

# MC 7005: Public Opinion & Public Affairs

Dr. Catherine Chen

Spring 2025

E-mail: [catherinechen@lsu.edu](mailto:catherinechen@lsu.edu)

Office Hours: T 3 - 4 pm or by appt

Office: Hodges 255

Web: <https://moodle.lsu.edu/course/view.php?id=54317>

Class Hours: M 1:30 - 4:20 pm

Classroom: Hodges 233

## Overview

This course introduces core themes in the study of public opinion. Our topics will include how we define and measure public opinion; how public opinion forms and develops; how media organizations and public communication practitioners interact to build public support for ideas and policies; and what effects, if any, public opinion has on governments, policies, and citizens in democratic societies.

This class, as most of you know, is a requirement for both the Manship School's Ph.D. program and the master's degree in mass communication. Here are some reasons why. First of all, the Manship School features a specialty – in terms of research and curriculum – in political communication, or in the words of the Ph.D. program, media and public affairs. Second, the content of this course is vital regardless of one's area of academic concentration or expected career goals. For example, the class is valuable for those who are interested in advertising to influence large scale trends in consumer attitudes and behavior. Public relations specialists, similarly, must be aware of the possibilities and limits of going through the media to present a beneficial view of their enterprises to the public mind. Journalists, too, will benefit from grasping how and why people turn to media sources for information. Just as important, journalists can learn important lessons about why media practices can sometimes have powerful and even unintended effects on the public mind while at other times leave hardly a trace.

## Course Outcomes

By the end of this course, students will be able to:

- Understand the principles of social scientific research into individual and mass attitudes and opinions, particularly in the context of American politics.
- Analyze trends in public opinion over time and the psychology of public opinion, particularly as it relates to groups, identities, media, and civic engagement.

- Apply their understanding of the public opinion literature to interpreting polls, media commentary, and the current political topics.
- Evaluate the literature about public opinion in a comprehensive exam and synthesize that literature into a coherent argument about public opinion and public affairs.

## Course Format

We will rely primarily on classroom discussion of readings to unpack theories of opinion and the evidence for those theories. It is essential that you engage in a close reading of all assigned texts and come to class prepared to discuss them.

Each week, I will provide one to three specific discussion questions for you to consider as you read the assigned material. Additionally, you should think about the following general questions:

- In your view, what are their major strengths and weaknesses of the argument or theory of the reading? How do they compare with other perspectives you are familiar with (encountered in the course or elsewhere)?
- Does the author engage with any other readings or authors from this course? If so, how?
- What are the major implications of the argument in the reading for democratic theory and public policy? What does the study say about the way in which the American political system operates in practice – does the system live up to its billing as a democracy? According to what expectations and what definition of democracy?
- What relevance do the studies have for your interests? What are the implications for practitioners in polling, campaigns, and media?
- What do we still not know? How can future scholars improve this research? What theories, methods and substantive foci deserve more attention in future research?

## Readings

To get to know the classics and the cutting-edge research in public opinion, we will read academic journal articles, selected chapters from books, and entire books. In the cases of journal articles and selected book chapters, you can access the material either through the library or from the Moodle site for the course.

We can enrich our discussion of public opinion by connecting academic material to ‘real world’ applications. To this end, I strongly urge you to keep up with news and current affairs particularly as they relate to public opinion and/or surveys.

## Evaluation

Final grades in this course are based on your success in the 3 areas below.

1. **Participation (10%):** During classes, students may earn participation points by actively engaging in discussion. These points are not freebies for sitting in class. This participation should demonstrate that you have read and carefully thought about the readings prior to class. To merit credit, your participation should be intelligent, informed, and frequent. If it becomes apparent that many in class have not read, I will administer a pop quiz which will take the place of participation points. It is in everyone's best interest to be prepared and thus, avoid quizzes!
2. **Discussion prompt (50%):** To facilitate thoughtful discussion, you need to submit a written answer to one discussion question each week. For each class session, I will post one to three discussion questions for that day's readings. You will select one (and only one) to answer in written form. However, you will think about any other listed questions (as well as the five generic questions listed above in the "Course Format" section of this syllabus and arrive at class with useful thoughts to share. For the written response, you will submit a 300- to 500-word response in the designated Moodle assignment. You can simply submit the text of your response (i.e., no need for headers, titles, names). You need not write the question; if I cannot identify the question to which you are responding, then that means there is something wrong with your response. Written responses are due by 1 pm on the Sunday preceding class (i.e., 24 hours before the start of the class session). We will build our classroom discussion primarily around your written responses, so you should be prepared to share and elaborate upon them. There are a total of 13 classes, and the top 10 discussion prompt essays will be considered for grading. If 13 essays are submitted, the highest-scoring 10 will be used. If only 10 essays are submitted, those 10 will be used for grading.
3. **Final paper (40%):** Your goal is to apply something you have learned in this course to a current or historical event, issue, or 'public opinion problem.' You may not repeat an application/example used in class or in the reading unless you receive approval from me to do so. If you choose a topic that we covered in class (i.e., if you choose to apply a theory to the same issue that we applied it to in class), then you must substantially and significantly add to what we discussed. The essay should not only demonstrate your knowledge of course material but also incorporate some empirical "data." I am defining data loosely to refer to empirical evidence – poll results, election outcomes, historical events, media reports, or quotes from texts. You need not conduct any original data collection or statistical analysis, but you should draw upon some existing empirical evidence. You should write as if you are communicating with a sophisticated but lay audience rather than an academic audience. You must correctly cite at least two academic sources from the literature on public opinion, political psychology, political communication, or something similar. You should feel free to cite even more. You should also cite any data sources or media reports you reference. You should include a list of works cited at the end of the essay. You may include tables and graphs if you wish. The works cited list and any tables or graphs must not be included as part of your word count. The essay should be approximately 10 pages, double-spaced, using a 12-point font and one-inch margins. **Due May 7 @ 11:59 PM**

## Grading Scale

University policy is to utilize a plus/minus grading scale. Below is the 10-point +/- grading scale I will use for this class. A's are reserved for excellent & exceptional work, B's suggest your work is very good, C's are for satisfactory work.

96.5 and above	A+
93.50 – 96.49	A
90.00–93.49	A-
86.50–89.99	B+
83.50–86.49	B
80.00–83.49	B-
76.50–79.99	C+
73.50–76.49	C
70.00–73.49	C-
69.99 and below*	F
*there are no D grades in grad. courses	

## Course Outline

**Week 01, 01/13 - 01/17:** Course intro

Required Readings: Syllabus

**Week 02, 01/20 - 01/24:** Martin Luther King Day Holiday, no class

**Week 03, 01/27 - 01/31:** Who is the “public”? What is “public opinion”?

Required Readings:

1. Blumer, H. (1946). Elementary collective groupings. In A. M. Lee (Ed.), *New outline of the principles of sociology* (pp. 178–198). Barnes and Noble, Inc.
2. Gallup, G., & Rae, S. F. (1940). *The pulse of democracy: The public opinion poll and how it works*. Simon and Schuster. Chapters 1, 2, 21, and 23.
3. Noelle-Neumann, E. (1993). *The spiral of silence: Public opinion – Our social skin* (2nd ed.). University of Chicago Press. pp. 1-7, 58-64, and 220-234.
4. Selections from Walter Lipmann's *The Phantom Public* (New York, NY: Harcourt Brace, 1925), excerpted in the *The Lanahan Readings in the American Polity*, 4th edition, pp. 383-387.
5. Bourdieu, P. (1979). Public opinion does not exist. In A. Mattelart & S. Siegelau (Eds.), *Communication and class struggle* (pp. 124–130). International General.
6. Key, V. O. (1964). *Public opinion and American democracy*. Alfred A. Knopf. Chapter 1.

**Week 04, 02/03 - 02/07: Debating citizen competence**

## Required Readings:

1. Converse, P. E. (1964). The nature of belief systems in mass publics. In D. E. Apter (Ed.), *Ideology and discontent* (pp. 206–261). Free Press.
2. Delli Carpini, M. X., & Keeter, S. (1996). *What Americans know about politics and why it matters*. Yale University Press. Chapter 1 (skim), Chapters 2 (skim), and Chapter 4. **(free e-access through LSU libraries)**
3. Popkin, S. L. (1991). *The reasoning voter: Communication and persuasion in presidential campaigns*. University of Chicago Press.
4. Page, B. I., & Shapiro, R. Y. (2010). The rational public: Fifty years of trends in Americans' policy preferences. University of Chicago Press. Chapter 1
5. Krosnick, J. A. (1990). Government policy and citizen passion: A study of issue publics in contemporary America. *Political Behavior*, 12, 59-92.

**Week 05, 02/10 - 02/14: Forming opinions**

## Required Readings:

1. John R. Zaller. (1992). *The Nature and Origins of Mass Opinion*. Cambridge University. Chapters 1-6. **(free e-access through LSU libraries)**
2. Druckman, J. N., & Lupia, A. (2000). Preference formation. *Annual Review of Political Science*, 3(1), 1-24.

**Week 06, 02/17 - 02/21: Sources of Opinion: Self-interest, core values, social identity, and partisanship**

## Required Readings:

1. Sears, D. O., Lau, R. R., Tyler, T. R., & Allen, H. M. (1980). Self-interest vs. symbolic politics in policy attitudes and presidential voting. *American Political Science Review*, 74(3), 670-684.
2. Elder, E. M., & O'brian, N. A. (2022). Social groups as the source of political belief systems: Fresh evidence on an old theory. *American Political Science Review*, 116(4), 1407-1424.
3. Green, D. P., Palmquist, B., & Schickler, E. (2002). *Partisan hearts and minds: Political parties and the social identities of voters*. Yale University Press. Chapters 1-2
4. Barber, M., & Pope, J. C. (2019). Does party trump ideology? Disentangling party and ideology in America. *American Political Science Review*, 113(1), 38-54.
5. Huddy, L. (2001). From social to political identity: A critical examination of social identity theory. *Political psychology*, 22(1), 127-156.

**Week 07, 02/24 - 02/28:** Elite influence

Required Readings:

1. John R. Zaller. (1992). *The Nature and Origins of Mass Opinion*. Cambridge University. Chapters 7-12.(free e-access through LSU libraries)
2. Gilens, M., & Page, B. I. (2014). Testing theories of American politics: Elites, interest groups, and average citizens. *Perspectives on Politics*, 12(3), 564-581.
3. Broockman, D. E., & Skovron, C. (2018). Bias in perceptions of public opinion among political elites. *American Political Science Review*, 112(3), 542-563.
4. Shapiro, R. Y. (1998). Public opinion, elites, and democracy. *Critical Review*, 12(4), 501-528.

**Week 08, 03/03 - 03/07:** Mardi Gras Holiday, no class

**Week 09, 03/10 - 03/14:** Agenda-setting and framing + Media and policymaking

Required Readings:

Agenda-setting and framing:

1. Scheufele, D. A., & Tewksbury, D. (2007). Framing, agenda setting, and priming: The evolution of three media effects models. *Journal of Communication*, 57(1), 9-20.
2. Chong, D., & Druckman, J. N. (2007). Framing theory. *Annual Review of Political Science*, 10(1), 103-126.
3. Miller, J. M., & Krosnick, J. A. (2000). News media impact on the ingredients of presidential evaluations: Politically knowledgeable citizens are guided by a trusted source. *American Journal of Political Science*, 44(2), 295-309

Media and policymaking:

1. Mazzoleni, G., & Schulz, W. (1999). "Mediatization" of politics: A challenge for democracy? *Political communication*, 16(3), 247-261.
2. Powell Jr, G. B. (2004). The quality of democracy: The chain of responsiveness. *Journal of Democracy*, 15(4), 91-105.
3. Mancini, P. (2013). Media fragmentation, party system, and democracy. *The International Journal of Press/Politics*, 18(1), 43-60.
4. Russell, A., Dwidar, M., & Jones, B. D. (2016). The mass media and the policy process. *Oxford Research Encyclopedia of Politics*. <https://doi.org/10.1093/acrefore/9780190228637.013.240>
5. Grossman, E. (2022). Media and policy making in the digital age. *Annual Review of Political Science*, 25(1), 443-461.

**Week 10, 03/17 - 03/21: Campaigns**

## Required Readings:

1. Kalla, J. L., & Broockman, D. E. (2018). The minimal persuasive effects of campaign contact in general elections: Evidence from 49 field experiments. *American Political Science Review*, 112(1), 148-166.
2. Stubager, R. (2018). What is issue ownership and how should we measure it? *Political Behavior*, 40(2), 345-370.
3. Nai, A. (2020). Going negative, worldwide: Towards a general understanding of determinants and targets of negative campaigning. *Government and Opposition*, 55(3), 430-455.
4. Broockman, D. E. (2014). Distorted communication, unequal representation: constituents communicate less to representatives not of their race. *American Journal of Political Science*, 58(2), 307-321.
5. Galasso, V., Nannicini, T., & Nunnari, S. (2023). Positive spillovers from negative campaigning. *American Journal of Political Science*, 67(1), 5-21.

**Week 11, 03/24 - 03/28: Propaganda: Part 1**

## Required Readings:

1. Bernays, E. L. (1928). *Propaganda*. Horace Liveright.
2. Stanley, J. (2015). *How propaganda works*. Princeton University Press. Chapters 2-5.

**Week 12, 03/31 - 04/04: Spring break, no class****Week 13, 04/07 - 04/11: Propaganda: Part 2**

1. King, G., Pan, J., & Roberts, M. E. (2013). How censorship in China allows government criticism but silences collective expression. *American Political Science Review*, 107(2), 326-343.
2. Huang, H. (2015). Propaganda as signaling. *Comparative Politics*, 47(4), 419-444.
3. Lu, Y., & Pan, J. (2021). Capturing clicks: How the Chinese government uses clickbait to compete for visibility. *Political Communication*, 38(1-2), 23-54.
4. Mattingly, D. C., & Yao, E. (2022). How soft propaganda persuades. *Comparative Political Studies*, 55(9), 1569-1594.

**Week 14, 04/14 - 04/18: Disinformation**

1. Guess, A., Nagler, J., & Tucker, J. (2019). Less than you think: Prevalence and predictors of fake news dissemination on Facebook. *Science Advances*, 5(1), eaau4586.
2. Bennett, W., & Livingston, S. (2020). *The disinformation age*. Cambridge University Press. Chapters 3 and 8

3. Waisbord, S. (2018). Truth is what happens to news: On journalism, fake news, and post-truth. *Journalism Studies*, 19(13), 1866-1878.
4. Moore, R. C., Dahlke, R., & Hancock, J. T. (2023). Exposure to untrustworthy websites in the 2020 US election. *Nature Human Behaviour*, 7(7), 1096-1105.
5. Lee, A. Y., Moore, R. C., & Hancock, J. T. (2023). Designing misinformation interventions for all: Perspectives from AAPI, Black, Latino, and Native American community leaders on misinformation educational efforts. Harvard Kennedy School Misinformation Review.

#### **Week 15, 04/21 - 04/25: Content moderation**

1. Myers West, S. (2018). Censored, suspended, shadowbanned: User interpretations of content moderation on social media platforms. *New Media & Society*, 20(11), 4366-4383.
2. Gillespie, T. (2020). Content moderation, AI, and the question of scale. *Big Data & Society*, 7(2), 2053951720943234.
3. Robert, S. (2019). *Behind the Screen: Content Moderation in the Shadows of Social Media*. Yale University Press. Chapter 2
4. Appel, R. E., Pan, J., & Roberts, M. E. (2023). Partisan conflict over content moderation is more than disagreement about facts. *Science Advances*, 9(44), eadg6799.
5. Pan, C. A., Yakhmi, S., Iyer, T. P., Strasnick, E., Zhang, A. X., & Bernstein, M. S. (2022). Comparing the perceived legitimacy of content moderation processes: Contractors, algorithms, expert panels, and digital juries. *Proceedings of the ACM on Human-Computer Interaction*, 6(CSCW1), 1-31.

#### **Week 16, 04/28 - 05/02: Public opinion & Large Language Models**

1. Winner, L. (1980). Do artifacts have politics? *Daedalus*, 109(1), 121-136.
2. Rodman, E. (2024). On political theory and large language models. *Political Theory*, 52(4), 548-580.
3. Argyle, L. P., Busby, E. C., Fulda, N., Gubler, J. R., Rytting, C., & Wingate, D. (2023). Out of one, many: Using language models to simulate human samples. *Political Analysis*, 31(3), 337-351.
4. Rotaru, G. C., Anagnoste, S., & Oancea, V. M. (2024). How artificial intelligence can influence elections: Analyzing the large language models (llms) political bias. In *Proceedings of the International Conference on Business Excellence* (Vol. 18, No. 1, pp. 1882-1891). Sciendo.
5. Bogert, E., Schechter, A., & Watson, R. T. (2021). Humans rely more on algorithms than social influence as a task becomes more difficult. *Scientific Reports*, 11(1), 8028.
6. Logg, J. M., Minson, J. A., & Moore, D. A. (2019). Algorithm appreciation: People prefer algorithmic to human judgment. *Organizational Behavior and Human Decision Processes*, 151, 90-103.



## **Class Policies**

### **Filming & Recording**

You may not film or record this class without permission.

### **Office Hours & Availability**

If you do not understand any material covered in class please do not hesitate to come to my office hours. Also feel free to ask questions during the lecture. Class participation is encouraged. The best way to get a hold of me is either during office hours or via email. When you email me treat it like formal correspondence. I will do my best to respond to emails within 24 hours if received during standard business hours during the week. Expect responses in 48-72 hours for emails received on holidays or over the weekend. I will not discuss grades via email. Come see me during my office hours or before/after class if you need to discuss grades.

### **Moodle**

I will use Moodle to post readings, supplementary material, and to sometimes make announcements. Please visit the course website on a regular basis.

### **Class Attendance and Hours Outside of Class**

Attendance and participation are integral to your class success. Each class will build on preceding class lectures, so it is very important you attend each class. If you miss a class it is your responsibility to get notes from a peer. As a general policy, for each hour you are in class, you (the student) should plan to spend at least two hours preparing for the next class. Since this course is for three credit hours, you should expect to spend around six hours outside of class each week reading or writing assignments for the class.

### **Late Assignments**

No late assignments will be accepted without prior communication.

### **Make-up Policy**

Missing an exam or an assignment will result in a zero grade except under extraordinary circumstances. Such exceptional circumstances, for example, illness or medical emergencies, must be either university-approved or verified in other ways (e.g. a doctor's note indicating grave illness, not a routine check-up). In such cases, I have two expectations. First, the student will contact me as soon as physically able via email to alert me regarding the emergency. This will ideally be before the student misses the deadline. Second, students must make arrangements as soon as possible to both provide documentation of the excusable absence and reschedule the assignment or exam. I reserve the right to make make-up exams or assignments different from the original.

## Laptops

There are some students that use their laptops in class effectively. There are many more that use their laptops as a means to pay partial attention. Inappropriate use of laptops in class is not just ill-advised, but it is also disruptive, distracting, and disrespectful. Use of a laptop in class is a privilege, not a right. If you abuse this privilege I will assign you a 0 for participation that day, and in some cases, you may be asked to leave. If a preponderance of students abuse this privilege I will ban laptops.

## LSU Student Code of Conduct

The LSU student code of conduct explains student rights and what is expected of student behavior. Students are expected to understand this code as described on the [Code of Conduct page](#). Any violations of the LSU student code will be duly reported to the Dean of Students.

## Disabilities

The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Louisiana State University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from Disability Services in 124 Johnston Hall, indicating the existence of a disability and the suggested accommodations.

## Prohibited Use of Generative AI

As a partner in your learning, it is important to both of us that any assignment submission is a pure reflection of your work and understanding. The introduction of artificial intelligence options to complete academic work jeopardizes my ability to evaluate your understanding of our course content and robs you of the ability to master the subject matter. Therefore, the use of generative AI programs for the purpose of completing course work is prohibited. This includes, but is not limited to, using AI-generated essays, reports, code, or any other submissions as a substitute for your own original work.

Suspensions of the use of AI programs in academic work will be reported to Student Advocacy & Accountability for review under the Code of Student Conduct and may result in impacts to your assignment and/or course grades.

## Academic Success

The primary ingredients of your academic success are attending class, managing your time efficiently, taking good notes, and developing good critical thinking and communication abilities. LSU has a number of excellent resources that will assist you in developing these skills. The place to begin is the [Center for Academic Success \(CAS\)](#). The CAS offers guidance on what learning strategies are best suited to your talents, tutoring in the basic subjects, and workshops on a variety of topics, from note-taking to time management. [Communication Across the Curriculum](#) assist students in developing the communication skills necessary for academic and professional success. Finally, with respect to professional success, the [LSU Olinde Career Center](#) can assist

you in choosing a major and a profession that best suits your talents and passions and help you develop a four-year career plan to ensure success when you graduate from LSU.

### **Diversity, Equity & Inclusion Statement**

We believe diversity, equity, and inclusion enrich the educational experience of our students, faculty, and staff, and are necessary to prepare all people to thrive personally and professionally in a global society. Therefore, LSU is firmly committed to an environment that affords respect to all members of our community. We will work to eliminate barriers that any members of our community experience.

To make LSU a place where that can happen, we must recognize and reflect on the inglorious aspects of our history. We now acknowledge the need to confront the ways racism, sexism, ableism, ageism, classism, LGBTQ+ phobia, intolerance based on religion or on national origin, and all forms of bias and exploitation have shaped our everyday lives.

We accept personal and professional responsibility to eliminate bias and oppression wherever they are found. We understand our obligation to speak up when we see bias whether it be in our teaching, study, or daily work. Our community will educate themselves proactively and continuously about how to intervene and bring bias to the attention of others with commitment and compassion.

We will hold ourselves accountable for our actions and inactions, and for maintaining intentional, measurable, and meaningful efforts to enhance diversity, equity, and inclusion, including through ongoing evaluation of our policies, practices, and procedures.

### **Nondiscrimination, Sexual Harassment, & Title IX**

LSU provides equal opportunity for all qualified persons in admission to, participation in, or employment in the programs and activities which the university operates without regard to race, creed, color, marital status, sexual orientation, gender identity, gender expression, religion, sex, national origin, age, mental or physical disability, or veteran's status. LSU has implemented a procedure to address complaints for those who believe they have been subjected to discrimination and/or harassment in violation of this policy. Please know that your instructors are here to support you and listen to your experience. We also want you to know that we are mandatory reporters and must report what we know to the Office of Civil Rights and Title IX. All LSU employees, with few exceptions, are required to report instances of sex- or gender-based harassment and discrimination, including sexual misconduct and power-based violence (e.g., sexual assault, stalking, dating violence, domestic violence, sexual exploitation, retaliation, etc.) for which they may not be the victim, but of which they are aware. The Office of Civil Rights & Title IX is the LSU office responsible for investigating complaints regarding any type of discrimination, sexual harassment, or power-based violence. The Office of Civil Rights & Title IX is located in 118 Himes Hall and the phone number is 225-578-9000. If you are aware of an individual who has been victimized, you are encouraged to contact the Office of Civil Rights & Title IX or file an online report by visiting [LSU's Title IX](#) website and clicking the [Report an Incident](#) box. If you have been assaulted, harassed, or a victim of violence, we encourage you to contact the Office of Civil Rights & Title IX. Please reach out for help immediately. Some excellent resources available to Baton Rouge residents include:

- STAR (Sexual Trauma Awareness and Response; 24/7 hotline: 855-435-STAR (7827))

- IRIS Domestic Violence Center; 24/7 hotline: 800-541-9706
- The Lighthouse Program; 225-578-5718
- VIA LINK; 800-273-TALK (8255) [national line but answered from New Orleans]

National resources include:

- RAINN (Rape, Abuse & Incest National Network); 24/7 hotline: 800-656-4673
- National Sexual Violence Resource Center

For additional information, visit [www.lsu.edu/civil-rights](http://www.lsu.edu/civil-rights) the **Office of Civil Rights & Title IX** and review **PM-73** (Prohibiting Power-based Violence, including Sex- and Gender-based Harassment and Discrimination, and Sexual Misconduct).

### LSU Collegiate Recovery Program

Louisiana State University is committed to being inclusive to students in recovery, and to assisting students who are exploring recovery resources. LSU's Collegiate Recovery Program is geared toward helping students remain in recovery while at LSU and seeks to advocate for students' recovery when applicable. If you have questions about LSU's Collegiate Recovery Program or available resources, please call 225-578-4826 or email [asinge6@lsu.edu](mailto:asinge6@lsu.edu).

### Wellbeing

Your sense of wellbeing is influenced by many parts of your life. The extent to which you feel happy, healthy and otherwise fulfilled matters to us at LSU. Should you need direction to address any number of problems you may have that is directly influencing your sense of wellbeing, please visit [lsu.edu/lsucares](http://lsu.edu/lsucares) or complete the **LSU wellbeing resources and support form** to inquire as to specific offices to address your concerns. Please note the form is for non-emergency matters. For those matters requiring immediate attention, call the LSU police at 225-578-3231 or LSU Cares at 225-578-4307. For free, confidential, 24/7 emotional support and crisis management, call or text The Phone at 225-924-5781 (LSU1) or the Lifeline at 988.

### Remote Learning

In the event of a campus-wide closure, this course may transition to an alternative form of instruction. I will notify you by Moodle announcement as soon as possible of the format our course will take. For example, the class may be held via Zoom and recorded for those unable to attend, or I will provide a lesson online that you can do asynchronously, or we may cover content at a different pace or schedule. If the emergency closure impacts scheduled tests, I will make alternative arrangements as soon as possible. If alternative formats are not available due to widespread loss of power and/or internet or other extenuating circumstances, the University may schedule makeup days per **Policy Statement 117**.

## **Grade Review**

I am willing to review a written request to review a grade submitted no earlier than one-week following receipt of the grade, and no later than 4 weeks after receipt of the grade. If such a request is made, students must be prepared that a review may result in either a lower or higher grade.