The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (https://www.concord.edu/About/History-Future.aspx).

**Course Prefix, Number and Title:** SOWK 541 Generalist Research

**Course CRN # and Section:** CRN 10065 (3AS)

- **Semester Taught (including year):** Fall 2019
- **Credit Hours:** 3
- **Prerequisites:** N/A
- **Course Time (if applicable):** Online
- **Building and Room Number (if applicable):** Online

**Professor:** Dr. Sarah Whittaker

**Office Location:** Marsh Hall 211

**Office Hours:**

**Email:** whittakers@concord.edu

**Phone:** 304-384-5228

**Office Fax:** 304-384-6091

**College/Department Website:** www.concord.edu/sws

**Course Description/Rationale:**

This course is required for all students in the Generalist Program (1st year) and emphasizes the development of the quantitative and qualitative research knowledge necessary for evidence-based practice to inform research. Students are introduced to the concepts and skills underlying a systemic approach to social work research, including but not limited to the role of concepts and theory, hypothesis formulation, operationalization, research design, data collection, data processing, statistical analysis, computer skills, and research report writing.

**Course Management System** (Blackboard/Moodle or other systems): Blackboard

**Hardware/Software Needed** (include privacy policies, if applicable):

To be an effective participant in Concord’s University’s online courses in Blackboard (Bb), your computer needs to be up-to-date with the appropriate hardware and software, as follows:

<table>
<thead>
<tr>
<th>Operating System</th>
<th>Minimum</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Windows 7 or higher Mac OS X 10.8 or higher</td>
<td>Windows 10 Mac OS X 10.10</td>
<td></td>
</tr>
<tr>
<td>Internet Browser</td>
<td>Internet Explorer 11 Firefox 31 or higher Safari 6 or higher</td>
<td>Firefox 47.0 Safari 9.1</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------------------------</td>
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<tr>
<td>Processor</td>
<td>Windows: 2 GHz Mac: 1.1 GHz</td>
<td>Windows: 3 Ghz Mac: 1.3 GHz Intel Core m7</td>
</tr>
<tr>
<td>Memory</td>
<td>Windows: 2 GB RAM Mac: 512 MB RAM</td>
<td>Windows: 8 GB RAM Mac: 4 GB RAM</td>
</tr>
<tr>
<td>Internet Connection</td>
<td>Cable Broadband (high-speed) 5 Mbps or higher</td>
<td>Cable Broadband (high-speed) 15 Mbps or higher</td>
</tr>
<tr>
<td>Java</td>
<td>JRE Version 7 or higher</td>
<td>JRE Version 8 Update 101</td>
</tr>
</tbody>
</table>

For more information or technical assistance on using the Learning Management System, please contact the Concord University Helpdesk: [https://www.concord.edu/About/Important-Offices-Centers/Technology-Services/Help-Desk-Support.aspx](https://www.concord.edu/About/Important-Offices-Centers/Technology-Services/Help-Desk-Support.aspx).

**Text requirements:**


**Concord University Educational Goal(s):**

*Critical Thinking*: Student will demonstrate the ability to access, analyze, and interpret information, respond and adapt to changing situations, make complex decisions, solve problems, and evaluate actions.

**National Standards:**

Students are expected to adhere to the NASW Code of Ethics and the Council on Social Work Education Core Competencies.

**Competency 1: Demonstrate Ethical and Professional Behavior**

**Generalist Behaviors**

- **Behavior 1**: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.

- **Behavior 2**: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

- **Behavior 3**: Demonstrate professional demeanor in behavior: appearance; and oral, written, and electronic communication.
Behavior 4: Use technology ethically and appropriately to facilitate practice outcomes.
Behavior 5: Use supervision and consultation to guide professional judgement and behavior.

Competency 2: Engage Diversity and Difference in Practice

Generalist Behaviors

Behavior 6: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
Behavior 7: Present themselves as learners and engage clients and constituencies as experts of their own experiences.
Behavior 8: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Generalist Behaviors

Behavior 9: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
Behavior 10: Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Generalist Behaviors

Behavior 11: Use practice experience and theory to inform scientific inquiry and research;
Behavior 12: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;
Behavior 13: Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Generalist Behaviors

Behavior 14: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
Behavior 15: Assess how social welfare and economic policies impact the delivery and access to social services.
Behavior 16: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Generalist Behaviors

Behavior 17: Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
Behavior 18: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Generalist Behaviors

Behavior 19: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
Behavior 20: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
Behavior 21: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
Behavior 22: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Generalist Behaviors
Behavior 23: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

Behavior 24: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

Behavior 25: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

Behavior 26: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

Behavior 27: Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Generalist Behaviors

Behavior 28: Select and use appropriate methods for evaluation of outcomes.

Behavior 29: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

Behavior 30: Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

Behavior 31: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Specific Learning Outcomes:

By the end of the semester, students should be able to demonstrate the following competencies and practice behaviors:

CSWE Dimensions: Knowledge (Assignment: Tuskegee Paper, Quizzes, Discussions, Proposal/Presentation)/Skills (Assignment: Tuskegee Paper, Discussions, Proposal)

Competency 1: Demonstrate Ethical and Professional Behavior

Generalist Behaviors

Behavior 1: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. (Assignment: Tuskegee Paper (Knowledge/Skills), Quizzes (Knowledge), Discussions (Knowledge/Skills); Proposal (Knowledge/Skills))

Behavior 2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. (Assignment: Discussions (Knowledge/Skills))

Behavior 3: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. (Assignment: Discussions (Knowledge/Skills)/Presentation (Knowledge/Skills))

Competency 2: Engage Diversity and Difference in Practice

Generalist Behaviors

Behavior 6: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. (Assignment: Quizzes (Knowledge), Discussions (Knowledge/Skills), Tuskegee Paper (Knowledge/Skills))

Behavior 7: Present themselves as learners and engage clients and constituencies as experts of their own experiences. (Assignment: Presentation (Knowledge/Skills))

Behavior 8: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. (Assignment: Quizzes (Knowledge), Discussion (Knowledge/Skills), Tuskegee Paper (Knowledge/Skills))
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Generalist Behaviors

Behavior 9: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. (*Assignment: Tuskegee Paper (Knowledge/Skills), Quizzes (Knowledge), Discussions (Knowledge/Skills), Proposal (Knowledge/Skills))*

Behavior 10: Engage in practices that advance social, economic, and environmental justice. (*Assignment: Tuskegee Paper (Knowledge/Skills), Quizzes (Knowledge), Discussions (Knowledge/Skills), Proposal (Knowledge/Skills))*

Competency 4: Engage in Practice-informed Research and Research-informed Practice
Generalist Behaviors

Behavior 11: Use practice experience and theory to inform scientific inquiry and research. (*Assignment: Quizzes (Knowledge), Discussions (Knowledge/Skills), Tuskegee Paper (Knowledge/Skills), Presentation (Knowledge/Skills), Proposal (Knowledge/Skills))*

Behavior 12: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. (*Assignment: Quizzes (Knowledge), Discussions (Knowledge/Skills), Presentation (Knowledge/Skills), Proposal (Knowledge/Skills))*

Behavior 13: Use and translate research evidence to inform and improve practice, policy, and service delivery. (*Assignment: Quizzes (Knowledge), Discussions (Knowledge/Skills), Tuskegee Paper (Knowledge/Skills), Presentation (Knowledge/Skills), Proposal (Knowledge/Skills))*

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Generalist Behaviors

Behavior 19: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. (*Assignment: Quizzes (Knowledge), Discussions (Knowledge/Skills))*

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Generalist Behaviors

Behavior 28: Select and use appropriate methods for evaluation of outcomes. (*Assignment: Quizzes (Knowledge), Discussions (Knowledge/Skills), Presentation (Knowledge/Skills), Proposal (Knowledge/Skills))*

Behavior 30: Critically analyze, monitor, and evaluate intervention and program processes and outcomes. (*Assignment: Quizzes (Knowledge), Discussions (Knowledge/Skills), Proposal (Knowledge/Skills))*

Course Requirements:

Required Skills

Online students experience a different classroom environment as opposed to a traditional student. The following is a list of expectations and requirements of students as they are expected to actively engage in this course: Students in this on-line course should be comfortable with and possess the following skill set:

2. Keen problem solving skills.
3. Engages in critical thinking.
4. Comfortable with engaging in written communication as it is the most prominent form.
5. Communicate via email including using attachments.
6. Utilize the technology provided by Concord University and the World Wide Web.
7. Use Microsoft Office (or similar) to complete assignments.
8. Engage in multimodal learning through communicating using discussion boards.
9. Accessing and uploading files related to the course.
10. Access to the Internet.
11. Navigate the Blackboard learning platform with support provided in the course.

For more information or technical assistance on using the Learning Management System, please contact the Concord University Helpdesk: http://hub.concord.edu/technology/node/12.

**Grading Policy and Scale, Make-up Policy, Late Work:**

**Course Evaluation:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Grade point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (5)</td>
<td>100</td>
</tr>
<tr>
<td>Module Discussion Board (6)</td>
<td>120</td>
</tr>
<tr>
<td>Ethics Exercise (Tuskegee)</td>
<td>50</td>
</tr>
<tr>
<td>Literature Outline</td>
<td>25</td>
</tr>
<tr>
<td>Research Proposal/Paper</td>
<td>100</td>
</tr>
<tr>
<td>Presentation of Research Proposal</td>
<td>20</td>
</tr>
</tbody>
</table>

**Quizzes** – Due by the end of each module (refer to specific dates in the module information posting). There will be six quizzes. The five highest scoring quizzes will count toward your total grade. The questions will be taken from the material covered in class, assigned readings, and lab exercises.

Module One – September 1
Module Two – September 15
Module Three – October 6
Module Four – October 20
Module Five – November 3
Module Six – November 17

**Discussion Board** – Due the last Sunday of each Module – Each module the professor will post a discussion question relevant to the learning module. Each student must post an original comment and respond to at least two other student’s posts.

Module One – September 1
Module Two – September 15
Module Three – October 6
Module Four – October 20
Module Five – November 3
Module Six – November 17

**Ethics Exercise:**

**Ethics Exercise – Due September 29** – A paper relating social work ethical principles to the assigned reading Examining Tuskegee: The Infamous Syphilis Study and Its Legacy. The paper will include a synthesis of: 1) ethical issues as they relate to the value base of the profession; 2) perception of the study in a cultural competency context; and, 3) critique of the books content from a rural social work perspective. The paper must be written using the format of the Publication Manual of the American
Psychological Association for in-text citations, reference lists, and paper format. No credit will be given for papers that are not in APA format and fully documented.

**Research Proposal:**

Project Approval Form – **Due September 15** – Your topic should be related to an area you would like to use for your field placement and relevant to rural social work practice. Remember that the impetus of your topic should come from decisions that confront social service agencies or the information needed to solve practical problems in social welfare. Also begin to develop a broad research question remembering that a good question will be 1) narrow and worded as a question; and 2) posed in a way that can be answered by observable evidence.

**Literature Outline – Due October 20** – You design and develop a thematic map/outline of your selected issue (problem) in a manner that apprises your reader on the literature available. Your literature should be relevant, salient, timely, and should predominately include strong research based peer reviewed articles. At least 10 to 15 resources should be used. Keep in mind that this assignment is the precursor the literature review. A substantial portion of your final proposal paper. The literature review describes a research article in terms of why it was conducted, what were the research questions, the sample, the data analysis used, findings and conclusions. If the article is theoretical, the literature review summarizes the main topic of the article and its relevance to your study. Choose articles that will inform your own research question. The literature review is not merely a summary/critique of relevant literature but rather a comparison/analysis of the literature. The review needs to identify the major trends or patterns in the results of previous studies, identify the gaps in the literature, and identify relationships among studies. The literature review needs to provide the rationale for your research hypotheses or research questions and for the design of the research.

**Research Proposal/Paper – Due December 1** – The proposal will include the identification of a research problem and research questions, the review of literature, the design of the study, description of method of data collection and analysis, and writing the paper. All topics for the proposals must be approved by the instructor via the approval form due Date. The research paper must be written using the format of the Publication Manual of the American Psychological Association for in-text citations, reference lists, and paper format. No credit will be given for papers that are not in APA format and fully documented. An information sheet was uploaded that includes the required format for your proposals. It is integral that you utilize the information garnered in this course in the finished product. Keep in mind that you will not be conducting the research, only proposing it. A literature review will be submitted as part of the final paper. The literature review describes a research article in terms of why it was conducted, what were the research questions, the sample, the data analysis used, findings and conclusions. If the article is theoretical, the literature review summarizes the main topic of the article and its relevance to your study. Choose articles that will inform your own research question. The literature review is not merely a summary/critique of relevant literature but rather a comparison/analysis of the literature. The review needs to identify the major trends or patterns in the results of previous studies, identify the gaps in the literature, and identify relationships among studies. The literature review needs to provide the rationale for your research hypotheses or research questions and for the design of the research.

**Presentation – Due December 8** (submission) **Due December 10** (Responses) – Each student will present their research proposal to the classroom. It is expected the presentation will be a Power Point presentation. The presentation needs to be approximately ten to fifteen minutes in length.

The final course grade will be based upon the total number of points accumulated on the above activities out of the possible points for the same activities (percentage basis):
Required Readings:
Reading assignments from the text or other articles will be noted in each learning module. Students are expected to complete all readings for each module.

Attendance:
Since this course is being offered through Blackboard, the concept of “attendance” is different. Although you will have a certain amount of flexibility in when you access the course materials and complete your work, you still will have several deadlines to meet during the course period and you must be finished with the course by the end of the course period.

Grading:
Assignments will be graded within a two-week period from submission.

Academic Policies:
Please see the Concord University Social Work Program Student Handbook for additional policies regarding expectations and rights afforded to graduate students https://www.concord.edu/ConcordUniversity/media/CollegesDepartments/Sociology/MSW-Student-Handbook-11-14-18.pdf.

Late Assignments:
Insert Late Submission Policy – (Example) Dependent on the assignment, the instructor may allow late submissions. Understand however, that students must email the instructor (inghamcs@concord.edu) a statement requesting the late submission option prior to the assignment deadline. If the student elects to take this option, the highest score possible is an 89%. Remember to have late submissions submitted by the date given by the instructor. The instructor has sole discretion for approval of late submissions.

Course Response/Instructor Access:
Insert Response Policy – (Example) The instructor will make every effort to respond to inquiries and/or concerns within 48 hours (excluding weekends or other times where the instructor is not available). Please utilize Concord University Email not the Blackboard Email function. For inquiries that would benefit other students, please use the Discussion Board “Open Forum” to post your inquiry.

Course Timeline (Schedule of Assignments/Assessments/Presentations):  
See above

Accessibility/Accommodations:
Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU’s Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.
Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one’s own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures at http://catalog.concord.edu/content.php?catoid=10&navoid=582#Academic_Dishonesty.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student’s academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures at http://catalog.concord.edu/content.php?catoid=10&navoid=582#Class_Attendance.)

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please go to https://concord.omnilert.net/subscriber.php to sign up for the Emergency Alert System or contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to https://www.concord.edu/Student-Life/Office-of-Public-Safety/Alert-Systems.aspx.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure
No students or employees are to report.
Classes Cancelled
Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay
Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See https://www.concord.edu/Student-Life/Office-of-Public-Safety/Inclement-Weather-Schedule.aspx for Athens/Beckley Inclement Weather Schedules.)

*Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.

Student Conduct
In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Mental Health Resources
Concord University recognizes that being a student can be stressful at times for a number of reasons some of which may be related to the challenge of balancing your role as a student with other facets in your life. There are a number of resources to help you cope if you find that you are overwhelmed. The first is the CU Counseling Center which is located on the third floor of the Jerry and Jean Beasley Student Center on the Athens Campus. The center is staffed by a licensed mental health professional, graduate students, and student employees. Appointments are available Mon-Fri from 9:00 AM – 4:00 PM. Appointments at the Erma Byrd Higher Education Center in Beckley may be made by arrangement. Students may call the counseling center at 304-384-5290 or make their own appointment through the electronic scheduling system which may be found on Counseling Center section of the Student Services tab on CU’s main page. Counseling services are free of charge. Other resources available are Student Support Services and the Academic Success Center on the Athens campus.

Sexual Harassment & Assault
Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or https://www.concord.edu/Student-Life/Title-IX.aspx. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services
Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You can find additional information at [https://www.concord.edu/About/Important-Offices-Centers/Technology-Services/Help-Desk-Support.aspx](https://www.concord.edu/About/Important-Offices-Centers/Technology-Services/Help-Desk-Support.aspx).

**Syllabus Disclaimer**

"This syllabus is subject to change based on the needs of the class. Please check it regularly."

**Miscellaneous:**

**Proper Netiquette:**
The Cybersmile Foundation provides basic netiquette which should be utilized in discussion posts and in other communication in this course. ([https://www.cybersmile.org/advice-help/category/examples-of-good-netiquette](https://www.cybersmile.org/advice-help/category/examples-of-good-netiquette))

**Examples of Good Netiquette:**

- Include context. When commenting on a message thread it is good netiquette to include a relevant quote from the original message to give context to your comment.
- Check, then click. Before you post a comment, double check that you are saying exactly what you want to say. One small error can completely change the meaning of your message, so read and read again before sending. We are only human. Remember that an actual person with real feelings, beliefs, imperfections and emotions is behind every message, email or comment. It’s sometimes easy to get carried away and write something that you would not dream of saying to someone’s face.
- Do you get it? Jokes, dark humor and sarcasm are often difficult to convey over the internet. So to avoid potential misunderstandings always indicate the humorous nature of your comment. You could do this by using emoticons, putting “lol” (laugh out loud) at the end of the message or by starting with a phrase like, “On a lighter note…”
- Newbies. We were all once new to emails, messaging and forum posts so always try and help someone new who is making mistakes.
- Don’t spam! It is normal to want to be noticed in the crowd of people on social media – but spamming (another word for sending the same or similar messages lots of times) can be annoying and may have the opposite effect!
- Express yourself. Don’t be afraid to express yourself openly and honestly. Netiquette is not about restricting expression but about making it easier for people to understand. Allow others to express themselves too. Remember that everybody has an opinion, so allow them to express it. You may have to agree to disagree on many issues, but just make your point and move on. Don’t let a simple difference of opinion escalate into an argument.
- Don’t SHOUT. Avoid writing whole words or sentences in capital letters. This is the equivalent of someone SCREAMING IN YOUR EAR!
- Respect people’s privacy. Don’t pass on another person’s private information or photos unless you have their permission. Not only is this bad netiquette but you may also be accused of cyberbullying or online harassment.
- Avoid conflict. Trading insults and abuse – also known as ‘flaming’ – is not good netiquette. It is pointless and negative and could get you banned from the site. Avoid being drawn into fights and never post abuse on someone’s message board.