

**EDUC 712: Learning Styles and Learning Theories**

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| **Semester/Year**  Fall Accelerated 2022 | **Instructor:**  Dr. Bryan Moseley |
| **Course# and Credits:**  EDUC 712  3 credits | **Email:**  bryan.moseley@chaminade.edu |
| **Class Title:**  Learning Styles and Learning Theories | **Telephone:**  739-8549 |
| **Course Format:**  On-line | **Office Hours/When to Contact:**  2-4pm Tues & Thursday or by appointment |
| **Class Location:**  Online: Canvas | **Office Location:**  Education Building #117  (Brogan Hall) |
| Class Time/Day:  Virtual class on Sunday 3-6 or by arrangement with classmates. This is designed to provide for efficient time for posting in the discussion threads, not online chat. If you cannot make this time schedule an alternative with your classmates to complete the weekly required online time. | Other:  Welcome and a big Aloha to all!  This is an accelerated course that packs a normal semester into ten weeks. Please be prepared to login each week for the same amount of time that you would in a traditional face to face course. |
| **O&P/Service Requirement:**  None | **Holidays:**  None |

**Texts (Required):**

Darling-Hammond, L. (2008). Powerfull learning: What we know about teaching for understanding. San Francisco, CA: Jossey-Bass. ISBN 978-0-470-27667-9 (note: Chapt. 1 free from publisher’s website)

Mayer, R. E. (2011). Applying the science of learning. NY: Pearson. ISBN-13: 9780136117575

Remember that you will be expected to use APA style for the paper. So having a copy of the APA manual or having clear understanding of resources such as those at the Owl at Purdue will be needed:

https://owl.purdue.edu/owl/research\_and\_citation/apa\_style/apa\_formatting\_and\_style\_guide/general\_format.html

**Marianist Values:**

* 1. 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.
  2. 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.
  3. 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.
  4. 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.
  5. 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.

**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.

**Program Learning Outcomes (PLOs):** Successful teacher candidates in Chaminade initial teacher licensure programs will demonstrate knowledge, skills, and dispositions in the following areas:

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| **PLO1** | **Content Knowledge** (*Knowledge of subject matter*) |
| **PLO2** | **Developmentally Appropriate Practice (***Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning* ) |
| **PLO3** | **Pedagogical Content Knowledge** (*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*) |
| **PLO4** | **Educational Technology** (*Knowledge of and application of appropriate technology for student learning*) |
| **PLO5** | **Assessment for Learning** (*Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning*) |
| **PLO6** | **Diversity** (*Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments)* |
| **PLO7** | **Focus on Student Learning** (*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*) |
| **PLO8** | **Professional & Ethical Dispositions and Communication** (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) |

**Course Learning Objectives (CLOs):** At the end of this course, the students will:

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| --- | --- |
| **CLO 1** | Analyze cognitive learning theories of learning and motivation (Lab 1) |
| **CLO 2** | Create a research topic in motivation applicable to their educational practice that can be supported with research evidence. (Lab 4) |
| **CLO 3** | Create a review of literature that documents two trends in the research literature that can be applied to their educational practice. (Final Project) |

**Linkages between Course Learning Objectives (CLOs) and Program Learning Objectives (PLOs):**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 |
| CLO 1 | **X** | **X** | **X** |  |  |  | **X** |  |
| CLO 2 | **X** | **X** |  |  | **X** | **X** | **X** |  |
| CLO 3 | **X** | **X** | **X** |  |  | **X** | **X** |  |
| CLO 4 |  | **X** | **X** |  |  | **X** | **X** |  |

**Big Ideas or Essential Questions Addressed in This Course:** *3 questions with link to CLO and PLO:*

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| --- | --- | --- |
| **Essential Questions** | **Related CLOs** | **Related PLOs** |
| Why is it important to understand motivation and learning theories? | 1, 2 | 1 – 3, 6 – 7 |
| How are learning and motivation theories related to student learning in education (i.e., the classroom)? | 1, 2, 3 | 1 – 3, 5 – 7 |
| How do you successfully implement effective learning theories in the P – 12 classrooms? | 1, 3, 4 | 3, 5, 6, 7 |

**Course Requirements (200 total points):**

**Points will be deducted for late assignments = -5% points per day.** Papers more than 10 days late will not receive points.   
**Incomplete:** An incomplete (I) will be given only under emergency situations and much dialogue between the student and instructor; prior to the deadline for submitting grades to the Registrar’s Office.

| **Assignment** | **Pts** | **Assignment Description** | **Due Date** |
| --- | --- | --- | --- |
| Attendance and Participation | 50 | All students are expected to make three posts per discussion topic. Failure to post during a week of the course will be considered an absence and result in a 10% reduction in total points. | Weekly |
| Research Paper | 100 | All students are required to write a research paper on motivation describing two trends in motivation research and providing an application that demonstrates their capacity to apply research findings to practice. The Publication Manual of the American Psychological Association (APA Manual) will be used in formatting the paper. See attached | See section on “Course Schedule” page 11 |
| Weekly Reading Questions/Progress updates | 40 | **All students will have biweekly reading questions. These can be worked on collaboratively but each must show your unique work.** You will also be required to provide an update on your weekly progress for the research paper. You should be able to document consistent progress throughout the term. | See section on “Course Schedule” page 11 |
| Article discussions/papers | 10 | **We will have online discussions of the course content articles and your research progress on Sunday afternoons in the second half of the course. These will be done through a Google Hangout. Students who can’t participate will be required to write a two page summary of the article and demonstrate how the findings are demonstrated in a key table, graph, or figure as an alternative to fulfill this requirement.** |  |

**Absences** totaling 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 drop the class. In our ten week online class a week of non-participation is considered an absence and will result in a 20 point reduction. Please be careful to consistently login to the course and be a conscientious member of our learning community

**Last minute posting** within the final 24hrs before deadline will not receive full credit because it is of limited value to your peers and is unsupportive of our learning community. Be sure to post early and often during the week.  Of course you will not be penalized for additional posts beyond the requirements that take place on the last day.

**Late Work:** All submitted work (i.e., our math journal or lesson plan) will be reduced by 5% each day it is late. Please be aware of this and plan accordingly. Work submitted 10 days or later after deadlines will not receive points.

**Grading Scale:**  The total point value of assignments and participation is 200. Letter grades are based on the following point system:   
180 – 200 = A   
160 – 179 = B   
140 – 159 = C   
Below 140 = F

**Signature Assignment:**

The goal of the EDUC 712 Research Paper is to apply your research skill to a topic that will help you become a more knowledgeable and effective researcher/practitioner. The default topic is motivation although it is possible to pursue different topics if you obtain written approval prior to week 4. You are encouraged to choose a population of students similar to what you will address as a practitioner so that your findings could be meaningful to you. For example you might research ways to better motivate your students to learn the type of content that you teach and have experienced difficulty with in the past. It is important that the paper show good, organization, writing mechanics and attention to APA style references.

You will be looking for a “Trend.” What is a trend? It is a consistent pattern in research that relates to your particular issue that you are trying to address. For example if you were interested in motivating students to be nicer to each other in your class. You read over the literature and you find 4-5 articles with results that suggest you should provide yummy treats to students to make them nicer to each other and make them feel at home in class. Notice that it’s not just 4-5 articles that mention snacks, after all it’s not a trend if some disagree with giving them out to boost “niceness,” rather it 4-5 articles having a similar findings about snacks. You have now found a trend that you could report and some new methods that you could incorporate into your teaching. Maybe next you find that teachers who focus on peer review in classrooms have fewer conflicts between students.

All papers should have a minimum of ten references emanating from either peer reviewed journals, academic publishers, or publications from national organizations overseeing curriculum in the relevant content area (e.g., NCTM, NSTA, NCTE etc….). More are encouraged and different topics lend themselves to more or less citations. Every decision about your practice should be made from multiple sources. Each trend should have one table summarizing some aspect relevant to the trend that is referred to and discussed in the text.

General Outline

Introduction: (Address all of these as at least one paragraph)

1. What problem are you trying to address?
2. What might the research bring to your practice?
3. What two trends are there in the research that could better inform the decisions that you make as a practitioner?
4. Organizing paragraph

* Give the reader an overall view of what you plan to report in the paper and where.
* Make the structure clear in the paper so that the reader can judge if you have accomplished your stated goals.
* Use phrases like “ in the next section the first trend will be addressed….” “And then..”

Trend one (At least one paragraph, better to have more)

* Give a detailed account of the trend that you have found that is relevant to your practice.
* Identify your trend in a table that shows the trend. Analyze the table.
* What types of evidence does this type of research you have identified use?
* Be sure to make all jargon clear, and have a logical narrative from one sentence to the next.
* What recommendations does this trend make to you to improve your practice? How would you implement these recommendations in a way that is true to their original spirit?

Trend Two (At least one paragraph, better to have more)

* Give a detailed account of the second trend that you have found that is relevant to your practice.
* Identify your trend in a table that shows the trend. Analyze the table.
* What types of evidence does this type of research you have identified use? (Qualitative, quantitative, or mixed?). Describe why these are approaches are appropriate.
* How does this trend build upon/ relate to the first one?
* Be sure to make all jargon clear, and have a logical narrative from one sentence to the next.
* What recommendations does this trend make to you to improve your practice? How would you implement these recommendations in a way that is true to their original spirit?

Evaluation

* According to the research what should happen if these two trends are implemented in your practice?
* How will you judge that they have been implemented effectively or that the ideas themselves are effective?

Conclusion

* Sum up what you have discovered and state how your ideas have evolved over the course about the topic.
* In what areas should your practice continue to change to improve?

References (APA style, corresponding to in text citations)

**Signature Assignment Program Outcomes**

HI-CHAM-MAS-ED-PO.1

PRACTICE: demonstrates on-going commitment to the progress and well being of the learner, to the school and professional community, and to his/her own professional and intellectual development

HI-CHAM-MAS-ED-PO.2

THEORY: Understands major theories currently driving the field as important empirical, historical, philosophical and conceptual studies

HI-CHAM-MAS-ED-PO.5

SCHOLARSHIP: is able to compose academic prose for a variety of audiences including peers, professors, and the larger scholarly and professional community

**Observation & Participation (O&P) or Service Learning Requirement (if applicable):** This course does not include an O & P or Service Learning component.

**Course Schedule/Calendar by Session:** **Assigned articles can be downloaded from Canvas.**

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| --- | --- | --- | --- |
| Week | **DATE\*\*** | Activities | Assignments & Due Dates  All submitted assignments are due on Canvas Monday by 5pm HST |
| 1 | 10/9 | Introductions and course requirements  PL Chapter 1  Mayer Introduction | Canvas weekly discussion: Three posts per discussion topic each having 1 question and two comments. |
| 2 | 10/16 | PL Chapter 2  Mayer Learning p.14 -30 | Lab Sheet #1 due  Canvas weekly discussion |
| 3 | 10/23 | PL Chapter 3  Mayer Learning p. 30-48 | Canvas weekly discussion |
| 4 | 10/30 | PL Chapter 4  Mayer Instruction p. 51-70 | Lab Sheets due |
| 5 | 11/6 | PL Chapter 5  Mayer Instruction p. 71-90 | Canvas weekly discussion  Sunday 2-3 pm Google Hangout: |
| 6 | 11/13 | Mayer Assessment p. 91-108 Michael Cole: Role of Culture  *Motivation Control Autonomy* | Lab Sheets due  Canvas weekly discussion  Sunday 2-3 pm Google Hangout: |
| 7 | 11/20 | Mayer Assessment p. 108-127  *Motivation Metacognition* | Canvas weekly discussion  Sunday 2-3 pm Google Hangout: |
| 8 | 11/27 | *Motivating achievement not aggression* | Lab Sheets due  Canvas weekly discussion  Sunday 2-3 pm Hangout: |
| 9 | 12/4 | *Motivation develop and change* | Canvas weekly discussion  Sunday 2-3 pm Google Hangout: |
| 10 | 12/12\* | No readings: work on paper revisions. | Research paper (signature assignment) due  Canvas weekly discussion: |

**\*Note: This is the last official day of the term. All work is due by this date. Extensions only with the consent of the professor.**

**\*\*Discussion posting requirements should be completed by 12pm each Sunday night giving everyone time for revision/reflection so that project assignments can be submitted the next day Monday 12pm.**

**University Policies:**

**Attendance:** 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 of the* Division as appropriate for the course format (on-ground, hybrid, or online). Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

A summary of the Education Division’s attendance policy is attached at the end of this syllabus.

**Writing Standards:** All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism.

**Freedom of Expression:** Students are free to express different views than those presented in this course but these diverse views must be grounded in research. Students are required to complete all assignments and study the materials presented in class whether or not there is agreement with the specific bodies of knowledge set forth in this course.

**Plagiarism:** “Plagiarism is the offering of work of another as one’s own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgement.
3. Submitting as one’s own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

Please refer to your **Student Handbook** and the **Graduate Catalog** for other important institutional and academic policies including more detailed information regarding Grading, Plagiarism, Classroom Deportment, Freedom of Expression, Add/Drop, Disabilities, and others.

**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. 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.
   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:
   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.
      1. Accelerated Semester Classes (10 classes): More than one absence lowers grade one letter. Missing more than two classes results in failure or withdrawal.
      2. Undergraduate Day Courses TTh (30 classes): More than 3 absences lowers grade one letter. Missing more than six classes results in failure or withdrawal.
      3. Undergraduate Day Courses MWF (45 classes): More than 4 absences lowers grade one letter. Missing more than nine classes results in failure or withdrawal.
   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.

1. **Additional Notes**
   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*.
   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](mailto: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.

**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 (see attached form). Referrals can also be made to the Dean for our students taking non-education courses.

**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.

**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.