>Week 4</td>
<td>Chp 5: Regression with a Single Regressor: Hypothesis Tests and Confidence Intervals</td>
<td>Read Chp 5 Quiz #2</td>
</tr>
<tr>
<td>Week 5</td>
<td>Chp 6: Linear Regression with Multiple Regressors</td>
<td>Read Chp 6 Discussion Board #3 Assignment #2</td>
</tr>
<tr>
<td>Week 6</td>
<td>Chp 7: Hypothesis Tests and Confidence Intervals in Multiple</td>
<td>Read Chp 7</td>
</tr>
</tbody>
</table>

This course is offered through Oregon State University Extended Campus. For more information, contact:
Web: ecampus.oregonstate.edu  Email: ecampus@oregonstate.edu  Tel: 800-667-1465
<table>
<thead>
<tr>
<th>Week</th>
<th>Regression</th>
<th>Midterm Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 7</td>
<td>Chp 9: Assessing Studies Based on Multiple Regression</td>
<td>Read Chp 9</td>
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<tr>
<td></td>
<td></td>
<td>Quiz #3</td>
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<tr>
<td></td>
<td></td>
<td>Assignment #3</td>
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<tr>
<td>Week 8</td>
<td>Chp 10: Regression with Panel Data</td>
<td>Read Chp 10</td>
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<td>Quiz #4</td>
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<td></td>
<td></td>
<td>Assignment #4</td>
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<tr>
<td>Week 9</td>
<td>Chp 13: Experiments and Quasi-Experiments</td>
<td>Read Chp 13</td>
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<td></td>
<td>Paper #1</td>
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<tr>
<td>Week 10</td>
<td>Chp 14: Introduction to Time Series Regression and Forecasting</td>
<td>Read Chp 14</td>
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<tr>
<td></td>
<td></td>
<td>Quiz #5</td>
</tr>
<tr>
<td>Week 11</td>
<td></td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

**Evaluation of student performance:**

**Grading:** The class is scored by points per assignment. A total of 1000 points can be earned. The grading scale and grading distribution is as follows:

- Discussion Boards (3 each at 50pts each) — 150
- Quizzes (5 each at 50 pts each) — 250
- Paper — 150
- Assignments (4 of them at 50 pts each) — 200

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Midterm Exam

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<tbody>
<tr>
<td>Final Exam</td>
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<td></td>
<td>Total</td>
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Breakdown of Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>100-94%</td>
<td>1000-940pts</td>
</tr>
<tr>
<td>A-</td>
<td>93.99-90%</td>
<td>939-900pts</td>
</tr>
<tr>
<td>B+</td>
<td>89.99-87%</td>
<td>899-870pts</td>
</tr>
<tr>
<td>B</td>
<td>86.99-83%</td>
<td>869-830pts</td>
</tr>
<tr>
<td>B-</td>
<td>82.99-80%</td>
<td>829-800pts</td>
</tr>
<tr>
<td>C+</td>
<td>79.99-77%</td>
<td>799-770pts</td>
</tr>
<tr>
<td>C</td>
<td>76.99-73%</td>
<td>769-730pts</td>
</tr>
<tr>
<td>C-</td>
<td>72.99-70%</td>
<td>729-700pts</td>
</tr>
<tr>
<td>D+</td>
<td>69.99-67%</td>
<td>699-670pts</td>
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<tr>
<td>D</td>
<td>66.99-63%</td>
<td>669-630pts</td>
</tr>
<tr>
<td>D-</td>
<td>62.99-60%</td>
<td>629-600pts</td>
</tr>
</tbody>
</table>

Course Policies:

Plagiarism: Plagiarism is the presenting of others' ideas as if they were your own. When you write a paper, create a project, do a presentation, or create anything original, it is assumed that all the work, except for that which is attributed to another author or creator, is your own. Plagiarism is considered a serious academic offense. The following are some examples of what is considered plagiarism:

- Copying word-for-word from another source and not giving that source credit.
- Paraphrasing the work of another and not giving that source credit.
- Using an image or a copy of an image without crediting its source.
- Paraphrasing someone else's line of thinking in the development of a topic as if it were your own.
- Receiving excessive help from a friend or elsewhere, or using another project as if it were your own.

***Note that word-for-word copying is not the only form of plagiarism. Do not cut and paste from websites. Remember that even if you cite your source, you still cannot copy from that source. You must take the information and put it into your own words, then cite the source.

If plagiarism occurs with the intent to cite, the student will receive a maximum grade of “C”. If it occurs without the intent to cite, then the student will receive an “F” grade or a Zero (0) for the paper and further action may be taken up to and including being dropped from the class.

Late Work: No LATE work will be accepted for any reason. Since I have given you the information for all the work that is required, it is your responsibility to complete them and turn them in on the respective due date. Make sure you are fully aware of the course calendar because that will show you exact due dates for all respective assignments, tests, and quizzes. If you have any questions, please feel free to e-mail me concerning any of these due dates but leave ample time so that you are able to complete them. If you do not turn in your work by the
respective due date by the instructor then it will result in a 0 for the assignment. I am very strict on this policy and there will be no exceptions to this rule. All work must be turned in at the discretion of the calendar because that is your contract with me stating that you understand when everything in the course is due. Make sure you check the online calendar each day to keep up with all assignment posting because you are required to complete all assignments, tests, quizzes on the respective time. Make sure you leave enough time to finish all assignments, test, quizzes before the time period because I will not give extension to people that start to close to the closing of any assignment, test, and quiz time frame. No excuses will be made for any assignments. If you miss a test or quiz, you will receive a "0", which can severely affect your grade and your performance in the class. Technical difficulties do not excuse late or incomplete work. Make sure you have a backup computer (library?) should your system fail.

ASSUME TECHNICAL DIFFICULTIES WILL OCCUR DO NOT WAIT UNTIL THE LAST MINUTE TO COMPLETE ASSIGNMENTS!

Discussion Board Expectations:

The discussion weeks in this course will run each week from Sunday through Saturday at 11:59 p.m. You should understand up front that this class may require more discussion participation than other online classes you may have taken. The subject of Leadership is not like basic math where assignments are due and answers are either right or wrong. The discussion requirements in this class are not negotiable. It is your responsibility to meet the requirements as they are. If you are going to have a problem meeting the requirements and you don’t want your grades to suffer, you should seriously consider transferring to another class.

HOW DOES DISCUSSION WORK IN THIS COURSE?

Discussion questions for the semester are posted in separate forums for each week in the Discussion Board. Weekly discussion will begin no earlier than Sunday of each week. Your Weekly Discussion grade is based on your response to these questions and to your classmates throughout each week.

Whereas in a classroom you would listen to what your classmates have to say, in an online class, you have to read what they have to say. Therefore, you are responsible for reading every message posted, whether you think it pertains to you or not. Doing this not only helps you to understand the material better, but many times I will answer questions or bring up important material in a response to another student and it may not come up elsewhere. After the first couple of weeks, you should be spending more time on the messages that are most important to you and be able to skim the other messages for important information.

WHAT DO I HAVE TO DO?

Every week, you are expected at minimum, to:

1. Submit at least one initial post to the discussion question and two substantive peer posts (responses) per discussion week. Substantive means that you must take time in formulating your response, organizing your own thoughts and incorporating the reading materials (you should be citing parts of the book and/or other reading materials in your posts). You must demonstrate evidence of critical thinking and prompt further discussion of the topics among your classmates. Even if there is only one discussion question for a
particular week, you must still have three substantive posts (initial and two peer responses). Your initial post should include an APA formatted in-text citation and reference. This is where most students miss points given that they do not provide research for their work or do not put an in-text citation in their post.

2. Submit at least two additional posts directly to your classmates. These posts may be shorter than your two substantive responses, but must be more significant than one-word responses. This is your opportunity to discuss the information further with your classmates or to discuss whether you agree or disagree and state why or why not. Remember to stay on or at least close to the topic of leadership. (For example: “I love shopping at Walmart” is not an appropriate response in a discussion about leadership training at Walmart - that has nothing to do with leadership.) Try to focus on meaningful discussion vs. your number of posts, otherwise it becomes clear that you are posting just to try to meet the requirements. You can respond to any of the questions that I post as that can count as a peer response. You need to have at least one paragraph (3-4 sentences) for your post to count.

WHEN AND HOW OFTEN DO I POST?

In addition to quality, also included in your grade is the frequency with which you are “in class,” in other words the amount of times you log onto Blackboard and participate throughout each week. I keep a close eye on this and you will lose points if you do not meet the minimum requirements.

Although some students choose to log on every day, that is NOT a requirement for this class! Once you are in a routine, the requirements should be very reasonable. In order to earn full points, you are required to participate at least once between each Sunday and Thursday and once between each Thursday and Saturday of every discussion week (your additional posts can fall anywhere during the week). Here are some guidelines to help you with your participation each week.

- Log on by each Sunday afternoon and read the activities/assignments for the week.
- Post your first substantive response between Sunday and Thursday.
- Post some replies to your classmates and another substantive response between Thursday and Saturday, finishing up the discussion by Saturday at 11:59 p.m.
- Do not fall into the cycle of waiting until the last minute to participate! Students who only participate on the last couple of days of our discussion week consistently earn minimum points. It is also disrespectful to your classmates who have taken the time to participate all week!

DISCUSSIONS CAN’T BE MADE UP…ever!

Our discussion weeks end on Saturdays at 11:59 p.m. Any posts made to the weekly discussion after this time will not count toward your weekly point total. And, unless you absolutely have to make another statement, please refrain from posting anything after the deadline. It is inconsiderate to your fellow students who are ready to move on to the next week and have to go back to read late posts. Weekly discussion is the opportunity for the class to discuss the topics each week. Therefore, there are no opportunities for you to make up a week of discussion if you miss one. Your peers are waiting on you to reply, so start early!

Please do not ask for extra credit beyond this under any circumstances because there really are no exceptions!

REQUIRED FORMAT (Read carefully…)

This course is offered through Oregon State University Extended Campus. For more information, contact:

Web: ecampus.oregonstate.edu  Email: ecampus@oregonstate.edu  Tel: 800-667-1465
You must begin every message with an appropriate greeting. For example, if your message is to the entire class, “Class,” “Dear Class,” “Class and Lisa,” “Hello Everyone,” etc. If your message is in response to a person or persons, “Lisa,” “Mary and John,” etc. You must also end every message by signing your first name. I expect you to spend time making sure you are communicating professionally in this class. This means proper spelling, grammar, punctuation, and capitalization. Writing your posts similar to the way you text message friends is not appropriate!

Pay close attention to where you are posting your messages to make sure the discussion stays organized and easy for everyone to follow. When you are responding to a question or to another person’s posts, you should reply to the specific message, not create a new thread. For example, you should reply to a weekly discussion question with your answer. I would recommend changing the subject of your posts to make it easier to review.

**HOW IS THE GRADING DONE?**

The grading for weekly discussion is worth 50 points per discussion week. The specific point breakdown is as follows:

---

**Exemplary**

The student has participated above the minimum level in both quantity and clarity of communication in discussion postings. The student:

- Logs onto Blackboard frequently throughout the week and participates in discussion beyond what is required.
- Posts more than the minimum required responses and engages in discussion with classmates.
- Goes above and beyond the requirements to effectively utilize course materials in discussion, demonstrating that materials have been read, comprehended, and applied to real situations.
- Clearly devotes time and thought to the coursework and his or her discussion posts; always uses proper grammar, punctuation, and fonts in discussion.

---

**Good Work**

The student met minimum requirements. The student:

- Logs onto Blackboard at least twice per week and participates in the required amount of discussion.
- Posts the minimum required responses and engages in discussion with classmates.
- Utilizes course materials in discussion, demonstrating that materials have been read and comprehended, and applied to real situations.
- Devotes the minimum amount of time and thought to coursework and his or her discussion posts; almost always uses proper grammar, punctuation, and fonts in discussion.

---

**Needs Improvement**

The student consistently contributed less than the minimum postings or postings were lacking thought and reference to course materials. The student:
The student is clearly not spending time on this course. The student:

- Does not log onto Blackboard often at all or participate in the required amount of discussion; only posts messages on one day or only at the beginning or end of the discussion week; only responds to the instructor, does not respond to classmate’s posts.
- Does not contribute at all or contributes posts that are short and lacking or unclear and unrelated to course materials; does not demonstrate that he/she has read or can apply the course materials.
- Devotes very little, if any, time and thought to coursework and his or her discussion posts; seldom or never uses proper grammar, punctuation, and fonts in discussion.

**Failing**

To achieve the minimum posting requirements in this ECON 424, you should:

- Post a response to the discussion question.
- Respond to at least two different students or any of the extra questions that I post throughout the week.

**Threads are worth 50 points/week. The Grading rubric is:**

**YOUR FIRST POST MUST BE BY THURSDAY at 11:55pm OF EACH WEEK OR YOU WILL LOSE 10 POINTS!!!!**

To do well, I will recommend that you write 3-4 paragraphs for your response to the discussion question and 1-2 paragraph response to your fellow classmates. I also recommend that you are using economic terms in your evaluation and responses as this are a good way to achieve maximum points. Each post should be "value added." In other words, your posts should further the thread topics; show that you have learned something from our readings, or outside research; bring anecdotal, life experiences to the threaded issues; ask relevant and forward moving questions; or otherwise promote the course objectives for the week. Posts like "I agree," or "Great post" are nice, good-will posts--but do not count as a graded post.

**INTIAL POST (30 total points):** For each initial post, you need to evaluate/analyze the discussion question using appropriate economic terminology in your work in at least 3-4 paragraphs. It is important to make sure you are using proper sources and use of the economic terminology as this is what you are being graded on. When evaluating the article, make sure that you are not summarizing the article, but extending the analysis of the article through the use of the terminology found in the text. You need to label your initial post as the following in the discussion thread with the following subject. LAST NAME. INITIAL POST. For example, BERGAN. INITIAL POST #1

**PEER RESPONSES (10 total points each, 20 total points):** You will be responding to 2 students or to any of my questions that I post. For each peer response, you need to respond with at least a one paragraph response doing
the same routine as you did for the initial post. It is important to make sure that with your development with your peer response that you are extending your analysis.

Each post should be "value added." In other words, your posts should further the thread topics; show that you have learned something from our readings, or outside research; bring anecdotal, life experiences to the threaded issues; ask relevant and forward moving questions; or otherwise promote the course objectives for the week. Posts like "I agree," or "Great post" are nice, good-will posts—but do not count as a graded post.

Requirements of submission: You will write an initial post (3-4 paragraph response) to the discussion forum and you will reply to two posts during the week. Those may be in reply to comments on your initial post or to other students. A response needs to have more depth than “I agree” or “you are wrong.” A peer response can be classified to any of the questions I post within the week, as well. Your grade will be determined by your overall involvement in the forum and will be made up of three elements.

<table>
<thead>
<tr>
<th>Critical Elements</th>
<th>Distinguished (A)</th>
<th>Proficient (B)</th>
<th>Emerging (C)</th>
<th>Not Evident (F)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>You have a well-thought-out initial post and two peer responses and your first post is by Thursday</td>
<td>You have a well-thought-out initial post and at least one substantive responses and first post by Thursday</td>
<td>You have a well-thought-out initial post and responded to one post and did not get first post by Thursday</td>
<td>You had no initial post and/or failed to respond to anyone</td>
<td>40</td>
</tr>
<tr>
<td>Application</td>
<td>Your posts showed you answered the question; you demonstrated that you understood the course concepts. You</td>
<td>Your posts showed you answered the question; you did not completely understand the course concepts, did not address all parts of the</td>
<td>Your post showed you struggled to answer the question; you did not understand the course concepts and lacked application and depth of</td>
<td>Your posts did not answer the question.</td>
<td>40</td>
</tr>
</tbody>
</table>
had application within your work and appropriate use of economic terms. Your length for your initial post and peer responses are the appropriate length.

questions and use appropriate use of economic terms in your work. Your length for your peer responses and initial post should be longer to meet the requirements.

economic terms. Your length of your peer responses and initial post do not meet the standard.

<table>
<thead>
<tr>
<th>Writing (Mechanics/Citations)</th>
<th>No errors related to organization, grammar and style, and citations. The use of APA formatting was correct for all work.</th>
<th>Minor errors related to organization, grammar and style, and citations. There were some errors with APA formatting.</th>
<th>Some errors related to organization, grammar and style, and citations. There were many errors with APA formatting.</th>
<th>Major errors related to organization, grammar and style, and citations. APA formatting was not present.</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
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<td>20</td>
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</tbody>
</table>

**Discussion Board Grading:**

First Post by Thursday at 11:55pm, **10 points**

Initial Post, 5 points for APA formatting, 10 points for content and development, 5 points for use of economic terms, **20 points**

Peer Responses, 10 points each, **20 points total**

**TOTAL=50 points**

**IMPORTANT NOTES ON HOW TO DO WELL ON THE DISCUSSIONS**

**Web:** ecampus.oregonstate.edu  **Email:** ecampus@oregonstate.edu  **Tel:** 800-667-1465
1. Do you have 3-4 paragraphs for initial post?

2. Did you use economic terms from the Week?

3. Did you have at least 2 peer responses of at least one paragraph in length?

4. Did you label your post correctly?

5. Did you get your first post in by Thursday?

6. Did you add value in the discussion board with appropriate use of economic terms?

Quizzes/Midterm/Final Exam: All quizzes, the midterm, and final exam will be multiple-choice questions. Each quiz will be 10 multiple-choice questions, of which, you will have 40 minutes to complete it. The quizzes will be covering information from that particular week. The midterm exam will cover information from Weeks 1-6. The final exam will cover all of the chapters we have covered in the course. All assessments must be completed by Saturday at 11:59pm EST or you will receive a 0. No technological related excuses are accepted in the course for any reason, it is your responsibility to make sure that you complete all your work on time to get full points. The midterm exam will consist of 25 multiple-choice questions, of which, you will have 60 minutes to complete it. The final exam will consist of 25 multiple choice questions, of which you will have 60 minutes to complete it. It is your responsibility to complete your final exam by Saturday at 11:59pm to receive points. Please note that we use the time stamp within Blackboard for all assessments, so please plan accordingly. Both the midterm and final exam will not be proctored, so you will not need to make arrangements for a proctor.

Paper: You will be conducting research on data that was being illustrated using the website of the author (http://wps.aw.com/aw_stock_ie_3/178/45691/11696965.cw/index.html). Now, you will need to visit the data sets and run a multiple regression analysis. Now, after you do this, you will want to analyze your data and write no more than 2 pages to outline the solution that you have identified to the data set. You will need to come up with a hypothesis and evaluate the best model to predict your data. Use the tools that you have used in this course to help with your paper. This paper must be in APA formatting and this will not count toward your 2 page requirement.
COURSE SITE LOGIN INFORMATION
Information on how to login to your course site can be found HERE.

STATEMENT REGARDING STUDENTS WITH DISABILITIES
Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student, as a legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit requests for accommodations each term through DAS Online. OSU students apply to DAS and request accommodations at our Getting Started with DAS page.

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

ACADEMIC INTEGRITY AND STUDENT CONDUCT (OSU POLICY)
Students are expected to be honest and ethical in their academic work. Intentional acts of academic dishonesty such as cheating or plagiarism may be penalized by imposing an “F” grade in the course.

Student conduct is governed bytheuniversities policies, as explained in the Office of the Dean of Student Life: Student Conduct and Community Standards. In a academic community, students and faculty, and staffeach have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff havethe responsibility to treateachother with understanding, dignity, and respect.

Students are expected to conduct themselves in the course (e.g. on discussion boards, email postings, etc.) in compliance with the university’s regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded to themselves. Disrespectful behavior (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors are unacceptable and can result in sanctions as defined by Student Conduct and Community Standards.

For more info on these topics please see:
• Statement of Expectations for Student Conduct

This course is offered through Oregon State University Extended Campus. For more information, contact:
Web: ecampus.oregonstate.edu    Email: ecampus@oregonstate.edu    Tel: 800-667-1465
• Student Conduct and Community Standards - Offenses
• Policy On Disruptive Behavior

PLAGIARISM
You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of “F.”

• Statement of Expectations for Student Conduct
• Avoiding Academic Dishonesty

TECHNICAL ASSISTANCE
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

• COURSE DEMO
• GETTING STARTED

TUTORING
For information about possible tutoring for this course, please visit our Ecampus NetTutor page. Other resources include:

• Writing Center
• Online Writing Lab

STUDENT EVALUATION OF TEACHING
We encourage you to engage in the course evaluation process each term – online, of course. The evaluation form will be available toward the end of each term, and you will be sent instructions through ONID. You will login to “Online Services/MyOSU” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted. Course evaluation results are very important and are used to help improve courses and the learning experience of future students. Results from questions are tabulated anonymously and go directly to instructors and unit heads/supervisors. Unless a comment is “signed,” which will associate a name with a comment, student comments on the open-ended questions are anonymous and forwarded to each instructor. “Signed” comments are forwarded to the unit head/supervisor.
REFUND POLICY INFORMATION

Please see the Ecampus website for policy information on refunds and late fees.