

PS 385 ONL SU23: Politics of the European Union

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Office Hours: To Be Determined

Course Website: Moodle

Course Description

The European Union (EU) is an unusual political organization that has fascinated students of politics with its accomplishments (and crises) since its founding right after the Second World War. Most commonly, the EU is known for creating one of the largest and most affluent markets on earth, with close to 500 million consumers, and for having a powerful international currency, the Euro. In addition, the EU has also become a major player in environmental protection, foreign aid, and international diplomacy. Perhaps, however, the EU's biggest accomplishment is the absence of conflict on the European continent. While the EU fascinates, at the same time it continues to puzzle students of politics because it is hard to define. What is the EU really? Is it an international organization, a federation in the making, or something entirely different? To complicate matters even more, the EU has evolved into a complex web of institutions and policies. The purpose of this course is to help you untangle these puzzles of the EU. Its aim is to help you understand the practical aspects of how the EU works while also seeing the big picture: what is the EU, why it is there, and where it is going. The course assumes student familiarity with basic concepts of political science; additionally, familiarity with European history and politics is highly recommended.

Course Goals

By the end of this course, you will have achieved the following goals:

- Advanced your knowledge of both the theory and practice of European integration
- Improved your understanding of government and governance more generally
- Enhanced your analytical skills and ability to think critically
- Practiced in following current events

Course Structure

This is a **3 credit hour** course. The course is **8 weeks** long and consists of 8 content modules. Please be aware that this course is accelerated in nature; 16 weeks' worth of content will be covered in an 8-week time span. You should dedicate approximately **12-16 hours** per week to working on the course itself, but actual time commitments will vary depending on your input, needs, and personal study habits. You are required to log on to the course website a minimum

of **4 days per week**, although as discussions develop, you will probably find you need to do so more frequently.

Required Textbooks

- Toemmel, Ingeborg. *The European Union: What It Is and How It Works*. London: Palgrave, 2014.
 - ISBN-13: 978-1137427526
 - ISBN-10: 1137427523

- McCormick, John. *Understanding the European Union: A Concise Introduction*. London: Palgrave, 2014.
 - ISBN-13: 978-1137362322
 - ISBN-10: 9781137362322

The textbooks available at online retailers, such as Amazon.

Course Outline

Module	Module Description	Readings
<p>Module 1: History of European Integration</p>	<p>This week we will trace the main developments in the history of European integration. We will start with events that happened before the creation of the European Coal and Steel Community in 1951, and then we will examine every major treaty revision and the process of enlargement. We will end in June 2016 with the decision of the United Kingdom to leave the European Union, the first time a country has decided to do so. We will also examine the concepts of supranationalism and intergovernmentalism.</p>	<p>Required:</p> <ul style="list-style-type: none"> • Toemmel, Chapter 2 • Toemmel, Chapter 3 • McCormick, John. "The New Divided Kingdom," <i>Foreign Affairs</i>, June 25, 2016 • The Economist, "What is the Difference between a Hard and a Soft Brexit?" <p>Optional:</p> <ul style="list-style-type: none"> • Brexit: What are the Options? (website) • The Treaties of the European Union (website) • European Union symbols (website) • Timeline of European integration (website) • Enlargement of the European Union (website) • Brief History of the European Union (video)

Module	Module Description	Readings
		<ul style="list-style-type: none"> The Economist: Brief Summary of the History of EU Enlargement (video)
<p>Module 2: Theories of European Integration</p>	<p>Theories help us make sense of the world around us. Scholars often use theories to identify general patterns of behavior or general causal relationships. This week we will explore the many theories that help us make sense of the European integration. This section of the course will also explore how to frame the relationship between the European Union and the member states that comprise it, how unique the European Union actually is, and how best to understand the EU's past, present, and future.</p>	<p>Required:</p> <ul style="list-style-type: none"> Toemmel, Chapter 1 Rosamond, Ben. "Introduction." (excerpt) In <i>Theories of European Integration</i>, 4-18. London: Palgrave, 2000. <p>Optional:</p> <ul style="list-style-type: none"> Civitas, EU Factsheets: Theories of European Integration Summaries (website) Haas, Ernst, <i>The Uniting of Europe: Political Social, and Economic Factors, 1950-1957</i>, South Bend: University of Notre Dame Press, 2004. Puchala, Donald. "Of Blind Men, Elephants and International Integration." <i>Journal of Common Market Studies</i>, Vol. 10, No. 3 (1971): 145-149. Hoffmann, Stanley. "Obstinate or Obsolete?: The Fate of the Nation-State and the Case of Western Europe." in Brent F. Nelsen and Alexander Stubb, <i>The European Union: Readings on the Theory and Practice of European Integration</i>, Boulder: Lynne Rienner Publishers, 2014, 151-164. Moravcsik, Andrew. <i>The Choice for Europe: Social Purpose and State Power from Messina to Maastricht</i>. Ithaca:

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		Cornell University Press, 1998.
<p>Module 3: The Institutions of the European Union</p>	<p>During this week we will examine the main institutions of the EU, which are divided into two groups. The first is intergovernmental institutions, which give the representatives of national governments the opportunity to debate and decide new EU rules and policies. The second category is supranational institutions, which look out for the common interest of the entire union. We will examine the main responsibilities of these institutions, as well as how each is organized internally. Furthermore, we will examine which of those bodies exercise the executive, legislative, and judicial functions of the Union.</p>	<p>Required:</p> <ul style="list-style-type: none"> • Toemmel, Chapter 4 <p>Optional:</p> <ul style="list-style-type: none"> • Official EU Web Page on Institutions and Other Bodies (website) • The European Council (website) • The Council of Ministers (website) • The European Commission (website) • The European Parliament (website) • The European Court of Justice (website)
<p>Module 4: Decision-making in the European Union</p>	<p>This week we will examine how EU institutions make decisions. We will look more specifically at three types of decisions that the EU typically makes: regular laws, fundamental decisions for the future of European integration (such as those related to enlargement and treaty revision), and lastly, decisions that involve the implementation of EU laws and other rules. We will also examine how decisions are made inside each one of those institutions.</p>	<p>Required:</p> <ul style="list-style-type: none"> • Toemmel, Chapter 5 • Toemmel, Chapter 6 • European Parliament Elections 2014 Results (website) <p>Optional:</p> <ul style="list-style-type: none"> • EurLex: The Official Database of EU Legislative Acts (website) • The Ordinary Legislative Procedure (website) • How EU decisions are Made (website) • The Role of the European Parliament in the Ordinary

Module	Module Description	Readings
		Legislative Procedure (website) <ul style="list-style-type: none"> • Civitas, EU Factsheets: Law Making and the Legislative Process (website)
<p>Module 5: Democracy and Representation in the European Union</p>	<p>Is the European Union democratic enough? Since its foundation, the EU has struggled with the problem of incorporating European citizens into EU decision-making. This week we examine this issue, thinking critically about what is required for legitimate democratic governance and how well the EU fits these requirements. We will further consider if the EU can be fairly compared to democratic nation states, or if we need to come up with criteria to evaluate its democratic nature that more appropriately reflect its special, post-national character. Lastly, we will examine the emergence of euroskepticism, which is the opposition to the EU, largely because of the perception among citizens, groups, and politicians in member-states that the EU lacks democratic legitimacy.</p>	<p>Required:</p> <ul style="list-style-type: none"> • Toemmel, Chapter 12 • Fritz Scharpf, Chapter 1, “Governing in Europe: Effective and Democratic?” New York: Oxford University Press, pp. 6-13 • Simon Usherwood and Nick Startin, “Euroskepticism as a Persistent Phenomenon,” Journal of Common Market Studies, Vol. 51, No. 1, pp. 1-16 (focus on main points) • Turnout at European Parliament Elections (website) <p>Optional:</p> <ul style="list-style-type: none"> • The Atlantic: Europe’s Democratic Deficit in Getting Worse (website) • London School of Economics Blog: The European Union Does Not Have a Democratic Deficit – It Has a Democratic Surplus (website) • Andrew Moravcsik “In Defense of the Democratic Deficit” (website) • The Economist: An Ever Deeper Democratic Deficit • The Economist: A Democratic Nightmare
<p>Module 6: Economic Policies in the European Union</p>	<p>Ever since the Treaty of Rome established the European Economic Community in 1957, free trade and economic policy coordination have</p>	<p>Required:</p> <ul style="list-style-type: none"> • McCormick, Chapter 7

Module	Module Description	Readings
	<p>been at the heart of European integration. A strong command of these issues is therefore important for understanding what drives integration forward, and why it is important. More specifically, this week we shall provide a detailed account of the EU's efforts towards creating the single market, a project that involves the removal of all restrictions to economic activity across the EU. Special references will be made to the EU's competition policy, which aims at guaranteeing fair competition, and <i>Europe 2020</i>, a strategy for spurring growth and increasing competitiveness in the single market. We will also examine the Economic Monetary Union (EMU), which is another significant EU project that led to the creation of the common currency, the Euro. Finally, we will detail the most serious challenge to EMU – and to the EU itself- arising from the European sovereign debt crisis.</p>	<ul style="list-style-type: none"> • Europe 2020: A European Strategy for Smart, Sustainable and Inclusive Growth • European Commission, Competition: Making Markets Work Better • New York Times (April 8, 2015): "Explaining the Greek Debt Crisis." (website) <p>Optional:</p> <ul style="list-style-type: none"> • Euro area (website) • Overview of financial assistance to Greece (website) • The Economist (May 2, 2015): "The Enforcer: Margrethe Vestager, the Danish Competition Commissioner, Tests Her Mettle." • New York Times (May 6, 2015) "EU Commission Opens Antitrust Inquiry into E-Commerce Sector." (website) • New York Times (November 27, 2012): "Euro Marriage in Peril." (website) • Reinhart, Carmen and Rogoff, Kenneth. "Financial and Sovereign Debt Crises: Some Lessons Learned and Those Forgotten". IMF Working Paper. 12/2013 (website) • Pitelis, Christos N. "On PIIGS, GAFFS, and BRICS: An Insider-Outsider's Perspective on Structural and Institutional Foundations of the Greek Crisis." <i>Contributions to Political Economy</i>, Vol. 31, No. 1 (2012):77-89.

Module	Module Description	Readings
<p align="center">Module 7: Internal Policies of the European Union</p>	<p>The single market has created a vast European space where people, goods, services, and capital can generally move freely, with relatively few restrictions. However, while the opening of borders can create new opportunities for individuals and businesses, it can also pose significant challenges for national, regional, and local governments. EU institutions have competence under the Treaties to manage a number of policies that address such issues that arise out of the creation of the single market. This week we will look at five of the most prominent among those policy areas: regional policy, employment and social policy, environmental policy, justice and home affairs, and the Common Agricultural Policy. The goal is to help you understand how the EU is active in those policies and also for you to get a better grasp of how the EU approaches solving problems more generally.</p>	<p>Required:</p> <ul style="list-style-type: none"> • McCormick, Chapter 8 • What is the Dublin Regulation? (website) • Frontex: Mission and Tasks (website) • Europol: About Us (website) • Greenhouse Gas Emission Allowance Trading Scheme (website) <p>Optional:</p> <ul style="list-style-type: none"> • Official EU policy portal (website) • The Common Agricultural Policy (website) • EU Charter of Fundamental Rights (website) • The Common European Asylum System (website) • Unemployment statistics from Eurostat, the official statistical agency of the EU (website). • Duncan, Ian. "EU Commission Urged to Address 'Serious Concerns' Over Common Agricultural Policy." <i>The Parliament Magazine</i> (website) • "Europe's Huddled Masses." <i>The Economist</i>, Vol 412, No. 8900 (Aug. 2014): 11-12
<p align="center">Module 8: External Relations of the European Union</p>	<p>This week, we explore the various policies the EU pursues in its external relations. As the European Union continues to mature, the need for clear foreign policies and the capacity to act internationally grows. We will examine the EU's diplomatic and defense capacities, as well as its</p>	<p>Required:</p> <ul style="list-style-type: none"> • McCormick, Chapter 9 • The Economist: "How Trump, Putin and Erdogan unsettle the EU" • The European External Action Service (website)

Module	Module Description	Readings
	<p>involvement in negotiating international trade agreements and in providing development assistance. We will also focus on EU relations with a select number of countries (such as the United States) and world regions (such as the European Neighborhood). Through a careful examination of its external policies, we seek to understand the EU's role as an international actor, its leadership capacity, and its geopolitical significance.</p>	<ul style="list-style-type: none"> • The High Representative of the Union for Foreign Affairs and Security Policy (website) • Common Security and Defense Policy (website) • Transatlantic Trade and Investment Partnership (website) • The European Neighborhood Policy (website) • The Cotonou Agreement (website) <p>Optional:</p> <ul style="list-style-type: none"> • European Commission, Directorate General for Trade (website) • Profile of EU Trade Commissioner Vадis Dombrovskis (website) • The EU in the World: International Trade Statistics (website) • Office of the US Trade Representative on TTIP (website) • European Union Delegation in Washington, DC (website) • European Union presence in the world (website) • European Union Military and Civilian Missions and Operations around the World (website) • The United States and the EU (website) • EU Development Assistance Report (website)

Course Activities

Assignments, Weights, and Deliverables

You can access your scores by clicking the **Grades** link from the left column of the course home page. All interim and final deliverables have due dates. Failure to meet deadlines will result in a reduction of the assignment points. For each assignment's due date, please see the weekly overview pages.

Point Distribution

Assignments	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Total Points
Reading Quizzes	20	20	20	20	20	20	20	20	160
Discussion: Initial Post	6	6	6	6	6	6	6	6	48
Discussion: Response Posts	4	4	4	4	4	4	4	4	32
Capstone Paper Outline	-	-	-	-	20	-	-	-	20
Capstone Paper Meeting	-	-	-	-	-	P/F	-	-	Pass/Fail*
Capstone Paper	-	-	-	-	-	-	160	-	160
Current Events Paper	Due on the week you select in the current events sign-up form								80
Total	30	30	30	30	50	30	190	30	500

* Failure to meet with your instructor during Week 6 will result in earning zero points for your [Capstone Paper](#).

Module Overview

Each module will begin with the module overview, which will explain what the module is about, what learning goals you are expected to achieve, how long the module will take, and in what activities you will participate. Each module is designed with the same structure and activities unless otherwise specified.

Readings and Other Materials

You will have required and optional readings and other materials, such as videos and web resources, assigned to you each week. You should begin your work each week by carefully reading and taking notes on all assigned readings and videos.

Video Lectures

You will be provided with an overview video and video spotlights each week. The videos are not meant to replace the readings. They were designed and created to highlight or expand upon some of the most important concepts for that week.

Reading Quizzes

This is a weekly assignment. Each quiz will be timed. In each quiz you will be asked to answer 20 questions in 40 minutes. **These are open-book quizzes.** You are free to refer to the course readings and to your notes on the readings and the videos as you complete each quiz. You will earn one point for each correct answer. You can choose the precise time when you are ready to take the quiz, but each one must be completed by **Thursday night at 11:55 pm CST**. The purpose of these reading quizzes is to test if you understand the topics covered in the reading materials and videos for each week. Some questions will test your knowledge of the week's topics and some will prompt you to think critically. You should review the assigned readings and videos carefully before you take each reading quiz.

Discussions

This is a weekly assignment that will become available to you as soon as you complete the reading quiz every week and only then. The purpose of this assignment is to get you to engage with the content of each week's material by entering into a critical and thought-provoking discussion with your classmates.

There are two tasks to complete for this assignment. First, compose an initial post of at least 300 words by **Friday night at 11:55 pm CST** every week. The post needs to answer the discussion question posted by the instructor on the discussion board. Then, after your classmates have posted, respond to at least two of their posts by **Sunday night at 11:55 pm CST**. Each response to your classmate's post should be at least 100 words. You are welcome to post as many responses to your classmates' initial posts as you like, but only the first two will be graded. Responses should stimulate more in-depth discussion and learning among the large group.

You can either get full or no credit for each post. No partial credit. The [Rubrics](#) page provides information on the criteria by which your posts will be evaluated. Each initial post that satisfies all the criteria in the Initial Posts Rubric will be rewarded with 6 points, and each response that satisfies all the criteria in the Response Posts Rubric with 2 points.

Current Events Paper

This is an assignment that must be submitted once during the course. You need to sign up for the week using the Current Events Sign-Up, during which you will submit the [Current Events Paper](#). Only a few slots are available each week, and all students need to sign up for a particular week on a first-come-first-served basis. This paper is due at the end of the week you sign up for, by **Sunday night at 11:55 pm CST**. The purpose of this assignment is to encourage you to stay up-to-date with current events related to the European Union and to analyze the importance of

these events. You will submit a short paper (500-700 words) with brief summaries of the three most prominent news stories about the European Union from the previous week. The paper needs to present the three stories in order of significance and explain clearly why the stories were ranked in this particular order and the criteria for the ranking. You will be given recommended news sources to use. See the current events assignment rubric on the [Rubrics](#) page for more information.

Capstone Paper

One [Capstone Paper](#) is required. The paper needs to be completed only once during the course. Its length should be between 2,400 and 2,500 words (approximately 8-10 double-spaced pages), and it needs to rely on ideas and information from 5 readings that are listed as required or optional in the syllabus. Please reference all your sources using the APA guidelines for in-text citations and works-cited section. This assignment will give you the opportunity to reflect comparatively on topics covered during different weeks in the course and to draw your own conclusions.

This assignment has three components. First, you will prepare an outline for your paper, due at the **end of Week 5 on Sunday night at 11:55 pm CST**. Second, you will have a [virtual office](#) hour meeting with your instructor, which you will schedule for a time during Week 6. This meeting is an opportunity for you to discuss your paper outline with the instructor, and ask any remaining questions before writing the paper. Lastly, your [Capstone Paper](#) will be due at the **end of Week 7 on Sunday night at 11:55 pm CST**.

You should review the [Capstone Paper](#) Rubric on the [Rubrics](#) page for details on the criteria by which the paper will be graded. Please note that attending a virtual meeting with your instructor is mandatory, and failure to do so will result in a grade of zero for your [Capstone Paper](#).

Grading Scale

Grade	Points	Percent
A+	490 - 500	98%
A	465 - 489	93%
A-	450 - 464	90%
B+	435 - 449	87%
B	415 - 434	83%
B-	400 - 414	80%
C+	385 - 399	77%
C	365 - 384	73%
C-	350 - 364	70%
D+	335 - 349	67%
D	315 - 334	63%
D-	300 - 314	60%

Grade	Points	Percent
F	299 and below	59% and below

You are expected to complete your work independently, in accordance with [University policy](#). Failure to do so will result in strict disciplinary action, including loss of all credit for the assignment, notification of a dean, and possible dismissal from the University. You may work with others on homework, but the final product must be your own.

Technical Support

Students who experience technical difficulties should get help from the following resources:

- For course content, activities, grades, etc., consider posting your question to the [Course Q&A](#) forum; otherwise, contact your instructor.
- [Course website problems](#)

Academic Calendar

Course Length

This University of Illinois course is **8 weeks** long.

Definition of a Course Week

A course week is defined as the period between Sunday, 12:00 AM Central Time, and Saturday, 11:59 PM Central Time.

For more information, see the [University's Academic Calendar](#).

Participation

Student Commitment

By registering for this online course, you commit to self-motivated study, participation in online course activities, and timely submission of all assignments. Furthermore, you commit to accessing the course website and checking e-mail at least **4** days per week, as well as to devoting at least **12-16** hours weekly to preparing for each module and completing the required assignments and readings.

Assignments

Late Submissions

Assignments are due by **11:55 PM** Central Time on the dates specified in the course calendar, unless otherwise noted. If you need any accommodations, please let me know as soon as possible. Late submissions without having made arrangements with the instructor will be subject to a penalty (a 10% penalty shall be deducted each day).

Being Excused from Assignments

If you wish to be excused from participation in class discussions or from submitting projects on time because of medical reasons or personal emergencies, you must address the issue with the course instructor. Because of this course's fast pace and the potential effect that such excusals may have on your ability to complete it successfully, such accommodation will be made on a case-by-case basis.

Instructor Responses

Instructor Feedback Turnaround Time

Questions posted to the [Course Q&A](#) forum generally will be answered within **24** hours. If possible, students are encouraged to answer questions posted by other students, rather than waiting for an instructor's response.

Quizzes are automatically graded. Discussion posts will be reviewed and graded within 3-5 business days. The [Current Events Paper](#) and the [Capstone Paper](#) will be graded within 14 business days.

Responding to E-mails

The instructor will respond to e-mails within **24** hours of receiving them. **When sending e-mail, include a subject line that identifies the course number and nature of your question.** The instructor may not respond to questions sent to him or her that should be posted in the [Course Q&A](#) forum. Please don't be offended if you are asked to forward your question to this location.

Responding to the Discussion Forums

The role of the instructor within the discussion forums is to help facilitate discussion by providing probing questions, asking for clarification, and helping solve conflicts, as necessary. The instructor will not respond to every post; you are encouraged to share your thoughts, experiences, and ideas with each other as well.

Academic Integrity

Expectations

Academic dishonesty will not be tolerated. Examples of academic dishonesty include the following:

- Cheating
- Fabrication
- Facilitating infractions of academic integrity
- Plagiarism
- Bribes, favors, and threats

- Academic interference
- Examination by proxy
- Grade tampering
- Non-original works

Guidelines

Should an incident arise in which a student is thought to have violated academic integrity, the student will be processed under the disciplinary policy set forth in the [Illinois Academic Integrity Policy](#).

If you do not understand relevant definitions of academic infractions, contact the instructor for an explanation within the first week of class.

AI Policy

An emerging area of concern in higher education is the use of natural language models in the classroom (for example, ChatGPT). To be clear, using an AI model to complete your assignments for you is cheating under (a)(1) in the academic integrity policy below. **There are tools for detecting whether written work is AI-generated.** If you submit AI-generated work, it will be treated as an academic infraction, just like if you plagiarized a published work or had someone else write your paper for you.

However, I also recognize that AI-assisted research is a complicated topic where norms are still emerging; it is a tool, like your textbook, a search engine, or Wikipedia, and it has legitimate uses. **It can be useful for brainstorming ideas, but it can also provide you with false information.** In addition, because the AI does not know if what it is saying is true, you should seek out other sources to confirm any factual claims made in statements by a natural language model.

For this course, you need to ask for permission for your proposed use in advance rather than assuming and risking an academic infraction; we can work together to navigate these new opportunities and challenges. However, I encourage you to abstain from using AI for coursework this semester so that you can develop your critical thinking and writing skills.

It is important to recognize that other professors will approach AI in their classrooms differently; talk to your professors about their policies, and do not assume that this policy applies to other courses.

Copyright

Student Content

Participants in University of Illinois courses retain copyright of all assignments and posts they complete; however, all materials may be used for educational purposes within the given course. In group projects, only the portion of the work completed by a particular individual is copyrighted by that individual. The University of Illinois may request that students' materials be shared with future courses, but such sharing will only be done with the students' consent. The information that students submit during a course may, however, be used for the purposes of administrative data collection and research. No personal information is retained without the students' consent.

Non-Student Content

Everything on this site and within University of Illinois courses is copyrighted. The copyrights of all non-student work are owned by the University of Illinois Board of Trustees, except in approved cases where the original creator retains copyright of the material. Copyrights to external links are owned by or are the responsibility of those external sites. Students are free to view and print material from this site so long as

- the material is used for informational purposes only;
- the material is used for noncommercial purposes only; and
- copies of any material include the respective copyright notice.

These materials may not be mirrored or reproduced on non–University of Illinois websites without the express written permission of the University of Illinois Board of Trustees. To request permission, please contact the academic unit for the program.

Student Behavior

Student Conduct

Students are expected to behave in accordance with the penal and civil statutes of all applicable local, state, and federal governments, with the rules and regulations of the Board of Regents, and with University regulations and administrative rules.

For more information about the student code and handbook, log in to [SOURCE](#).

Netiquette

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. The following are tips for interacting online via e-mail or discussion board messages, adapted from guidelines originally compiled by Chuq Von Rospach and Gene Spafford:

- Remember that the person receiving your message is someone like you, deserving and appreciating courtesy and respect.
- Be brief; succinct, thoughtful messages have the greatest effect.

- Your messages reflect on you personally; take time to make sure that you are proud of their form and content.
- Use descriptive subject headings in your e-mails.
- Think about your audience and the relevance of your messages.
- Be careful when you use humor and sarcasm; absent the voice inflections and body language that aid face-to-face communication, Internet messages are easy to misinterpret.
- When making follow-up comments, summarize the parts of the message to which you are responding.
- Avoid repeating what has already been said; needless repetition is ineffective communication.
- Cite appropriate references whenever using someone else's ideas, thoughts, or words.
- Course administrators reserve the right to edit posts that do not follow the above rules.

Communications

Daily Contact

Your daily contact should be via the discussion forums in our Learning Management System (Moodle) and via e-mail.

Course Questions

Questions pertaining to the course should be posted in our [Course Q&A](#) discussion forum. You can get to this forum from the course home page. Posting questions here allows everyone to benefit from the answers. If you have a question, someone else is probably wondering the same thing. Anyone submitting a question via e-mail will be directed to resubmit the question to the Q&A discussion forum. Also, participants should not hesitate to answer questions posed by peers if they know the answers and the instructor has not yet responded. This not only expedites the process but also encourages peer interaction and support.

Personal Questions

Questions of a personal nature should first be sent to the instructor's e-mail address (listed on the [Instructor Information](#) page). **When sending e-mail, include a subject that identifies the course number and nature of your question.**

Emergencies

If you have an emergency that will keep you from participating in the course, please notify your instructor by using the instructor's e-mail address. Provide callback information in your e-mail (if necessary). You should also notify your program director of any emergencies.

Instructor's Virtual Offices

Another way to communicate with the instructor is to make use of the [virtual office](#) hours. Office hours are by appointment only.

Announcements

The [Announcements](#) forum serves as a way for your instructor and University of Illinois administrators to make announcements within our virtual learning environment. Announcements posted here will also be sent to your Illinois e-mail address, so be sure to check your e-mail or the Announcements forum at least once a day to see whether any new announcements have been made.

E-mail

Course participants can also use the internal e-mail tool inside Moodle to communicate privately with the instructor, group members, and each other. Make sure your e-mail address is current and activated within your Moodle Profile so that messages sent to you from within Moodle are automatically forwarded to your regular e-mail address as well. You may find this [video tutorial on updating your Moodle profile](#) helpful in setting this up.