

Blackburn College / Fall 2016
3 credit hours / 40 contact hours

CO 233 – Media and Information Literacy
Tuesday & Thursday 8.00-9.20am
Lumpkin Learning Commons Room 120

Instructors: Natasha Casey & Spencer Brayton

Natasha

Office & Office Hours: Hudson 3rd Floor (English & Communications Suite), Mon 10-noon / Tues & Thurs 9.30-11 am / Or by appointment [Please note that college/department meetings are sometimes scheduled during office hours. Be sure to email/call me if you want to meet during office hours].

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Spencer

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Catalog Description: Students will learn to decode, evaluate and analyze mass media information in this foundational course. Students will critically examine mass media institutions, how these institutions influence media content and consider the influence mass media have on our everyday lives and culture.

Introduction: The purpose of this course is to introduce students to the fundamental principles of media and information literacy including media codes, ideas of reality, construction, audience positioning and representation. This also involves finding, evaluating, interpreting, and using information to answer questions and develop new ones; and creating new knowledge through ethical participation in communities of learning, scholarship, and practice (Association of College and Research Libraries). These principles will help students think critically about the information communicated via mass media. By examining key concepts of media and information literacy as well as their own media consumption patterns and behaviors, students will develop the skills necessary to deconstruct everyday mass media information.

Objectives:

- Understand the goals and methods of various media and information (libraries, archives) industries
- Evaluate media and information and be critical consumers of both (please be aware that critical does not = media bashing)
- Identify techniques to become more media and information literate as individuals and a society
- Understand the need for critical consumption of information and practice appropriate online behavior

Textbook/Supplies:

- There is a required book for this class, “Master the Media: How Teaching Media Literacy Can Save Our Plugged-In World” by Julie Smith, published by Dave Burgess, San Francisco, 2015 (available in the bookstore). There are also a number of articles, videos, websites and podcasts posted on Moodle. To access Moodle, go to **elearning.blackburn.edu**. To login, enter your firstname.lastname. The password should be the same as your portal password. If you have any problems accessing this site, please email Kelsey Lomelino (Instructional Technology Coordinator) - kelsey.lomelino@blackburn.edu or let one of the instructors know immediately.
- This is an interactive class and often you will need a laptop or other device with internet access to accomplish in class assignments.
- If you do not own a laptop or other similar device that you can bring to class, please contact Spencer prior to course meetings to arrange checkout of a laptop from the Learning Commons.
- You will need to take notes in class - bring pens and a notebook.

Assignments:**1. Bring the hard copy of your syllabus, assigned readings and notebook to every class.**

An online copy of the syllabus is also posted on Moodle under the course (CO 233) homepage.

2. Lectures & Readings: Lectures will be used to expand on those issues of importance raised within course readings and activities. We will not revisit **all** of the reading material during class time. As a result, it will be necessary for you to use the readings and lectures in a complementary fashion.

3. Quizzes: Most days, there will be a quiz over the daily course readings, videos, podcasts, etc. (18 in total). We will drop your 3 lowest quiz scores at the end of the semester. Make up quizzes are only allowed if the student has a substantial and verifiable reason and the make-up must be taken within 7 days. Failure to comply will result in a grade of 0 (zero) for the missed quiz.

4. Homework Assignments: There are 8 homework assignments in this class (see below for topics, guidelines and due dates). We will discuss each assignment in detail during class. Hard copies of all assignments are due at the start of class as indicated on the class schedule. **We do not accept late work.** Except in extenuating circumstances (i.e. sickness or other emergency), **please do not email your assignments.**

5. Presentation: You are required to make a presentation with another member of the class on a media and information literacy topic. A list of topics will be distributed in class. Additional guidelines will also be discussed in class.

6. Class Participation: Most class periods you will have the opportunity to raise questions and/or make comments on what we have learned. Note that participation is defined not by speaking or commenting for the sake of it, rather by raising questions and promoting discussion among your peers in a respectful manner (see student conduct section below). In order to participate in the exchange of ideas and opinions please ensure that you are prepared for class (i.e. have completed readings and other assignments). In addition, throughout the semester you will work in small groups on various activities and exercises. Peer evaluations will be used to ensure everyone is contributing to small group projects, both in the final presentation as well as in the class projects.

We will assess your participation in the course using the following descriptions:

- Little or no participation in class discussions; withdrawn from group work; frequently absent which limits ability to participate; may be sleeping in class; working on material other than this course, distracted, etc. OR you speak frequently but make no real contribution to class learning - just talking is not sufficient. Peer evaluations indicate that you do not participate or that you talk a lot but do not contribute to the work; your contributions are off topic.
- Limited participation in class discussions; may be due to sporadic absences that limit your ability to participate or discomfort with speaking in a group; if you are too shy to participate, you need to be proactive in changing your approach to class discussions. Not only does a low level of participation affect your college career but also after college; you will have a more difficult time being successful if you cannot present and defend your ideas. Peer evaluations indicate you rarely offer ideas or your contributions are not helpful.
- Occasional participation but more listening than contributing; although you may argue you learn more by listening to others, you are perceived as unprepared or uninterested in contributing to learning; seems to contribute in small group work but seems unwilling to join the larger class discussions. Peer evaluations indicate some contributions but nothing significant.

- Occasional to regular contributions; your limited comments have shown you have the ability to contribute more quality ideas; highly active in small group work but does not participate as actively in larger class discussions. Peer evaluations are solid; you are bringing good ideas to the group, actively engaging with the material and moving ideas forward.
- Highly active participation; offered quality ideas and thoughts related to the material we were discussing that demonstrate you are prepared for class; may bring in outside information that is related to the theories/topics; a positive contributor to the classroom learning. Peer evaluations indicate you are a leader; not only do you bring strong ideas but you are actively engaged in helping others develop their ideas.

Grading:

Your grade in this class will be determined by your performance on the weekly quizzes, eight homework assignments, presentation and participation. There is one extra credit opportunity - see schedule below..

1. 18 Quizzes - lowest 3 scores will be dropped (1% each) = 15%
2. 8 Homework Assignments = 55%
3. Presentation = 20%
4. Participation = 10%

“Bonus Card”: If you hand in ALL assignments on time, miss no quizzes, are never late, participate in every activity, and miss no days of class, we will give you two percentage points at the end of the semester. This is often the difference between an A or a B, a B or a C, etc.

Grading Scale:

A = 93-100	B- = 80-82	D+ = 68-69
A- = 90-92	C+ = 78-79	D = 63-67
B+ = 88-89	C = 73-77	D- = 60-62
B = 83-87	C- = 70-72	F = Below 60

***Please Note!**

Students who are late in submitting assignments must provide proof of a medical or family emergency in order to avoid receiving a mark of 0 (zero) for this work. Other than such extenuating circumstances, **we do not accept late work**. If you miss class for a college-sanctioned event (i.e. field trip, athletics game, etc.), you must turn in (not via email) any assignments due that day **early**.

Attendance:

Attendance is mandatory. You are however permitted **two** absences (one week!) over the course of the semester (choose these wisely, if at all - see “bonus card” above). Each absence beyond this will automatically lower your final grade one half of a letter. Please be on time. **Two late arrivals or early departures (by ten minutes or more) will be counted as one absence.**

Student Support Services:

The **Lumpkin Learning Commons** provides a variety of academic support services, including tutoring and research instruction. See detailed information below.

Blackburn’s campus writing center - **The Writer’s Block** – assists students in identifying and addressing personal writing challenges at any stage in the writing process - from brainstorming, composing, organizing, revising and proofreading - through respectful and challenging peer discussion. Students enrolled in any course at Blackburn are welcome to drop by **Lumpkin Learning Commons Room 119**, Sunday through Thursday 6-10pm and Monday through Thursday 4-5pm.

The Commons can help with any assignment (not just writing). Contact Learning Commons Coordinator Barbara Clark (barbara.clark@blackburn.edu) to set up an appointment. Please be aware that repeated poor performances (C- or below) on assignments will result in **mandatory** Learning Commons/Writer’s Block appointments.

Any student with special needs (e.g., a learning disability) should bring them to the attention of the instructors at the **beginning** of the semester. If you don’t feel comfortable doing this in person, you can email us too. Adaptation of methods, materials or testing will be made to provide equitable participation.

Academic Honesty:

All projects and assignments must be original and made exclusively for this class. Failure to comply with this will result in the forfeiture of your grade. We take plagiarism very seriously. Plagiarism is borrowing another’s words/ideas and passing them off as your own by failing to use quotation marks, adequate paraphrasing, or proper citation, or having someone else write your paper for you. If evidence of plagiarism is found,

you will receive a zero on the assignment, possibly an F in the course, and it will be formally reported to the Provost. If you are unsure about what constitutes plagiarism, please talk to either instructor. Blackburn’s plagiarism policy can be found in your “B Book”.

Student Conduct:

Since every student is entitled to full participation in class without interruption, all students are expected to be in class and prepared to begin on time. All phones, laptops, ipods and other electronic devices must be turned off, or switched to vibrate, when you enter the classroom.

Disruption of class, whether by latecomers, noisy devices or inconsiderate behavior (including texting) is unacceptable. Students are expected to treat the instructors and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.

Class Schedule:

Date	Topics & Assignments Due	Reading, Viewing, Listening Assignments (See Moodle)
Thursday August 25	Media & Information Literacy Survey Course Introduction Discuss #1 & #2 Homework Assignments	N/A
Tuesday August 30	Quiz #1 Assignment #1 Due What is Media and Information Literacy? Discuss #3 Homework Assignment	1. Media & Information Literacy: An Introduction by UNESCO
Thursday September 1	Quiz #2 Assignment #2 Due Critical Evaluation Twitter Time	1. 5 Key Concepts Analyzing Media Messages by UNESCO 2. Media & Info Literacy: Evaluating and Using by UNESCO

**Remember to Tweet after class today (you have up to 24 hours after class ends – see guidelines below)*

Date	Topics & Assignments Due	Reading, Viewing, Listening Assignments
Tuesday September 6	Quiz #3 Assignment #3 Due Media Industries	1. Chapter One: Let's Do This by Julie Smith
Thursday September 8	Quiz #4 Understanding Audiences / Children Discuss #4 Homework Assignment Twitter Time <i>*Remember to Tweet after class today (you have up to 24 hours after class ends – see guidelines below)</i>	1. Chapter Ten: Sex, Violence, Money, and Media by Julie Smith 2. Chapter Six: Books and Magazines by Julie Smith 3. Challenges and risks related to online content, Adapted Youth Protection Roundtable Tool Kit by UNESCO
Tuesday September 13	Quiz #5 Political Media / News Literacy Assignment #4 Due	1. Chapter Five: News by Julie Smith 2. Chapter Nine: Political Media by Julie Smith 3. News Matters: An Introduction to News Literacy
Thursday September 15	Quiz #6 Entertainment Media Discuss #5 Homework Assignment Twitter Time <i>*Remember to Tweet after class today (you have up to 24 hours after class ends – see guidelines below)</i>	1. Chapter Two: Television by Julie Smith 2. Chapter Three: Music and Radio by Julie Smith 3. Chapter Four: Film by Julie Smith
Tuesday September 20	Quiz #7 Media and Information as Propaganda?	1. Chapter Seven: Advertising by Julie Smith 2. How to Analyze an Advertisement by Arthur Asa Berger

Date	Topic & Assignments Due	Reading, Viewing, Listening Assignments
Thursday September 22	Quiz #8 Online Identity versus “Real Life” Twitter Time <i>*Remember to Tweet after class today (you have up to 24 hours after class ends – see guidelines below)</i>	1. Fictional Privacy Among Facebook Users by Robert Lemieux 2. Watch “Character Day” Videos
Tuesday September 27	Day One Screencasting	
Thursday September 29	Day Two Screencasting Twitter Time <i>*Remember to Tweet after class today (you have up to 24 hours after class ends – see guidelines below)</i>	
Tuesday October 4	Screen Screencasts!	
Thursday October 6	Quiz #9 Assignment #5 Due Native advertising Twitter Time <i>*Remember to Tweet after class today (you have up to 24 hours after class ends – see guidelines below)</i>	1. Is Native Advertising Ethical? 2. Native Advertising (John Oliver video)
Tuesday October 11	Quiz #10 Digital Participation Discuss Assignment #6 Guest Speaker: Tim Morenz (mindfulness literacy)	1. Twitter Literacy by Howard Rheingold 2. Confronting the Challenges of Participatory Culture by Henry Jenkins

Date	Topic & Assignments Due	Reading, Viewing, Listening Assignments
Thursday October 13	Quiz #11 Digital Participation Twitter Time <i>*Remember to Tweet after class today (you have up to 24 hours after class ends – see guidelines below)</i>	1. Ted Talk video by Sherry Turkle 2. Chapter Eight: The Internet by Julie Smith
Fall Break!	5pm October 14 - 8am October 19	
Thursday October 20	Quiz #12 Assignment #6 Due Fair Use Twitter Time <i>*Remember to Tweet after class today (you have up to 24 hours after class ends – see guidelines below)</i>	1. Media Education Lab - Code of Best Practices in Fair Use (pp. 1-8) 2. The Price of Free by Barbara Fister 3. Should All Research Papers Be Free? by Kate Murphy
Tuesday October 25	Quiz #13	1. Guerilla Open Access Manifesto by Aaron Swartz 2. Remix Everything: BuzzFeed and the Plagiarism Problem (Gawker)
Thursday October 27	Quiz #14 Remix Twitter Time <i>*Remember to Tweet after class today (you have up to 24 hours after class ends – see guidelines below)</i>	1. Embrace the Remix by Kirby Ferguson (video) 2. Remix: The Art and Craft of Endless Hybridization by Michele Knobel and Colin Lankshear
Tuesday November 1	Quiz #15 Collaboration & Wiki Discuss Homework Assignment #7	1. The Power of Collaboration by Howard Rheingold (TED)

Extra Credit Opportunity! Tuesday November 1 Media Literacy Week Panel @ Blackburn 4.00-5.30pm The Commons

Date	Topic & Assignments Due	Reading, Viewing, Listening Assignments
Thursday November 3	Quiz #16 Screening “Web” Twitter Time <i>*Remember to Tweet after class today (you have up to 24 hours after class ends – see guidelines below)</i>	1. Watch “Web” trailer 2. Visit “Web” website
Tuesday November 8	Screening “Web”	
Thursday November 10	No Class (professors @ conference)	
Tuesday November 15	Quiz #17 Assignment #7 Due Privacy, Surveillance and Data Mining	1. ‘Pokemon Go’ Creator Closes Privacy Hole But Still Collects User Data (Wall Street Journal) 2. Everything You Wanted to Know About Data Mining but Were Afraid to Ask by Alexander Furnas (The Atlantic)
Thursday November 17	Quiz #18 Privacy, Surveillance and Data Mining Googling Yourself! Discuss #9 Homework Assignment Twitter Time <i>*Remember to Tweet after class today (you have up to 24 hours after class ends – see guidelines below)</i>	1. UNESCO Global Survey on Internet Privacy and Freedom of Expression (only read pages 9-21 & 95-104)
Tuesday November 22	Presentation Partners, Times, Topics & Guidelines Discuss Thesis	

Date	Topic & Assignments Due	Reading, Viewing, Listening Assignments
No Class!	Thanksgiving 9pm on November 22 - 8am on November 28	
Tuesday November 29	Thesis Due Research Day	
Thursday December 1	Research Day Twitter Time <i>*Remember to Tweet after class today (you have up to 24 hours after class ends – see guidelines below)</i>	
Tuesday December 6	Student Presentations Team 1 Team 3 Team 2 Team 4	
Thursday December 8	Student Presentations Team 5 Team 7 Team 6 Team 8 Twitter Time <i>*Remember to Tweet after class today (you have up to 24 hours after class ends – see guidelines below)</i>	
Tuesday December 13 8.00-9.50am	Double Instruction Period / Media and Information Literacy Exit Survey Assignment #8 Due Twitter Time <i>*Remember to Tweet after class today (you have up to 24 hours after class ends – see guidelines below)</i>	

*Please note that if necessary, this syllabus is subject to change

Homework Assignments

***Please note - we will discuss all homework assignments in class**

#1 Assignment - Twitter / See Schedule Above (worth 10%)

Set up a Twitter account - follow at least 5-10 media literacy or information literacy advocacy groups or individuals and add at least one per week, every week. It might be useful to compile a Twitter list for this purpose (we will discuss this further in class). - Using the hashtag #CO233BC, after class on Thursday's (up have up to 24 hours to complete this task), tweet your takeaway from the week or ask a question you would like clarified in the next week. If you are unfamiliar with Twitter, check out this Screencast tutorial by Professor Julie Smith - <http://medialiteracyed.net/>. Other Twitter related resources to help you with assignment are posted on Moodle. We will discuss your Twitter experiences - who you are following, etc. every week in class.

#2 Assignment – Why Media and Information Literacy? / See Schedule Above (worth 5%)

At the end of your reading, the authors note “media and information literate people should be able to do the following” (see below). Reflect on these outcomes and how you think they are related to your life as well as society in general.

- a) Understand why media and other information providers are important to development and democratic societies;
- b) Know what media and other information providers should do to support development and democracy;
- c) Recognize a need for information;
- d) Locate and access information needed;
- e) Carefully evaluate or judge information and the content of media and other information providers;
- f) Organize information;
- g) Use and share information based on moral principles or accepted standards of social behavior;
- h) Use information and communication technology skills to access, produce and share information and media content;
- i) Interact with media and other information providers to freely express themselves, share their culture and learn about other cultures, and participate in democratic and development activities.

Additional Guidelines: This assignment should be one page (**minimum**), double-spaced, and typed according to MLA format (using 12 point, Times or Times New Roman). You are expected to incorporate concepts and terms from the various readings/screenings, etc. for every assignment. You are also required to include outside research (a minimum of one additional source). You should include outside research for homework assignments on a separate references page according to MLA guidelines. For clarification, in-text citations when quoting or paraphrasing the work of an author should also be included within the body of your response according to MLA guidelines. Please list all your sources. **We do not accept late assignments.**

#3 Assignment – Power of Media & Information / See Schedule Above (worth 5%)

1. Reflect on whether you feel like you suffer from ‘information overload.’
2. Reflect on how you think the media has ‘programmed’ you.

In reflecting, you should address the following:

- What did I learn?
- So, what does it mean for me?
- Now what am I going to do about (or with) what I have learned?

Additional Guidelines: This assignment should be **one page (minimum)**, double-spaced, and typed according to MLA format (using 12 point, Times or Times New Roman). You are expected to incorporate concepts and terms from the various readings/screenings, etc. for every assignment. You are also required to include outside research (a minimum of one additional source). You should include outside research for homework assignments on a separate references page according to MLA guidelines. For clarification, in-text citations when quoting or paraphrasing the work of an author should also be included within the body of your response according to MLA guidelines. Please list all your sources. **We do not accept late assignments.**

#4 Assignment – News Literacy - See Schedule Above (worth 5%)

Are the public comments sections of news websites a good idea? Do they democratize the media? Do they generally add more heat than light or vice versa? Should a news site have the option to remove comments? Explain your answer.

Additional Guidelines: This assignment should be **one page (minimum)**, double-spaced, and typed according to MLA format (using 12 point, Times or Times New Roman). You are expected to incorporate concepts and terms from the various readings/screenings, etc. for every assignment. You are also required to include outside research (a minimum of one additional source). You should include outside research for homework assignments on a separate references page according to MLA guidelines. For clarification, in-text citations when quoting or paraphrasing the work of an author should also be included within the body of your response according to MLA guidelines. Please list all your sources. **We do not accept late assignments.**

#5 Assignment – The Digital Divide / See Schedule Above (worth 5%)

Review the resources below and reflect on whether or not digital access should be a basic human right, and why/why not.

Bellingham Technical College Library. (2015). Barriers and opportunities- the digital divide.

<http://btc.ctc.libguides.com/content.php?pid=115602&sid=1056667>

Crow, D. (2014). Digital Divide exacerbates US inequality. Financial Times.

<http://www.ft.com/intl/cms/s/2/b75d095a-5d76-11e4-9753-00144feabdc0.html#axzz3JPBw1yyj>

Hertz, M. (2011). A new understanding of the digital divide. Edutopia.

<http://www.edutopia.org/blog/digital-divide-technology-internet-access-mary-beth-hertz>

Additional Guidelines: This assignment should be **one page (minimum)**, double-spaced, and typed according to MLA format (using 12 point, Times or Times New Roman). You are expected to incorporate concepts and terms from the various readings/screenings, etc. for every assignment. You are also required to include outside research (a minimum of one additional source). You should include outside research for homework assignments on a separate references page according to MLA guidelines. For clarification, in-text citations when quoting or paraphrasing the work of an author should also be included within the body of your response according to MLA guidelines. Please list all your sources. **We do not accept late assignments.**

#6 Assignment – 24 Hours Without Electronic Media - See Schedule Above (worth 10%)

Spend an entire day (24 hours) without any electronic media and information consumption. Consciously remove all forms of electronic media and information from your day. If your friends, family or significant other are unable to comply, spend the day away from them too! Live events do not count, i.e. you can go to a concert, sporting event, etc. At the end of the day, detail your experience with specific examples from the day. What did you do instead of consuming media? How difficult or easy was it to live without? What did you miss? What did you not miss? What effect does media deprivation have on you and your social contacts? How did you feel about the assignment and the outcome? Any surprises? What have you learned about your consumption habits? Rate yourself on a scale of 1 to 10, with 1 indicating you control your media use and 10 indicating you're controlled by media. Why did you rate yourself that way? How do you plan to approach media in the future? Would you recommend someone else take this course? Why or why not?

Additional Guidelines: This assignment should be **3-4 pages (minimum)**, double-spaced, and typed according to MLA format (using 12 point, Times or Times New Roman). You are expected to incorporate concepts and terms from the various readings/screenings, etc. for every assignment. You are also required to include outside research (a minimum of one additional source). You should include outside research for homework assignments on a separate references page according to MLA guidelines. For clarification, in-text citations when quoting or paraphrasing the work of an author should also be included within the body of your response according to MLA guidelines. Please list all your sources. **We do not accept late assignments.**

#7 Assignment – Filter Bubbles & The Deep Web / See Schedule Above (worth 5% of your final grade)

Review the two sources below answer the following questions:

1. The Ultimate Guide to the Invisible Web. <http://oedb.org/ilibrarian/invisible-web/>
 2. First 6 minutes of Eli Pariser: Beware online "filter bubbles."
http://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles?language=en#t-4833
- Is information on the WWW more or less credible than print media?
 - Having read about the Deep Web, Invisible Web and Filter bubbles, do you trust the information you receive in an Internet search?

Additional Guidelines: This assignment should be **one page (minimum)**, double-spaced, and typed according to MLA format (using 12 point, Times or Times New Roman). You are expected to incorporate concepts and terms from the various readings/screenings, etc. for every assignment. You are also required to include outside research (a minimum of one additional source). You should include outside research for homework assignments on a separate references page according to MLA guidelines. For clarification, in-text citations when quoting or paraphrasing the work of an author should also be included within the body of your response according to MLA guidelines. Please list all your sources. **We do not accept late assignments.**

#8 Assignment - Course Reflection Paper / See Schedule Above (worth 10%)

At the end of the semester, you will review and reflect upon what you have learned in this class. The Course Reflection Paper should not be a summary or report of information gained in the course, but rather a self-analysis of your feelings and perceptions about your learning of the course content, backed by evidence, which demonstrates your growth throughout the course. In reflecting, you should address the following:

- What did I learn?
- So, what does it mean for me?
- Now what am I going to do about (or with) what I have learned?

Additional detailed instructions will be provided and discussed in class.

Additional Guidelines: This assignment should be **2-4 pages (minimum)**, double-spaced, and typed according to MLA format (using 12 point, Times or Times New Roman). You are expected to incorporate concepts and terms from the various readings/screenings, etc. for every assignment. You are also required to include outside research (a minimum of one additional source). You should include outside research for homework assignments on a separate references page according to MLA guidelines. For clarification, in-text citations when quoting or paraphrasing the work of an author should also be included within the body of your response according to MLA guidelines. Please list all your sources. **We do not accept late assignments.**

Email Etiquette for the College Student

Email is the most common method of asking professors questions outside of class. This means that you should be aware of what is appropriate in such exchanges. Following these simple etiquette pointers will insure that you do not inadvertently offend anyone. When in doubt, it is always better to err on the side of formality and politeness.

1. An email to a professor is not an email to a friend, so you should not be as casual as you would be if you were writing to a friend.
2. Do NOT write an email like you write a text message. When professors read an email that says “c u latr” it makes us want to bang our heads on our desks because we assume that you can't spell and that we have failed to teach you anything.
3. An email to a professor should always have a salutation and a sign off. That means, begin with “Dear so and so” or “Hi, so and so” and end with “Thanks, your name” or “See you in class, your name,” etc. It is polite and expected.
4. Make sure you are calling your professor by the name they wish to be called. If they tell you to call them by their first name, fine, but **never do so without permission**. “Mrs.” means that a woman is married—do not assume this. It is safer to say Ms. if the recipient is not a professor. If he or she is a professor, write “Professor Smith” or “Dr. Smith.” Of course, make SURE you are spelling their names correctly.
5. If you are writing to the professor of a large class (such as ours), then make sure you identify yourself. Something simple like “My name is Jason Bourne and I'm in your 9-10:30 lecture.”
6. Remember that email is used to tell a professor something, clarify something, or ask a specific question. It should never be used to get help on something complex because it is nearly impossible to explain something complicated over email, and it will rarely be helpful to you. Professors would much prefer you to come talk to them in person for such things—that's what office hours are for.
7. Note that professors are not checking their email every hour, nor are they going to respond to you at 1 am. If you have a question that relates to an assignment, make sure you leave your professor enough time to receive your email, consider it, and respond. Sending an email at 2 am when you have a paper or test at 9 am the next morning is useless and makes it obvious that you didn't actually want help, but were submitting a last minute plea for mercy.

8. It is generally accepted that once you know a professor well, you can be less formal in the tone of your email. However, the basics still apply. Even at the end of a semester you should still address your professor at the start of an email and say thank you at the end. Keep in mind that if you are a little bit too formal, it will go unnoticed (we'll just think you are polite), but if you are a bit too casual you run the risk of seeming rude or disrespectful.