



ED 223 – Music, Art, and Physical Education (Spring 2017)

Dr. Scott Wylie

Office Location: Brogan 115

Office Hours: 10:00a-12:00p Tuesday & Thursday

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COURSE DESCRIPTION

This course provides activities for classroom use that help children develop an appreciation of vocal and instrumental music from diverse cultures and creative expression using the body in space. Hands-on exploration of various art media and teaching strategies for applying art media and design principles to classroom situations and creative development in children are included.

COURSE TEXTS AND MATERIALS

Required Books (To Purchase / Rent)

Christensen, L. (2015) *Rhythm and Resistance: Teaching Poetry for Social Justice*. Rethinking Schools. ISBN: 9780-9429-6161-4.

Dewey, J. (2005). *Art as Experience*. TarcherPerigree. ISBN: 9780-3995-3197-2.

PROGRAM LEARNING OUTCOMES

Upon completion of our initial teacher licensure programs, successful candidates will demonstrate:

- PLO 1** - Knowledge of subject matter such as reading/language arts, mathematics, social sciences, science, visual arts, musical arts, and kinesthetic arts. (Content Knowledge)
- PLO 2** - Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning. (Developmentally Appropriate Practice)
- PLO 3** - Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner. (Pedagogical Content Knowledge)
- PLO 4** - Knowledge of and application of appropriate technology for student learning. (Educational Technology)
- PLO 5** - Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning. (Assessment for Learning)
- PLO 6** - Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments. (Diversity)
- PLO 7** - Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology. (Focus on Student Learning)
- PLO 8** - Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues. (Professional & Ethical Dispositions and Communication)

COURSE LEARNING OBJECTIVES

- CLO 1** - Students will explore, discuss, and experience strategies that allow for basic artistic, creative, and innovative skills to be used in the classroom in the forms of music, art, and movement.
- CLO 2** - Students will be able to develop and deliver lesson plans suited for the elementary classroom that demonstrate the use of music, art, and movement (creative and/or coordinated).
- CLO 3** - Students will be able to demonstrate strategies to support literacy development across the content areas with Art, Music and Movement, in order to provide an academic equilibrium that is inclusive of all cultures, peoples, and places.

COURSE REQUIREMENTS AND GRADES

Readings

Readings will be assigned each week to frame our discussion in class. It is vital that the deadlines are followed so that there is genuine class discussion and an opportunity for peer review and learning. The readings will come primarily from the assigned course texts; however, there will be occasions in which additional readings will be required.

Assignments

Students will complete a number of assignments based on the assigned readings and develop assessment instruments incorporating the strategies discussed in class. The specifics of these assignments are outlined on the following pages.

Collegiality & Professionalism

We will create an open environment where diverse opinions, viewpoints, and perspectives are appreciated and respected. As we perfect the art of teaching, we should be conscious of the fact that our craft can (and should) be approached from multiple perspectives.

Course Communication

Email is the best way to reach me with questions about course assignments or policies. I will answer all emails by the next school day (usually within 24 hours, though weekends may take longer).

Grades

Assignments should be turned in on the due date noted on the course Canvas page or otherwise indicated in class; *late assignments will earn a maximum of 50% credit and will negatively impact your grade in the course.*

Letter grades for the course will be determined by the following formula:

Course Overview (see Canvas for details)	25 Points
Reading Quiz / Class Participation (10 points x 15 weeks)	150 Points
Art, Music, Drama Reflection (50 points x 2 assignments)	100 Points
Service Learning Reflection	50 Points
Physical Education Lesson	25 Points
Midterm Exam	50 Points
Final Exam	50 Points
Total:	450 Points

Letter grades are defined as follows:

A (450-405 points)	B (404-360 points)	C (359-315 points)	F (314-0 points)
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COURSE EVALUATION AND ASSESSMENT

Course Overview

Complete the course syllabus quiz and post a profile picture on our course canvas page.

Reading Quiz / Class Participation

Each week there will be a reading quiz and/or a class participation grade with a total of ten points possible. The purpose of these assignments is to ensure that everyone completes the reading and participates in our in-class activities – both of which are vital to a successful class. The reading quizzes will be graded according to the number of correct responses; class participation will be assessed according to the rubric below (each criteria is full credit / no credit, no partial credit will be given).

Criteria	Description	Meets (Yes/No)
Attendance	Student is on-time and present throughout the entire class session.	
Engagement	Student is engaged physically, emotionally and cognitively in learning and focused on the task at hand.	
Communication	Student communicates with others effectively, demonstrates a deep understanding of the content studied and questions given by providing analysis, and asks for clarification when needed.	
Collaboration	Student collaborates with others by understanding each individual's strength and areas for growth and utilizing that knowledge to reach the objective given by the instructor.	
Critical Thinking	Student displays the ability to think at a high cognitive level through words expressed orally and on paper.	

Art, Drama, Music Reflection (Two Total)

Option 1: Visit the Honolulu Museum of Art and take a self-guided tour or sit in on a youth class. After your visit, write a 300-word reflection on your experience that includes descriptions/details relating to art, and drawing on our course readings and discussions.

Option 2: Visit one music or movement-based performance such as the symphony, children's theater, music festival, or modern/traditional/cultural dance concert. After your visit, write a 300-word reflection on your experience that includes descriptions/details relating to music and/or movement, and drawing on our course readings and discussions.

Note: Since you are taking this course to learn how to provide enriching music, art, and movement experiences for children in elementary school, select your pieces and performances appropriate to this age group.

Each review will be graded according to the following rubric:

Art, Drama, Music Reflection Rubric (25 points)				
	5 - Distinguished	3.5 - Proficient	2 - Basic	0 - Unsatisfactory
Length	Minimum of 300 words	Minimum of 225 words	Minimum of 150 words	Shorter than 150 words
Description of Key Moment or Observation	Key moment or observation is described in detail.	Key moment or observation is described with minimal detail.	Key moment or observation lacks sufficient detail.	Description of key moment or observation is missing.

Connection to Assigned Texts	Clear connection to assigned texts citing specific page numbers.	Clear connection to the assigned text without specific page numbers.	Loose connection to the assigned texts from the course.	No connection to the assigned texts from the course.
Analysis of Observation	Thoughtful analysis that moves beyond the obvious.	Analysis is clear but connections to the text are fairly straightforward.	Analysis is unclear and/or only loosely connected with the text.	Analysis is missing.
Grammar, Spelling, and Punctuation	Grammar, spelling, and punctuation is as expected for college level coursework.	There are minor grammar, spelling, and punctuation issues that do not affect the overall clarity of the paper.	Grammar, spelling, and punctuation errors occasionally detract from the overall clarity of the paper.	Grammar, spelling, and punctuation errors significantly detract from the overall clarity of the paper.

Important Note: *Late reflections will receive at most 50% credit.*

Physical Education Lesson

You will work with a partner to develop a physical education lesson based on one of the activities shared in class. You and your partner are responsible for acquiring all the materials and/or equipment required for this assignment (\$30 maximum budget, please see me if you need assistance in acquiring materials). You will have 30 minutes to lead the class in a demonstration of your activity. After the lesson you will write a 150-word reflection outlining what worked well and what you would change in the future.

The lesson will be graded according to the following rubric:

Physical Education Lesson (25 points total)				
	Exceptional	Proficient	Developing	Inadequate
Preparation	Teachers had a clear understanding of the activity, anticipated questions, and were well prepared for the lesson (10 points)	Teachers understood the activity but did not fully anticipate students' questions (7 points)	Teachers showed minor misunderstandings of the activity and did not anticipate students' questions (4 points)	Teachers had key misunderstandings that impacted the success of the lesson (0 points)
Instruction	Directions are clear and concise (5 points)	Directions are clear but lacking in brevity (information overload) (3.5 points)	Directions are somewhat clear, but may require multiple readings (2 points)	Directions are unclear or missing (0 points)
Materials	Students had all materials needed for the lesson (5 points)			Students were missing some of the materials needed for the lesson (0 points)
Reflection	Reflection met the word count AND clearly identified strengths AND areas for improvement (5 points)	Reflection did not meet the minimum word count but did identify strengths AND area for improvement (3.5 points)	Reflection met the word count but only identified strengths OR areas for improvement (2 points)	Reflection did not meet the word count and did not discuss strengths or areas for improvement (0 points)

Service Learning Reflection Paper

All students who take part in this ED 223 course are required to complete a service-learning project that spans the 15-week term. Research has shown that an effective way to increase engagement with learning is through experiential and active learning strategies that take place in the community (Whitley & Walsh, 2014). To keep this assignment simple yet meaningful, you will be asked to spend 5-10 hours in the community providing service to others in relation to the arts or physical education.

To complete this assignment successfully, please follow the steps below. Get started on this process as soon as possible. Because there are few assignments in the first week of the course, I suggest you start the process at that time, and discuss any potential service-learning project sites with me (the instructor) first, to get approval of an authentic and valid selection for this ED 223 course.

Please choose a site based on the following criteria:

- Community partner must be a non-profit organization or social service/education provider.
- Service should aim to meet the needs of underprivileged youth. (For example, the local Boys and Girls Club, the Public Library, an after school program like Kama'aina Kids, or A-Plus would provide for suitable opportunities in the form of the arts or physical education.)
- Service must be unpaid work; you should not be employed at the site.
- If another course has assigned you to service learning, you will be allowed to utilize the same hours for this course. However, the service and the reflection you create for this service learning assignment should incorporate the theories and principles learned in this course alone.

Instructions:

- Begin by reading the instructions for service-learning on the Chaminade website: http://www.chaminade.edu/service_learning/instructions.php
- Linked to these instructions is an online registration form. Complete it; then PRINT the Connection Form (you'll be prompted to do so). This will be your "contract" with the site you choose.
- Find a site that fits the criteria above, and present the site's supervisor with the attached letter, along with your Connection Form. ***I would like you to complete a timesheet (with supervisor signature/initials for each time you visit) and evaluation form from the project site manager who will be overseeing you.***
- You may use the same letter and form provided from the Chaminade University Service-Learning office.

If you decide to complete at least ten hours of service at this single project site for the semester, then you should consider completing the forms officially. Here are the instructions:

- Submit your completed Connection Form to Henry 117, OR email scanned forms to service.learning.CUH@gmail.com. You'll then receive your timesheet/evaluation form. If it's your first time as a volunteer at the site you choose, you may need to attend training, according to site policy. Training time does not count as "hours" but should be useful to you.
- Do service as scheduled. Bring your timesheet for a signature each time you do service. Timesheet/Evaluation forms are due BEFORE 4/22/2016. Submit in the same manner as the Connection Form, above.

Reflection Paper Requirements:

Write a 500-word reflection, sharing what you learned during your service-learning experience that will help you to be able to apply the concepts and theories you've learned in this ED 223 course successfully in the future. Grading will be based on the learning demonstrated through your reflection paper (prerequisite: five to ten hours completed w/good supervisor evaluation). If you are fulfilling a CUH official service learning requirement, then submit a copy of your paper to service.learning.CUH@gmail.com.

Service Learning Reflection Rubric (50 points)				
	10 - Distinguished	7 - Proficient	4 - Basic	0 - Unsatisfactory
Length	Minimum of 500 words	Minimum of 350 words	Minimum of 200 words	Shorter than 200 words
Description of Key Moment or Observation	Key moment or observation is described in detail.	Key moment or observation is described with minimal detail.	Key moment or observation lacks sufficient detail.	Description of key moment or observation is missing.
Connection to Assigned Texts	Clear connection to assigned texts citing specific page numbers.	Clear connection to the assigned text without specific page numbers.	Loose connection to the assigned texts from the course.	No connection to the assigned texts from the course.
Analysis of Observation	Thoughtful analysis that moves beyond the obvious.	Analysis is clear but connections to the text are fairly straightforward.	Analysis is unclear and/or only loosely connected with the text.	Analysis is missing.
Grammar, Spelling, and Punctuation	Grammar, spelling, and punctuation is as expected for college level coursework.	There are minor grammar, spelling, and punctuation issues that do not affect the overall clarity of the paper.	Grammar, spelling, and punctuation errors occasionally detract from the overall clarity of the paper.	Grammar, spelling, and punctuation errors significantly detract from the overall clarity of the paper.

Important Note: *Late reflections will receive at most 50% credit.*

SYLLABUS CHANGE POLICY

This syllabus is a guide and every attempt is made to provide an accurate overview of the course. Occasionally, it necessary for the instructor to modify the syllabus during the semester due to the progress of the class, experiences of the students, and unforeseen changes in the schedule. Changes to the syllabus will be made with advance notice whenever possible.

COURSE CALENDAR

A detailed course calendar including topics discussed and due dates for all assignments is available through the “Modules” link on our course Canvas page. Due to the time requirements of theatre attendance and service learning, I am cancelling some of our in-person meetings. The purpose of these cancelled sessions is to give you extra time to complete your outside of class requirements. I do not anticipate that you will be able to complete these requirements during our regularly scheduled class time, but you can use this time to study or catch up on other work so you are free in the evening to complete the assigned tasks.

Class will be cancelled on the following dates:

- February 9 (extra time for service learning)
- February 16 (extra time to see “Home” at Honolulu Theatre for Youth)
- February 23 (extra time to see “Home” at Honolulu Theatre for Youth)
- March 16 (extra time for service learning)
- April 13 (extra time to see “Thumbelina” at Honolulu Theatre for Youth)
- April 20 (extra time to see “Thumbelina” at Honolulu Theatre for Youth)

CONCEPTUAL FRAMEWORK

The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community. This alignment is designed to prepare education professionals who meet the CAEP standards for effective teaching by demonstrating professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively work with a diverse community of learners.

GUIDING PHILOSOPHY

The Education Division's guiding philosophy is based upon a set of beliefs that flow from Chaminade University's vision and mission statements, the Education Division's mission statement, the Marianist Core Academic Beliefs, and the Hawai'ian 'Ōlelo of **Mana** (intrapersonal; spirit; embodiment of love, faith, and ethical practice), **Aloha** (interpersonal; love; sacredness; divine breath), **'Ohana** (classroom; family; interconnectedness), **Pono** (community; being in alignment and balance in life and the community), and **Ho'oma'ama'a** (world; become adapted to; teach one to work).

These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor instructional and educational leaders to their fullest potential; a commitment to teaching excellence, engagement in scholarship in the pursuit of truth; and a commitment to scholarly service for the university and the larger community. This alignment is designed to prepare education professionals for effective classroom and school leadership by demonstrating professional dispositions, content knowledge, pedagogical skills, and leadership to work effectively with a diverse community of learners.

EDUCATION DIVISION MISSION STATEMENT

The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Our programs are based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and professional standards. In this context we develop educators who demonstrate ethical, effective and culturally responsive practices, and a commitment to building a just and peaceful society.

MARIANIST VALUES

- Education for Formation in Faith (Mana): Within the community of learners, reason and personal faith are seen as mutually complementary roads to truth. All Education Division members join the larger community of faith, hope, love and ethical practice.
- Integral, Quality Education (Aloha): The community is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. All Education Division members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

- Education and the Family Spirit (Ohana): The community of learners is a second family which encourages the personal development of each of its members. Mutual respect for all members of the Education Division family allows the community to share responsibility for decision making at all levels.
- Education for Service, Peace and Justice (Pono): All members of the community strive to serve the university community and the larger community. Education Division community members are committed to scholarly service and to dispense and receive justice to and from each other and to the larger community.
- Education for Adaptation and Change (Ho‘oma‘ama‘a): True to the tradition of faith, a Marianist-founded education prepares students for tomorrow and adapts to its time. The Education Division scholarly community of learners regards technology as a critical aid in the quest for understanding in a changing world.

EDUCATION DIVISION ATTENDANCE POLICY

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Students must follow the attendance policy as stipulated in the syllabus of Education Division courses. Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

1. Excused Absences.

- 1.1 Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Examples would include illness (with verification by a doctor) or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.
- 1.2. In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

2. Unexcused Absences. Chaminade University policy states that in cases where unexcused absences are equivalent to more than a week of classes the instructor has the option of lowering the grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules.

- 2.1. On-ground courses. When unexcused absences total more than 10% of the number of classes will result in a lowering of the overall grade by one letter grade. A student who misses 20% or more should withdraw or be administratively withdrawn.
 - a. Accelerated Semester Classes (10 classes): More than one absence lowers grade one letter. Missing more than two classes results in failure or withdrawal.

- b. Undergraduate Day Courses T/Th (30 classes): More than 3 absences lowers grade one letter. Missing more than six classes results in failure or withdrawal.
 - c. Undergraduate Day Courses M/W/F (45 classes): More than 4 absences lowers grade one letter. Missing more than nine classes results in failure or withdrawal.
- 2.2 Hybrid courses (online combined with 3 or more on-ground meetings) One absence from on-ground classes lowers grade one letter. Two or more absences from on-ground meetings results in failure or withdrawal. For the online portion of the course the instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.
- 2.3 Online courses and online portion of hybrid courses. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course. *Note: For this class you are expected to log on at least two times each week.*
- 3. Additional Notes
 - 3.1 If a student does not logon to an online or hybrid course for the first two weeks, the instructor should notify the Dean and the student will be withdrawn from the course.
 - 3.2 Any student who stops attending an on-ground course or stops participating in an online course without officially withdrawing may receive a failing grade.

EDUCATION DIVISION INCOMPLETE GRADE POLICY

At the discretion of the faculty member, a grade of “I” may be assigned to a student who has successfully completed a majority of the coursework, but who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule. The issuance of an “I” grade is not automatic. Prior to reporting final grades, a contract must be made between the student and the instructor for the completion of the required coursework. This contract must reflect a final default grade if the student does not submit the required assignments. (For example, the grade notation would be: IB, IC, ID, or IF. The default for an “I” that is submitted without an alternative grade is “F.”) The contract must include a detail of the remaining coursework and the final deadline date by which the grade is to be submitted. (Note: the deadline date is 90 days past the end of term date and includes the time required by the instructor to review, grade, and submit the paperwork reflecting the final grade.) This deadline date may not be extended.

ACADEMIC HONESTY STATEMENT

In the cases of alleged academic dishonesty (such as plagiarism, cheating, claiming work not done by the student, or lying) where a faculty member observes or discovers the dishonesty, the faculty members may choose to confront the student and handle the matter between the faculty member and the student, or the faculty member may choose to refer the incident to the Dean or Graduate Program Director. (If the Dean or the Director is the instructor in question, the concern shall be directed to the Provost; if the Provost is the instructor in question, the concern shall be directed to the President.) If the faculty member chooses to

confront the situation and it is not satisfactorily resolved between the faculty member and the student, the matter may then be referred or appealed to the Dean or Director.

- In either case, the Divisional Dean or Graduate Program Director may choose to 1) resolve the matter through a meeting with both the student and the faculty member, or 2) refer the matter to the Provost. The findings, in either case are final.
- If alleged academic dishonesty is reported to a faculty member by a third party, then the faculty member will meet with the Divisional Dean or Graduate Program Director; to determine whether the evidence warrants an investigation, and how the investigation will be handled. It may also be decided that the faculty member will either confront the student or, assuming enough evidence is present to warrant action, turn the matter over to the Divisional Dean or Program Director to either resolve or organize a hearing.
- If the student is found guilty of the charges of academic dishonesty, the student may be subject to academic penalties such as failure of the course, exam, or assignment. Other penalties from the list of possible disciplinary sanctions may also be deemed appropriate.

DISABILITY AND FULL INCLUSION STATEMENT

Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Director of Personal Counseling at (808) 739-4603 or by email at the jyasuhar@chaminade.edu address. A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion. Beyond the legal requirements Chaminade's Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

TITLE IX COMPLIANCE

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center: 808-735-4845
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

TECHNICAL SUPPORT

For technical questions contact the Chaminade helpdesk (helpdesk@chaminade.ecollege.com) or call (877) 740-2213.

KSD REFERRALS

Background: Implementation of the Knowledge/Skill/Disposition (KSD) referral system was approved by the Division at the Fall 2011 Chaminade Faculty retreat. The KSD referral system is in place to help undergraduate and graduate students in reaching their goals to become highly-qualified and highly-effective educators and administrators. As our Education Division mission states, we strive “To foster the development of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and state and professional standards.” Part of this is to ensure that each teacher candidate or educational leader taking our coursework is knowledgeable in the content area, possesses the needed skills to teach that content, and has dispositions that are reflective of an education professional with accompanying Marianist values.

Referral Process: Any member of the Education Team, defined as an employee of the Education Division and including adjunct instructors, can initiate a KSD referral to the Dean at any time and for any student taking an education course. Referrals can also be made to the Dean for our students taking non-education courses.

NETIQUETTE FOR ONLINE ACTIVITIES

- Be polite and respectful of one another.
- Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response.
- Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text.
- Be helpful and share your expertise. Foster community communication and collaboration.
- Contribute constructively and completely to each discussion. Add value in your comments. Avoid short, repetitive “I agree” responses.
- Consider carefully what you write. Re-read all e-mail and discussion before sending or posting. Remember that e-mail is considered a permanent record that may be forwarded to others.
- Be brief and succinct. Don’t use up other people’s time or bandwidth.
- Use descriptive subject headings for each e-mail message.
- Respect privacy. Don’t forward a personal message without permission.
- Cite references. Include web addresses, authors, names of articles, etc.
- Keep responses professional and educational. Do not advertise or send chain letters.
- Do not send large attachments unless you have been requested to do so or have permission from all parties.