Pitt State Pathway

(Undergraduate Course Numbers through 699)

Please check only one:

🔴 Course is **currently** a "General Education" course

⭕ Course is listed in the current catalog, but is **NOT** a "General Education" course

⭕ New course that is **NOT** listed in the current catalog and has **NOT** been legislated through PSU Faculty Senate and/or KBOR

A. Submission date**: December 18, 2018**

B. Department**: HPSS**

C. College**: Arts and Sciences**
   If two or more Colleges, please indicate which Colleges will be involved in teaching the course: **Click or tap here to enter text.**

D. Name of faculty member on record for the course (may be Coordinating Professor or Chair): **Bonnekessen**
   (As faculty of record, I verify all sections agree to address the Core or Essential Studies Element and corresponding Learning Outcome as indicated below.)

E. Course prefix: **ANTH**

F. Course number: **101**

G. Credit hours: **3**

H. Title of course: **Introductio to Cultural Anthropology**
   Is this a change in the title of the course? No
   (If "Yes," a Revision to Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)

I. Will this course require a new course description? No
   (If "Yes," please insert new course description here. A Revision of Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process)
   Click or tap here to enter text.

J. Does this course include a co-requisite laboratory course: No
   If "Yes", please provide the co-requisite course name and number:
   Click or tap here to enter text.

K. Will this course be available on–line: **No**
   If "Yes", please provide a detailed explanation: **Click or tap here to enter text.**

L. Semester(s) course will be offered (choose all that apply): **Fall and Spring**

M. Prerequisite(s): **none**

N. Co-requisite(s) —other than lab course named above: **none**

O. Select the *Pitt State Pathway* **Core Element** or **Essential Studies Element** based on the identified Learning Outcome to be covered in the course (choose only **one** set):
*(*Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document)

<u>Select **Only One** Element</u>

- o Communication

    - ▪ **Written Communication**... .... ○
        - • Students will communicate effectively.

- o Communication

    - ▪ **Verbal Communication** .... ○
        - • *Students will communicate effectively.*

- o Quantitative/Analytic Methods and Scientific Literacy

    - ▪ **Quantitative/Analytic Methods** .... ○
        - • *Students will analyze data logically.*

- o Global Understanding and Civic Engagement

    - ▪ **Human Experience within a Global Context** .... ○
        - • *Students will explore global systems conscientiously.*

- o Global Understanding and Civic Engagement

    - ▪ **Human Systems within a Global Context** .... 🔴
        - • *Students will explore global systems conscientiously.*

- o Global Understanding and Civic Engagement

    - ▪ **Natural World within a Global Context** .... ○
        - • *Students will explore global systems conscientiously.*

- o Personal and Professional Behavior

    - ▪ **Wellness Strategies** .... ○
        - • *Students will model productive behaviors purposefully.*

P. Will the course address a **Companion Element**? Yes
(Refer to definitions, hierarchy, and rubrics in the Pitt State Pathway document.)

If "Yes," please select one: Diverse Perspectives within a global context

Q. What is the highest anticipated level of student achievement for the stated learning outcome(s) common across <u>all</u> sections of the course? Note: Sample assessment strategies will be submitted on the representative syllabus. Benchmark
(Refer to definitions, hierarchy, and rubrics in the Pitt State Pathway document.)

R. Please submit course syllabus as an attachment, highlighting the following items: course objectives related to Learning Outcome(s), assessment strategies (e.g. exams, course project, etc.), and assessment tool(s) to be used to measure student achievement.

Legislative Process
Authorization and Notification Signatures
(Electronic signatures accepted)

Department Chairperson ....Approved ☒   Not Approved ☐

18. Dec., 2018

_____   _____
Department Chairperson Signature   Date

Faculty Senate General Education Committee ....Approved ☐   Not Approved ☐

_____   _____
Faculty Senate General Education Chairperson Signature   Date

Faculty Senate ....Approved ☐   Not Approved ☐

_____   _____
Faculty Senate Recording Secretary Signature   Date

Note: Each College curriculum representative will notify their respective College and Department(s) of the completion of the approval process.

*Originating Department: Please **complete** the entire form, acquire the Chairperson's signature, and save as **PSP.ABC123.Form**. Save the syllabus to be attached as **PSP.ABC123.Syll**. Email the completed form and attachments to psupathway@pittstate.edu.

Naming convention: **PSP.ABC123.Form**
PSP = Pitt State Pathway.
ABC123 = Course abbreviation and number

Course: ANTH 101
Title: Introduction to Cultural Anthropology

Appropriate Learning Outcomes: Students who engage in active learning will be able to:
1. Define and apply key anthropological concepts, minimally: cultural relativism, ethnocentrism, and holism.
2. Describe key anthropological methods, minimally: ethnography, fieldwork, and participant observation.
3. Define the concept of culture and discuss specific examples of how it is learned, shared and transmitted through symbolic systems including language.
4. Demonstrate knowledge of several cultural traditions through exposure to ethnographic analysis.
5. Identify and explain different models of cultural variation and similarity.
6. Recognize the ways in which environment, technology, economy, ideology, politics, and social organization interact within cultural systems.
7. Identify and explain different anthropological perspectives on cultural change and continuity.
8. Describe and evaluate the effects of globalization on world cultures.
   Student learning is assessed through written assignments and class discussions.

Kansas Regents Articulated Outcomes for "Introduction to Cultural Anthropology:"
1. Define and apply key anthropological concepts, including: culture, ethnocentrism, cultural relativism, and holism.
2. Describe key anthropological methods, such as: ethnographic fieldwork, interview techniques, and participant observation.
3. Define the concept of culture and discuss specific examples of how it is learned, shared, and transmitted through symbolic systems including language.
4. Demonstrate knowledge of different cultural traditions through ethnographic analysis.
5. Identify and explain different anthropological perspectives on cultural change and continuity.
6. Identify ways in which different aspects of culture, including environment, economy, kinship, the arts, politics, religions and other belief systems, are interrelated and integrated in a cultural system.
7. Describe and give examples of the effects of colonialism and globalization on world cultures.

Pitt State Pathway Core Outcomes: B1: Global Understanding
- To understand the nature of human experiences, human systems, the natural world, and their interconnectedness in local, regional, and global contexts.
- **Essential Studies category:**
    - Primary: Human Systems within a Global Context
        - Analyzing the structure, development, and change of human cultures (economic, political, social, ideological, etc.) over time;
        - Evaluating how human systems are interconnected at all levels
        - Demonstrating concepts that characterize a polycentric view of the world in contrast to an ethnocentric perspective
        - Applying multiple perspectives to personal, socio-cultural, disciplinary, environmental and ideological (e.g. race, ethnicity, sex/gender, nationality, religion, class) interactions
        - Analyzing connections between worldviews, power structures, or experiences of multiple cultures in a historical or contemporary context

- ▪ Analyzing issues of diversity
- **Companion Element: Diversity**
  - o Cultural Anthropology deals with human diversity, past and present, in all areas of culture (environments, subsistence & technologies, economic systems, social systems, political systems, and ideologies). A specific assessment can be done using the "Gender, Race, and Class" topic – all human cultures organize by age (a human universal), but further organization by sex/gender, class, race/ethnicity, etc. vary from culture to culture:
    - ▪ Outline of assigned textbook chapter: does the student understand the chapter content and is able to summarize it succinctly and reasonably; is the student able to comment on the chapter's writing without trying to evaluate cultural diversity.
    - ▪ An assigned article and a textbook chapter are to be comparatively analyzed: does the student recognize the overarching theme of an assigned professional article and is capable to compare/contrast the article's treatment of the topic with that in the textbook; is the student capable to learn from this comparison and arrive at a broader understanding
- **Anticipated Level of Student Achievement: 1 Benchmark**
  - o Students should be capable of describing human cultural diversity without ethnocentrism against cultures other than their own.

SYLLABUS
Introduction to Cultural Anthropology
Pittsburg State University

Course Number: ANTH 101 (01) (Fall 2018)
Instructor: B. Bonnekessen, Ph.D.
Office: 412F Russ Hall, 235-4324; bbonnekessen@pittstate.edu
Office Hours: TR 13:00 – 15:00 and by appointment

Class Policy:
➤ Attendance is **MANDATORY** and means to be in class for more than 95% of the allotted time. The first three unexcused absences will deduct **a 5 point penalty**; at the fourth occurrence, the student will be dropped for "nonattendance." If you must arrive late or leave early, please advise me of such scheduling conflicts **in advance** and practice professional courtesy as you arrive/leave. You may have **up to three excused absences** for acceptable reasons (e.g., "I just wasn't feeling like coming to class" is not acceptable); above that, the student will be dropped for "excessive absence."
➤ Academic honesty and integrity: http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot
➤ **Assignments must be submitted on Canvas (emailed work will not be accepted, will not be graded, and will be considered late).**
➤ You are invited to participate fully with pertinent questions and comments (following the daily news, reading the assigned material, and roaming the library for additional readings will help you to participate more fully and intelligently), but you will do so respectfully of other students, guests, and the instructor (unacceptable behaviors include, but are not restricted to, interrupting others, racial/ethnic, gender/sexual, religious etc. slurs and insults, remarks, both vocally and through body language, that are inflammatory and/or insulting – in short, any behavior that does not follow a professional code of behavior appropriate to a public space). You will receive one warning of unacceptable behavior. After that, a disruptive student will be removed from the classroom.
➤ Children and other visitors are always welcome (I will not adjust possible disturbing materials and/or discussions – your guest might have a lot of questions!).
➤ **Read PSU's weapons policy http://pittstate.edu/weaponspolicy/ and, if you are over 21 years of age and decide to take advantage of this policy, be aware that your professor will follow it verbatim, without warning or exception:**
    o **If I see a handgun being used in a threatening or dangerous manner, I will call 911**
    o **If I see a handgun that is not an immediate threat but that is not concealed, I will contact University Police at 235-4624**
➤ Assignments are due in class as stated in schedule. Exceptions need to be cleared with me before the fact! Most on-time work can be redone until the last scheduled class session of the semester (must attach first version).
➤ Always keep a copy of your work and keep graded work until your semester grade has been finalized.
➤ Advise me of unique learning needs before/after the first class session.
➤ This syllabus is subject to change!

Class Description:

This class introduces students to the science of Cultural Anthropology, its terminology, theory, practice and subject matter. Students are encouraged to visit other cultures to find similarities and connections, not differences and separation. This class is about human beings, around the world and next door, creating a medley of adaptations to common problems

Texts:

> **Nanda**, Serena and Richard Warms (2018) Culture Counts. 4ᵗʰ edition. Stamford, CT: Cengage Learning. (The 2015 3ʳᵈ edition is acceptable as well)
> **Authors** (other than Nanda) named in table below under "Readings" are available on the Canvas course site.

Class Schedule: Follow this schedule for readings and course work!

Tuesday Date	Topics	Readings* and Order of Written Assignments
21. Aug	Introduction & Culture	[Nanda 1 & 2 & Konner]
28. Aug	Methods	Nanda 3 & Lee
4. Sep	Subsistence	Nanda 5 & Becker
11. Sep	Economies	Nanda 6 & Bourgois
18. Sep	Life Course	Miller 6 & Gartell et al
25. Sep	Health & Illness	Miller 7 & UN AIDS
2. Oct	Kinship I	Nanda 9 & McKinley or Peters-Golden
9. Oct (no Thursday)	Kinship II	n/a
16. Oct	Gender, Race, & Class	Nanda 8 & McCormack [& Nanda 10 & Fausto-Sterling]
23. Oct	Politics	Nanda 7 & Carneiro
30. Oct	Control & Conflict	Nanda 13 & Wilson
6. Nov	Religion	Nanda 11 & Gmelch
13. Nov	Communication	Nanda 4 & Nielsen
20. Nov (no Thursday)	Art	Nanda 12 & Pedelty
27. Nov	Changes	Nanda 14 & Crate
4. Dec	Futures	

* Additional readings may be added in Canvas during the semester.

ASSIGNMENTS: All written assignments must be uploaded in Canvas as PDFs

OUTLINES:
- ❑ 13 extended outlines of each Nanda & Miller chapter (starting with chapter 3; chapters in brackets are voluntary/extra credit), due in the **first** class session of the week. These outlines will be graded:
  - ○ the content of the chapter (extensive!),
  - ○ the terminology (= keywords) introduced,
  - ○ your editorial comments on the chapter (NOT your personal opinion about the content, but a critical comment about the text)
- ❑ Each outline can earn up to 8 points
- ❑ Late submissions may be turned in for partial credit
- ❑ You may include Nanda chapters 1, 2, and/or 10 for credit at any point during the semester

CRITIQUES:
- ○ 13 critiques of the assigned articles (follow the schedule; min. 3 pages, 12 point, 1 inch margin) due in the **second** class session of the week. Each critique must include
  - ○ a brief summary of the article (no more that one paragraph),
  - ○ a comparison with the relevant topic in the Nanda or Miller chapter,
  - ○ an objective analysis of the article: **NO** editorializing, **NO** funny inner feelings, or "I think/believe …" Your analysis must be based on supportable facts and relevant references!
- ○ Each of these critiques can earn up to 10 points
- ○ Late submissions may be turned in for partial credit
- ○ You may include Nanda chapters 1, 2, and/or 10 for credit at any point during the semester (select an appropriate article)

Only on Canvas as instructed - emailed work will not be accepted or graded, but considered late.

Header Addition: Nanda/Miller chapter # (on outline & critique) and the article's author (on critique). Any missing item = - 2 points!

Grading:
All grades are on a straight scale; you are not graded in comparison to the other students in the class, but solely on your own achievement. Final grades are calculated **as the sum of all points** (absolutely NO percentages, no matter what Canvas says) earned for outlines and critiques, minus points lost for unexcused absences and late submissions.

Penalty Points	Total Points & Grades
- 1 received in September	A = 234 – 211
- 2 received in October	B = 210 – 187
-3 received in November	C = 186 – 163
-4 received in December	D = 162 – 139
No work accepted after 6. December	F = 138 - 0

Grades are not clustered, curved, or otherwise manipulated - Syllabus may be subject to change - Advise me of unique learning needs ASAP - Always keep a copy of your work until your grade is finalized.

Required Information for Course Syllabi

- Academic honesty and integrity policy http://www.pittstate.edu/audiences/current-students/policies/rights-and- responsibilities/academic-misconduct.dot

- Syllabus Supplement: https://www.pittstate.edu/registrar/_files/documents/syllabus-supplement-fall-2018

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12. Demonstrate knowledge of several cultural traditions through exposure to ethnographic analysis.
13. Identify and explain different models of cultural variation and similarity.
14. Recognize the ways in which environment, technology, economy, ideology, politics, and social organization interact within cultural systems.
15. Identify and explain different anthropological perspectives on cultural change and continuity.
16. Describe and evaluate the effects of globalization on world cultures.
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- **Anticipated Level of Student Achievement: 1 Benchmark**
  - Students should be capable of describing human cultural diversity without ethnocentrism against cultures other than their own.

References and Bibliographies

All information and material used in any text (class or term papers, etc.) must be clearly identified, both in your text and in a bibliography. Only truly common knowledge (the earth is round) does not require referencing (but you might write for a Flat Earther and then you need to reference that, too). Your goal is to help your reader find your sources quickly and to document the origin of any material you use. Failure to identify the source of your information counts as plagiarism and can be punishable by law in the outside world (here, you get an F); the PSU Catalog specifies: "Plagiarism is defined as using ideas or writings of another and claiming them as one's own. Copying any material directly (be it the work of other students, professors, or colleagues) or copying information from print or electronic sources (including the internet) without explicitly acknowledging the true source of the material is plagiarism. Plagiarism also includes paraphrasing another individuals' ideas or concepts without acknowledging their work, or contribution." (https://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot) The examples below are in the reference style developed by the American Anthropological Association, but APA, Chicago 17, or MLA are acceptable. Engineering style or "ibid" are <u>not</u> accepted.

In text:

Authors are referenced by last name, with the year of publication and, if specific, the page number. You always refer to the author, never the editor (unless you are quoting from a preface or any other part written by the editor). This includes authors of books, of articles in edited books, journal articles, magazine articles, web pages, etc. The publication year must be included; if an author has more than one publication in the same year, order the publications alphabetically by title, bullet as a, b, etc. and include the letter in the text citation behind the year (Doe 2000b:17).

If you are referring to a general theme or topic, you should reference a publication in general: Xxxxx xxxx xxxxx (Doe 2002). If there are several sources, list all alphabetically (Chen 1987; Doe 2002; Smith 1996).

If you are referring to a specific item, either verbatim (never more than a sentence or two!) or re-phrased, be more specific and be sure to bracket the quoted text in quotation marks: Xxxxx "xxxx xxxxx." (Doe 2002:14)

If there is more than one author for the same source, name only the first author, followed by "et al.":
Xxxxx xxxx xxxxx (Doe et al. 2002).

If you are referring to an individual who gave you information (e.g. in an interview or in class), name the individual and the date of the communication:
Xxxxx "xxxx xxxxx" (Jane Doe, personal communication, 2. July, 2002) or (Jane Doe, class notes, 2. July, 2002)

If you are citing a person who is in turn cited by somebody else [e.g., "…. When Jane Dont wrote "… isn't that important information!" (Dont 2002:3)], you will cite her as "… isn't that important information!" (Dont in Doe 2…:…) – you always refer to the source you use! Only that source is listed in the bibliography.

Bibliography:

Your bibliography includes only the sources used in your text. Your bibliography lists all authors you have used; if some of them are published in the same edited volume, you still list every single article with its own full bibliographic entry. Articles reprinted in an anthology are referenced to that publication. The sources are ordered alphabetically by (first) author's last name and include all the information needed to find the source:

Doe, Jane
        2002   Book Title. Publisher City: Publisher.
Doe, Jane, John Doe, and Another Doe
        2002   Book Title. Publisher City: Publisher.
Doe, Jane
        2002   Article Title. IN Journal Title. Volume (issue): page numbers.
Doe, Jane
        2002   Article Title. IN Book Title. Editor name, ed. Publisher City: Publisher. Page
                numbers.
Doe, Jane
        2002   Title. Web page address. Date of download.

Written sources without author can be listed as "anonymous." If there are items where you really can't find the author, add a separate list, arrange by title, and identify kind of source (e.g., for videos). While there are some bona fide anonymous sources (most from before the 20ᵗʰ century), you should be very careful using material for which nobody takes responsibility!

The American Anthropologist citation style does not include any fancy formatting (no bold face, italics, etc.), but requires that you indent the second and third line of each entry to facilitate finding individual entries. It is, btw, out of use, but your professor misses it.

Referencing helps you to clearly identify the sources of your ideas and knowledge. As you analyze sources and draw conclusions from the comparisons of different writings, you are able to trace your thought processes. Since a critical analysis of your own thinking is very important to your education, avoid FIFs (funny inner feelings) and anything else that cannot be supported in the literature. Your question "But don't you want to know what I think/feel?" will always be answered with "Not unless you can support it!"

Demand the same clear references from everything you read: if an author does not tell you where her/his information comes from (with proper references), it may not be reliable! This is especially important for web material; use only materials from appropriate sources that either guarantee their sites' content (e.g., Native Nations' tribal council web sites), are reviewed by the public and academics (e.g., United Nations web sites), or are peer-reviewed (e.g., academic e-journals and libraries). **As a general rule, less than 10% of your sources should be from the web – more than 90% should come from academic publishers and journals.**

Learn from your sources: do not just study the content, but also the writing style and organization of academic papers. As you enter or are in graduate school, you will be expected to write at this level.

<div align="center">

COMPARATIVE ANALYSIS GUIDELINES
aka Literature Review

</div>

Topic   assigned (either in weekly topic or self-selected if so assigned)

Introduction Problem formulation (which topic is being examined and what are its component issues?)
or
Overview of issue under consideration

How do the sources make a significant contribution to the understanding of the topic (either specifically, comparatively, or theoretically)?

You can:

- divide the texts into categories (e.g. those in support of a particular position, those against, and those offering alternative theses)

- explain how each text is similar to and how it varies from the others (describe the relationship of each text to the others) and place each in the context of its contribution to the understanding of the topic

You cannot:

- write a string of summaries

- evaluate single texts without comparing them to other sources (i.e., it doesn't matter if you like the article or not; an evaluation is only valid if done in comparison to other referenced work)

- react to the texts in any personal/subjective/biased manner; no "funny inner feelings," no "I think," no hiding behind dogma.

[in a term paper, you now continue with a section that describes your methodology and a section that describes the data you gathered and your results. This is followed by a section that compares your results to the literature you have reviewed above. A final section gives a summary and suggestions for future research.]

Conclusions   what are the general conclusions you can draw about the topic based on the literature?

References Cited: ALL material used in your paper must be referenced and listed (see additional sheet)

<div align="center">

At all times: your paper is topic- and data-driven; that means that you are composing an academic analysis that is based on the material provided by the sources you use.

</div>

Technology Policy

1. Cellphones are to be turned off and stowed away from the beginning through the end of class

    *   Exceptions will be made for medical emergencies or childcare issues, but must be discussed with me before the class begins
    *   If you are "on call" for law enforcement or other first responder responsibilities, you must alert me at the beginning of the semester
    *   Provide your mother, significant other, or pet with a class schedule so they know where you are when and not demand that you answer the phone/text while in classes (and you may want to analyze if the situation is abusively controlling)

2. You may use a laptop or tablet to take notes only
3. After reading this http://www.sciencedaily.com/releases/2014/04/140424102837.htm to determine rationally if you want to hamper your education like that
4. Should ONE student be caught/reported as using their phone/laptop/tablet for any other purpose, ALL tech toys will be confiscated for the duration of the class
5. Please note that my classes do not use timed tests and you only need verbatim notes of lectures or slides if you wish to cite them in your papers. I'd rather have your brain fully engaged in listening and participating in class!

6. Use only your PSU email address to contact me

    *   And remain aware at all times that written communication is a formal process and must follow established business practices (see "Email Etiquette")
    *   Develop professional habits such as checking your "work" email at least once a day (and check the class' Canvas website for announcements and assignments)

7. Be aware that the only impervious technology was the Oldowan tool kit and plan ahead

    *   Computers/laptops crash
    *   You may have to go to the library/a computer lab/the public library for WiFi access
    *   Flash drives get corrupted
    *   Printers can smell last-minute-before-class desperation and will be out of paper and/or ink
    *   Homework-eating dogs will be introduced to my cats

Email Etiquette

The Basics

- **Email is forever**
  - Once you send it off, you can't get it back. Once your professor has it, he or she owns it and can save it or, in the worst case, add it to her/his "Problem Students" file.
  - Do not aspire to become exhibit #3,498 in our joke file ("Did I miss anything important" and "I just didn't feel like coming to class" are both already in there).
- **Email goes where it's told**
  - Check—and double check—to see that the right address appears in the "To" line.
- **Professors will not open mail sent from luckydogpig@thepound.com**
  - They will open mail sent from more reputable addresses, like @gus.pittstate.edu.
  - Some only open email from the university's system – make sure you know their policy.

Addressing Your Email

- **Subject lines are for subjects**
  - Put a brief explanation of the nature of the email (like "question about paper") in the subject line. Never include demands such as "urgent request—immediate response needed." That's the surest way to get your request trashed.
- **Salutations matter**
  - The safest way to start is with "Dear Professor [Last Name]." That way you won't be getting into the issue of whether the prof has a Ph.D. or not, and you won't seem sexist when you address your female professor as "Ms." (or, even worse, Miss or Mrs.).
  - "Hey" is not a proper salutation for a professional communication.
  - Especially at the beginning of the semester, your first name may not inform me to properly select Ms. or Mr. when responding to your email – if I get it wrong, please let me know and I will correct.
- **Signoffs and signatures count**
  - Always end by thanking the professor for his or her time, and closing with "Sincerely" or "Regards." Always sign with your full name. (I will address you by your last name – make sure I know it.)
- **Your professor doesn't want to hear your philosophy of life**
  - Skip the "cute" quotes or statements of your religious or political views in your signature. Neither belong in a professional communication.

The Content

- **Clear and concise is best**
  - Ask your questions in as focused and succinct a way as possible. If your question is very elaborate or multifaceted, it's best to go to office hours.
  - Do not ask a question that is already answered in the syllabus (which is on Canvas).
  - Do not make a request that is actually your responsibility (if you had to miss a class, you need to get notes from a colleague – we don't have the time to teach the class twice).

- Again, do not ask "What did I miss?" On a good day, I will ignore your email. On a bad day, you will receive a response: "Class."
- **Attachments**
    - Before attaching a paper, check the syllabus to see if that is permitted.
    - Never email your paper as an attachment in a bizarre format. PDF is standard – use it, unless instructed otherwise.

The Style
- **Email is professional communication**
    - Ignoring proper orthography and/or grammar shows that you do not respect your writing – why should your reader respect it?
        - Always use spell check and proofread your email.
        - Same for grammar and word choice.
    - Paragraphs are important
    - No one really likes emoticons and smileys
    - This is not Facebook
        - Don't write the professor in the way you'd write on your friend's wall.
    - This is not texting
        - So pls dun wrte yor profeSR lIk ur txtN. uz abbrz @ yor own rsk. coRec me f Im wrng.
    - THIS IS NOT A SHOUTING MATCH
        - Don't write in all uppercase letters, which is email convention for anger. No one likes yelling.
    - Don't lay it on too thick
        - It's one thing to be polite and friendly in your email; it's another thing to wind up with a brown nose or be creepy.

And Finally
- **Do not expect an instant response**
    - Yours is one of 50 or more emails that day (and that doesn't count the spam or the emails from the aforementioned luckydogpig@thepound.com)
    - Evening, weekend, and holiday email inquiries will probably have to wait until the beginning of the next workday.
- **Always acknowledge**
    - If your professor answers—or sends you the handout or reference that you asked for—be sure to tell him or her that you got it and say thank you.

Adapted from http://www.usnews.com/education/blogs/professors-guide/2010/09/30/18-etiquette-tips-for-emailing-your-professor and
http://web.wellesley.edu/SocialComputing/Netiquette/netiquetteprofessor.html