

**Learning and Memory (PSYC 311)**  
**Fall 2021**  
**Online 8/23/2021 – 12/17/2021**

**Instructor:** Dr. Jonathan Pettibone

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**Phone:** 618-650-3346 (but email or chat on Teams is best)

**Online Office Hours:** Monday & Wednesday, 2 to 3 pm on Teams

This class involves two independent but interrelated topics. The first is *learning*, defined as the process by which changes in behavior arise as a result of interactions with the world. The second is *memory*, defined as the record of those interactions acquired through learning. Learning has traditionally been taught from a behaviorist perspective, one which considers the construct of “memory” to be largely irrelevant. Memory has traditionally been taught from a cognitive perspective, one which tries to go beyond simple associations to understand behavior. In the last 20 years, these two fields have come back together due to advances in neuropsychological and computational (computer) modeling of cognition. This class will cover learning and memory from an integrative perspective, involving both behaviorist and cognitivist, animal and human models, behavioral and neuropsychological methods. We will also attempt to cover uses for learning and memory research across applied psychology.

#### **BASIC CLASS INFORMATION**

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This is an asynchronous, online course. That means that the course does not “meet” as a group at a certain time; however, you will have deadlines for your work. We will use a combination of Blackboard and MS Teams for communication, lectures, and assignments.

#### **Course Description from College Catalog**

Survey in topics related to conditioning, memory, and their integration. Students are recommended to have taken PSYC 208, PSYC 220 and PSYC 221.

#### **Required Materials**

Gluck, M. A., Mercado, E., & Myers, C. E. (2016). *Learning and Memory: From Brain to Behavior* (3<sup>rd</sup> ed.). Worth Publishers.

#### **Required Technology**

Students must have Internet access on a reliable computer. You will need to be able to open Microsoft PowerPoint and Word documents on your computer and have access to both Blackboard and MS Teams. This software is all available for free from SIUE. I cannot accept documents created in Pages or in Google docs (exporting them to PDF tends to introduce errors in formatting).

At a minimum, you will need the following software/hardware to participate in this course:

- Computer with a current operating system (e.g., Windows, Mac, Linux)
- An updated Internet browser (Apple Safari, Google Chrome, Mozilla Firefox). See [Blackboard's Browser Checker](#) page to see if your browser and operating system are compatible with Blackboard.
- DSL or Cable Internet connection or a connection speed no less than 6 Mbps.
- Media player such as QuickTime or Windows Media Player.
- Adobe or alternative PDF reader (free)
- Java plugin (free)

- Any other specialized software or basic software (e.g., Microsoft Office, Adobe Photoshop). SIUE students can download MS Office and MS Teams at no charge.

Visit these sites to be sure that you are prepared to take an online course:

- <http://www.siu.edu/online/planning-preparation/index.shtml>  
<http://www.siu.edu/online/planning-preparation/is-online-learning-right-for-me.shtml>

**Getting Tech help:**

Blackboard help pages: <http://www.siu.edu/its/bb/index.shtml>

ITS helpdesk: 618-650-5500, [ftc\\_help@siue.edu](mailto:ftc_help@siue.edu)

**CLASS WORKLOAD FOR THIS ONLINE COURSE**

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This is a 16-week Fall class, and therefore you can expect to spend 6 to 9 hours *per week* on this course. This time will be spent reading, taking quizzes, watching online lectures, adding to class discussion, and working on assignments. Make sure that you have the dedicated time and resources to devote to this class. Skipping the lectures will make it difficult to succeed in the class.

**COURSE OBJECTIVES**

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After completing this course, you should have a better understanding of...

- The historical context of the field of learning and memory
- The neuroscience behind learning and memory
- The different types of memory and how they impact behavior
- Classical and Instrumental, and Operant conditioning (i.e. learning)
- Applications of learning research to applied psychology

## THE STRUCTURE OF THIS CLASS

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We will cover 13 topics (13 chapters + the intro to the class). For each, you will have a series of readings/assignments/quizzes/activities to be completed by a given deadline. These are the types of things you'll do in the modules (more detailed instructions for some class elements appear at the end of the syllabus):

1. **Watch/listen to a lecture** At the beginning of a new chapter/topic, first watch the lecture. Take notes using the provided outline. Stop when needed to write down additional information.
2. **Read** the associated chapter/readings. I strongly suggest that you first skim the chapter, then reread the chapter, and while doing so rewrite your lecture notes and integrate the new information (from the text) into them. *This is vital to performing well on the quizzes.* Also, pay CAREFUL attention to the directions on BB, as sometimes I tell you that some portions of the chapter do not need to be read.
3. **Take quiz** You will complete a quiz on each chapter. The quizzes will be timed (15 minutes), so you may use your readings themselves, but you won't have unlimited time to look up the answers. Brief lecture/book notes, however, will be very helpful. You can take a quiz three times, so I recommend you do the readings, watch the videos, and then take the quiz. Note what you missed the 1<sup>st</sup> time (BB will tell you incorrect questions but not the correct answers), then study that material. Then, take the quiz a second time.
4. **Discuss Readings/Activities** You will discuss each set of readings/lecture on Blackboard. Although Dr. Pettibone will lead the Discussion, the discussion should occur between students in the class (not just between myself and the students). A large amount of your course points comes from Discussion posted on Blackboard Discussion boards. The *quality* and *quantity* of your Discussion will be graded.
5. **Complete an Online Psychology Lab (OPL) Assignment** For three of weeks of the class we will complete an online psychology lab experiment that will help illustrate to you the material we are covering. For each assignment, you will need to participate in the experiment and answer a set of discussion questions based upon the assignment to help you relate what you did to the lecture material.
6. **Complete a Reflection Paper.** At the end of the semester, you will write a 3-4 double-spaced (not including title and reference page) page reflection paper summarizing what you learned from reading one of several possible articles that deal with topics related to learning and memory. Articles will be provided on blackboard- you can look them both over and choose the one you want. Reflection papers should integrate material from the paper you read along with what you have learned this semester about learning and memory.
7. **Midterm and Final Exam** You will take an essay-style, open-book/note midterm and final exam online. You will have 48 hours to complete each exam and upload it after it posts.

## GAINING POINTS IN THIS CLASS

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### 1. Quizzes (65 points)

You will have 13 online quizzes, each covering 1 chapter/topic (plus an EC syllabus quiz) and its associated exercises. The first week will have two quizzes- an EC quiz on the syllabus and a regular content quiz. The remaining weeks will generally have one quiz and will (Quiz for Ch.1 is divided into two parts) be worth 5 points each (10 to 20 items worth .5 or .25 pts. each) in a multiple-choice format. You will have 15 minutes to complete each quiz, and you may take each quiz **three times** (highest grade counts; the syllabus quiz can only be taken once). Note that 15 minutes is *NOT* long enough to look up every answer; remember to take notes while you read the chapter so that you can refer to those notes during the quiz. You are expected to take these quizzes independently- if you share answers, you are not determining what information you are missing from your studying, and I will consider that academic dishonesty for all parties involved.

### 2. Exams (100 points)

You will have a midterm exam and a final exam, each of which is worth 50 points. These exams will be in written format (short answer and essay). You will have approx. 24 hours to complete each exam and upload it to Blackboard.

### **3. Online Psychology Lab (OPL) Assignments (30 points)**

For each lab assignment (3), you will participate in the experiment, summarize what you did, and provide answers to a set of questions about what you did and connecting it to the lecture material. These write-ups will be worth 10 points each and will be graded on effort and completeness. Our class ID for this semester is: 614751

The URL for OPL is: <https://opl.apa.org/index.html?device=browser> .

To get started, go to the URL above and choose "Student Login". You can then make an account with the APA or log in with a google account. Enter the class ID above to get set up.

### **4. Reflection Paper (20 pts.)**

A 2-to-4-page summary and critique of an article that covers an issue of interest to contemporary learning and memory theory and research. A rubric will be provided.

### **5. Discussion (48 points)**

For each topic, you will participate in an online discussion of the material. Questions will be provided, and you will respond (see guidelines for discussion at the end of this document). 4 points are possible for each discussion. You may miss one discussion and still earn full credit. If you participate in all the discussions, the 13<sup>th</sup> will count as EC.

**FINAL GRADES** All of your grades will be recorded in terms of points (263 possible + 9 points of EC). Your grade will be assigned based upon a 90% (A), 80% (B), etc., grading system. I do not curve or round in grading.

## **CLASS POLICIES**

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**Late work** All deadlines are firm; no late work will be accepted.

**Communication** If I need to contact you, I will do so via SIUE email. You are responsible for checking your SIUE email daily. Checking your SIUE email will also ensure that you get important departmental announcements. In addition, if you're a Twitter-er, I encourage you to follow our department's Twitter page (@SIUEpsychology).

**Blackboard** Lecture *outlines*, PowerPoint video lectures, exercises, and grades will be available on Blackboard.

### **Important university dates for this term:**

Consult this page for withdrawal dates for this term: <https://www.siu.edu/registrar/schedules/>

**Departmental policy on Incomplete grades, pass-no pass option, and withdrawal** All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <http://www.siu.edu/policies/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

**Academic Honesty**. ANY case of academic dishonesty (e.g., cheating on a quiz or exam or allowing others to cheat off of you, or other dishonest act *regardless of the point count*) will receive the recommended university policy, failure of the course and reporting of the case to the Provost. You may not look at any other student's midterm/final exam, and you may not copy any portion of your answer from internet or other sources (i.e., the words/ideas must be entirely your own).

**Departmental policy on plagiarism.** Plagiarism includes either presenting someone else’s words without quotation marks (even if you cite the source) or presenting someone else’s ideas without citing that source. If you plagiarize, your instructor cannot evaluate your understanding of the topic. When paraphrasing from another source, at the very least the student should change the wording, sentence syntax, and order of ideas presented in the paper. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that “Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost.” (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>. Note that you are not allowed to use the previous exams/quizzes of any former students in this course; doing so constitutes plagiarism.

**Department of Psychology Writing Policy.** As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siu.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siu.edu/lss/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you with the grade of 0. You will have 24 hours to return the assignment in an acceptable form; if it still fails to meet the basic writing criteria, the grade of 0 will remain. Note that this policy applies to your discussion posts and your midterm/final exam. On the midterm/final, if your paper is returned to you because of a violation of the writing policy, 20 points will be deducted from the second attempt.

**Statement on Disabilities** Students needing accommodations because of medical diagnosis or major life impairment will need to register with **Accessible Campus Community & Equitable Student Support (ACCESS)** and complete an intake process before accommodations will be given. The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at [myaccess@siue.edu](mailto:myaccess@siue.edu) or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at [www.siu.edu/access](http://www.siu.edu/access).

## **MY (THE INSTRUCTOR’S) ROLE IN AN ONLINE, DISCUSSION-BASED COURSE**

In a course like this, learning takes place individually through readings and activities, and collectively through discussion. DO NOT UNDERESTIMATE THE VALUE OF THE DISCUSSION. Discussion is where the critical thinking takes place, where you are forced to really flesh out your ideas and views, while using the course materials (and to a lesser extent, your personal experience) as evidence. There are no “right” answers in a discussion—just well-supported and crafted posts vs. weakly-supported, low effort posts. You’ll get feedback on your posts to help you develop your Discussion skills along the way. In addition, I will close and wrap-up the posts; make sure you read the wrap-ups, as they serve to pull together all the main points of the discussion.

Although this is an online course, I will not be available to you 24-7. I, like you, will log in periodically. You should expect to receive a response to an email or discussion post (directed at me) within 12 hours during the week, and within 18-24 hours on the weekend (except when noted otherwise). Generally, if you contact me after 5PM, you probably won't hear from me until the next day.

### **CONTACTING DR. PETTIBONE**

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During the pandemic, it is easiest to contact me over e-mail or through chat/discussion posts in Teams. Please use chat (or email, but I prefer teams) for specific questions that apply only to you or for topics that you want to keep private. If you think the answer to your question could benefit everyone, post a public question in Teams so everyone can see the answer. If I think your e-mailed or chatted question could be useful to others I will ask you to resend it as a discussion post in teams before I answer. I keep teams open on my desktop almost whenever I am working, and I tend to respond to it faster than e-mail, so consider using that instead. I rarely respond to e-mail after 9 pm at night. Please do not call my office number. Since the pandemic hit, I am very rarely in my office to answer it.

## SCHEDULE

(the Instructor reserves the right to change the schedule if necessary, but fair warning will be given)

The quiz, discussion post, and the lecture material for a module will be posted on the 1<sup>st</sup> day of the week listed. The quiz and discussion questions will close at 11:59 pm on the final day of the week listed. No late work will be accepted for the quizzes or discussion posts.

Week	Topic/Reading Assignment	Quizzes/Due Dates for OPL Assignments
1 (8/23 – 8/29)	<b>Intro to Learning and Memory</b> Readings: Ch 1	<b>Optional: Online “Meet ‘n greet” on teams (8/23 @ 8 pm)</b>
2 (8/30 – 9/5)	<b>Neuroscience of Learning and Memory</b> Readings: Ch 2	
3 (9/5 - 9/12)	<b>Non-Associative Learning</b> Readings: Ch 3	
4 (9/13 - 9/19)	<b>Classical Conditioning Pt 1.</b> Readings: Ch 4	
5 (9/20 – 9/26)	<b>Classical Conditioning Pt 2</b> Readings: Ch 4	
6 (9/27 – 10/3)	<b>Operant Conditioning, Pt. 1</b> Readings: Ch 5	<b>OPL Assignment Due: Mazes (10/3)</b>
7 (10/4 - 10/10)	<b>Operant Conditioning, Pt. 2</b> Readings: Ch. 5	
8 (10/11 – 10/17)	<b>Midterm Exam</b>	
9 (10/18 – 10/24)	<b>Episodic and Semantic Memory</b> Readings: Ch 7	<b>OPL Assignment Due: Numerical Memory (10/24)</b>
10 (10/25 – 10/31)	<b>Skill Memory</b> Readings: Ch 8	
11 (11/1 – 11/7)	<b>Working Memory &amp; Cognitive Control</b> Readings: Ch. 9	<b>OPL Assignment Due: Association Memory Test (11/7)</b>
12 (11/8 – 11/14)	<b>Emotions, Learning, and Memory</b> Readings: Ch. 10	
13 (11/15 – 11/21)	<b>Social Learning and Memory</b> Readings: Ch. 11	
14 (11/22 – 11/28)	Fall Break- No Class	
15 (11/29 – 12/5)	<b>Development and Aging</b> Readings: Ch. 12	
16 (12/6 – 12/10)	Review for Final Exam	<b>Reflection Paper Due (12/10)</b>
Final Exam Week		

## COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2021)

### Health and Safety

The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University’s *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here:  
<https://www.siu.edu/policies/Covid.shtml>

## **Classrooms, Labs, Studios, and Other Academic Spaces**

While in the classroom, lab, studio, or other academic spaces, students (regardless of vaccination status) shall wear face coverings that fully cover the nose and mouth and practice physical distancing measures to the extent practicable based on the specific classroom capacity and pedagogy. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face covering will be reminded of their obligation to comply with SIUE's *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and [myaccess@siue.edu](mailto:myaccess@siue.edu)).

## **General Health Measures**

At all times, students should engage in recommended health and safety measures, which include:

- Conducting a daily health assessment. If you have [COVID-19 symptoms](#), but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, stay home and contact your health provider or SIUE Health Service at [cougarcare@siue.edu](mailto:cougarcare@siue.edu) or 618-650-2842. More information on reporting procedures is available [here](#).
- Frequent washing or disinfecting of hands.
- Physical distancing.
- Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain physical distance. Indoor public spaces include common spaces or community settings that anyone can access, such as reception areas with walk-in access, restrooms, hallways, classrooms, teaching and research laboratories, as well as common spaces in residence halls, conference rooms, lobbies, and break rooms.
- If present, adhere to directional signs and traffic flow patterns in buildings and offices. In many spaces, doors for entering and exiting buildings are designated.

## **Academic Integrity**

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University,

regardless of modality or location. The full text of the policy can be found here:  
<https://www.siu.edu/policies/3c2.shtml>.

### **Recordings of Class Content**

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here:  
<https://www.siu.edu/policies/3c1.shtml>.

### **Potential for Changes in Course Schedule or Modality**

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.

### **ONLINE DISCUSSION**

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Participation in the discussion forums for this course is the centerpiece of the course; it is where the learning happens. You will be required to participate in online discussions for each topic. Your participation will enhance and support your and your classmates' learning.

As the instructor, I will facilitate student discussions in order to guide your learning. I will not, however, address every single post—the discussion will occur between students, not between me and each of you. I might share a related idea, give an example, intervene when the discussion goes off-track, or summarize student comments together to help deepen student learning. Note that I will not directly answer questions on the discussion board unless several students have already attempted to answer the question unsuccessfully. Remember that the primary discussion is to be ***between students***.

There will be a Discussion forum for each topic, and each forum will contain multiple threads. Specific directions for contribution will be given in the forum (some will require you to participate in each thread, some will give you a choice). You'll typically be required to make an initial post (i.e., a response to Dr. Pettibone's question), and then follow-up posts (i.e., responses to others' posts). You will be graded on your participation in each forum; in other words, you'll get one grade for discussion in each topic/chapter. Here is what you need to do to earn the maximum points for each discussion:

### **QUANTITY/TIMING**

- READ and POST initial posts early in the week that a discussion is available
- READ and POST follow-up posts at least once later in that week
- Your posts should be *spread out* in time. In other words, if you log in once on Monday and post your initial posts, and then once Tues morning and do all of your follow-up posts, you will NOT get the full points for the discussion because it will be clear that you did not continue reading/contributing to the discussion throughout the full discussion period. You should be learning by continually reading and engaging in the discussions, and the way to illustrate that you are doing so is to post in spaced out intervals. You need to make a minimum of one post to receive a grade for the discussion. I will consider the overall content and quality of multiple posts in your grade for each discussion.

## LENGTH

- Posts should be within a range of approximately 75-150 words (1-2 short paragraphs). For example, the paragraph above that begins with “There will be a Discussion forum.....” is 103 words.

## CONTENT/QUALITY

- Posts and responses should be thorough and thoughtful. Just posting an "I agree", "Good ideas", or “Me, too” will not be considered a post—you can say such things, but they won’t “count” unless you support such statements with examples, experiences, or references.
- Make certain that all posts and responses address the question, problem, or situation as presented for discussion. This does not mean you should not extend the topic, but do not stray too far from the topic.
- Discussions occur when there is dialogue; therefore, you need to build upon the posts and responses of other learners to create discussion threads. Make sure to revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses.
- When relevant, add to the discussion by including prior knowledge, experiences, references, web sites, resources, etc. (giving credit when appropriate), as well as references back to prior modules or discussions.
- **It is vital that you demonstrate your knowledge of the material presented in the module (e.g., readings, lectures, activities, videos, etc.). However, because the readings are the key course material, it is particularly important that you demonstrate knowledge of the readings.**
- Contributions to the discussions (posts and responses) should be complete and free of grammatical or spelling errors. Use professional language.
- The tone of your posts should be appropriate, and friendly.

Each of the forums will be graded using the following rubric:

**DISCUSSION GRADING RUBRIC**

	<b>Unsatisfactory (0 points)</b>	<b>Satisfactory (.5 point)</b>	<b>Excellent (1 point)</b>
<b>Quantity and Timeliness</b>	Does not submit first or second posts by time specified	Submits all required posts, but at least one post was short on content/effort.	Submits early initial and follow-up posts with a meaningful amount of content and an intent to contribute to the discussion. Intent can be demonstrated by making multiple shorter replies as well.
<b>Spelling, grammar, clarity, and tone</b>	Post contains at least 2 of the following: -Incomplete sentences -grammar/spelling errors -poor organization /clarity -unfriendly or unprofessional tone.	Post contains one of the issues listed under Unsatisfactory	Post is clear, organized, in a positive/friendly tone, and free of grammar and spelling mistakes
<b>Demonstrates knowledge and understanding of content within module (readings, assignments, activities, videos, etc.)</b>	Posts show little evidence of knowledge and understanding of module content (readings AND assignments, exercises)	Posts show some evidence of knowledge and understanding of course content	Posts show strong evidence of knowledge and understanding of course content
<b>Generates learning by other students</b>	Posts do not attempt to elicit responses and reflections from other students and/or responses do not build upon the ideas of other students to take the ideas deeper		Posts attempt to elicit responses and reflections from other students and responses build upon the ideas of other students to take the discussion deeper

**Total points possible = 4 per discussion forum. 4 points will be given when the student's discussion posts illustrate EXCELLENCE in all 4 criteria above. Students will be graded on the aggregate quality of all posts.**

## NETIQUETTE

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If you've never participated in an online discussion before, here are some points about etiquette on the 'net.

### 1. Keep Your Voice Down

USING ALL CAPITAL LETTERS online is the equivalent of yelling. Ouch! Instead, **bold** or *italicize* text in your postings, or use \*asterisks\* around the text to be emphasized.

### 2. Avoid Sarcasm and Subtleties, and Make an Extra Effort to Be Courteous

Hearing spoken words, seeing people's faces and bodies while they talk, and reading dialogue on your computer screen can convey substantially different impressions. Keeping this in mind may help you realize that it's sometimes easier to sound insensitive and hurt someone's feelings or have them miss the point when you're communicating through text only. To counter this, be clear and straightforward with your language.

### 3. Just Wait

Assume any comment you read that sounds abrasive wasn't proofread for tone, and wasn't meant to offend. If you're irritated with a post, you might wait a little before posting a too-hasty reply that you'll regret later. Unless the author specifically says they're angry, assume otherwise and ask for clarification of their intent.

### 4. Make it Personal

*At the end of each posting, sign your name.* It also adds a personal feel when responding to an individual if you address him or her by name.

### 5. Be Positive

It's good to express your opinions in discussions, but don't make disagreements personal. Agree to disagree in your exchanges of information and opinions. Keep your interactions with others friendly, especially when you're getting to know each other.

### 6. Use Emoticons ( ☺, ;), ☹, etc.)

These little icons can be quite effective in supplying primitive facial expressions to supplement your words. If you prefer, use other more direct ways of being sure your intentions are known, for example, by adding phrasing like "just kidding," "no offense intended," or "this is my opinion."

### 7. Not Too Little, Not Too Much

One word or single phrase responses can seem curt and rude. Use complete sentences and clearly communicate your meaning. Conversely, postings of multiple screens of text can be overwhelming to read online. Compose offline, edit your musings, and consider making bullet points to aid classmates in getting to your point.

### 8. What It's About

When replying to a posting, quote the part of the original posting to which you are replying to help classmates understand the context. Also, make sure you are responding to the right post.

### 9. Spell It Out

With spellcheckers now available as add-ins for most popular Web browsers, there's no excuse for inadvertent typos. Also remember that trendy abbreviated spellings are best left outside of online classrooms. This is not texting ☺

### 10. One Final Look

After you compose a posting, take a moment to reread your text before submitting. If it's possible, reading out loud can be especially helpful. One final once-over can identify typos, misstatements, lack of clarity, or an unintended tone. Remember that everything you post is recorded—there's no way to "take back" what you wrote.

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