



DEPARTMENT of BIOCHEMISTRY & CELL BIOLOGY

BIO 231.30

Cannabis: History, Culture, Science and Medicinal Uses

Online Syllabus – This is a 6-Week Asynchronous Online Course

Summer 2 – July 8th-August 16, 2024

SBU Curriculum Requirement: STAS - Understand Relationships between Science or Technology and the Arts, Humanities, or Social Sciences

This course is a 6-week asynchronous online course except for two synchronous online video proctored exams.

NOTE: A webcam, microphone, reliable internet service, and a computer are required to take this course. **Exams cannot be taken on a mobile device or tablet!**

Exam 1: Monday, 7/29 6:30 -8:15 PM (EDT) (Week 4)

Exam 2: Friday, 8/16 6:30 – 8:15 PM (EDT) (Week 6)

All exams are given synchronously and require the downloading and use of the Respondus Video monitoring software and Respondus lock down browser.

Important Note: Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. It is your responsibility to check Brightspace for corrections or updates to the syllabus. Any changes will be clearly noted in course announcements or through email.

Part 1: Course Information

Course Title: Cannabis: History, Culture, Science and Medicinal Uses

Stony Brook Curriculum Designation(s): STAS-Understand Relationships between Science or Technology and the Arts, Humanities, or Social Sciences (STAS)

Content Faculty: Matthew Elmes, PhD; Email: matthew.elmes@stonybrook.edu

Administrative Faculty: Joanne Souza, PhD; Email: joanne.souza@stonybrook.edu

Administrative Staff: Kristen Slovak; Email: kristen.slovak@stonybrook.edu

Office Hours: See Brightspace. Office hours will be delivered utilizing Zoom Meeting Technology available on Brightspace.

Course Description: The main objective of this course is to familiarize the class participants with all aspects of cannabis including the history of use, cannabis plant biology, the chemistry of cannabinoids and endocannabinoids and the relationship to political, legal, and racism issues throughout history to the present.

Required Prerequisite: None

Advisory Prerequisite:

BIO 202 (Fundamentals of Biology: Molecular and Cellular Biology or Equivalent)

Required/Readings: All required readings will be available on Brightspace.

Course Delivery Mode and Structure:

This is an asynchronous (except for the two exams which are given synchronously), online course, delivered in the Brightspace learning management system (LMS). Students must be mindful of all course expectations and due dates. All assignments and course interactions will utilize internet technologies. See the "Technical Requirements" section for more information. In Brightspace, you will access online assignments, course materials including lecture and reading material, and resources. Deadlines for submissions of all discussion assignments will be on Saturday most weeks. Some variations may occur. All exams are synchronously delivered at the days and times shown above and are video proctored exams.

How We Will Communicate:

Administrative questions: There is an administrative Discussion Forum on Brightspace for the posting of any questions regarding the delivery of the course. Answers are posted within 24 hours. Faculty are available for phone or Zoom meeting appointments upon request although email may be more efficient and is preferred as a first step.

Content Related Questions: Course content related questions should be posted in the General Questions Discussion Forum labeled by Learning Module number and content area. Faculty are available for phone appointments upon request as well as Zoom delivered virtual meetings while email is preferred as a first step.

Personal grading questions: For personal/private issues, our preferred method of contact is via email listed at the top of this syllabus. If you use Brightspace's Email Tool, it will automatically include your full name, course name and section when you send an email. Send all personal grading questions to Prof. Elmes at matthew.elmes@stonybrook.edu

Your Stony Brook University email must be used for all University related communications. You must have an active Stony Brook University e-mail account and access to the Internet. *All instructor correspondence will be sent to your SBU e-mail account.*

Technical Requirements:

- The Brightspace course site can be accessed at <https://mycourses.stonybrook.edu/d2l/login>
- If you are unsure of your NetID, visit <https://it.stonybrook.edu/help/kb/finding-your-netid-and-password> for more information.
- You are responsible for having a reliable computer and Internet connection throughout the term.
Caution! You will be at a disadvantage if you attempt to complete all coursework on a smart phone or tablet. It may not be possible to submit the files required for your homework assignments. EXAMS cannot be taken on a mobile device – either a laptop or desktop is required with a microphone and webcam

The following list details a minimum recommended computer set-up and the software packages you will need to have access to, and be able to use:

- PC with Windows 11 or higher (we recommend a 3-year Warranty)
- Macintosh with OS 11.3 or higher (we recommend a 3-year Warranty)

- Intel Core i5 or higher
- 250 GB Hard Drive
- 8 GB RAM
- Latest version of Chrome, Firefox or Explorer; Mac users may use Chrome, Firefox or Safari.
- High speed internet connection
- Printer
- Word processing software (Microsoft Word, Pages, etc.)
- Speakers (either internal or external) or headphones
- *Ability to download and install free software applications and plug-ins (note: you must have administrator access to install applications and plug-ins).*
- Computer with a working webcam and microphone

For current Stonybrook students: You will use your NetID account to log in to the course from the Brightspace log in page: <https://mycourses.stonybrook.edu/d2l/login>

For visiting students you will receive your NETID account after registering at <http://www.stonybrook.edu/summer-session/visiting-students/> then you will sign onto Brightspace. In Brightspace , you will have access to:

- Weekly online lectures and assignments, learning objectives, course materials, online practice quizzes, and discussion resources.
- Discussion board submissions consist of learning to think scientifically and to evaluate information.

Estimated Weekly Time Budget:

Video lecture hours: approx.	8
Textbook/Readings:	5
Practice Quiz hours	2
Discussion debate:	3

Technical Assistance:

If you need technical assistance at any time during the course or to report a problem with Brightspace you can:

- Phone: (631) 632-9800 (client support, WiFi, software and hardware)
- Submit a help request ticket: <https://it.stonybrook.edu/services/itsm>
- If you are near campus, you can Visit the [Walk-Up Tech Support Station](#) in the Educational Communications Center building.

Part 2: Course Learning Objectives and Assessments

Stony Brook Curriculum: Learning Outcomes for “Understand relationships between Science or Technology and the Arts, Humanities or Social Sciences (STAS)”

Course Learning Objectives:

By course end, the successful student should be able to critically examine and evaluate learned information and be able to positively contribute to the debate on the future use of cannabis.

1. Recall the ancient history of cannabis (hemp, marijuana) and its use for clothing, religious ceremonies and medical use.
2. Recount the justification for the banning of cannabis going back into the history of China, India & Egypt.
3. Discuss the legal issues at the Federal and the State level in terms of hindrance to research and history of incarceration for minority communities.
4. Recall the different commissions and government agencies that have studied cannabis from a medical and legal perspective.
5. Discuss the pros and cons of legalization at both the State and Federal level.
6. Understand how sociological and cultural events shaped a generation in the 60's and 70's that advocated "pot".
7. Learn the basics of cannabis botany and taxonomy (classification).
8. Discuss pros and cons between the multitude of forms in which cannabis is consumed in relation to their pharmacological and social significance.
9. Understand the components of the endocannabinoid system (cannabinoid receptors, endocannabinoid neurotransmitters such as 2-AG and AEA, the enzymes that synthesize and degrade endocannabinoids, and phytocannabinoids such as THC and CBD).
10. Learn the concept of retrograde neurotransmission, characteristic of endocannabinoid signaling.
11. Classify and understand the properties of the cannabis plant's bioactive components including the major cannabinoids (THC & CBD), minor cannabinoids, acidic cannabinoids, and terpenes.
12. Analyze the pharmacology of exogenous cannabinoids in experimental and clinical use. Critically examine the evidence supporting the purported 'entourage effects' of cannabis.
13. Discuss the medical benefits of cannabis as well as common misconceptions around its use.
14. Recount the negative health effects of cannabis in terms of side effects, contraindications, and toxicity.
15. Recount the efficacy of cannabinoids for treatment of diseases and its role in compassionate use as described in "Information for Health Care Professionals".
16. Develop a basic understanding of how the modern cannabis industry operates. Recount the general steps that happen from 'seed to sale' of a final hemp fiber, hemp CBD, or dispensary product.
17. Identify the major technologies behind the extraction and processing of cannabis oil. Understand how the choice of extraction method ties into the manufacturing of an infused product.

STAS Learning Outcomes:

This course assists students to learn the knowledge base and the skill of synthesizing scientific research studies (Science) with the social implications including sociology, political, and legal issues over time (Social Sciences).

1. Apply concepts and tools drawn from diverse fields of study to understand the links between science or technology and the arts, humanities or social sciences.

Students should demonstrate their ability to build a knowledge base of and subsequently draw from the concepts and tools of scientific inquiry and the scientific method and from the

understanding of the history of cannabis, the economic uses of cannabis over time, and the biological mechanisms affected by cannabis to understand how each disciplinary knowledge area can inform the others. This ability will be accomplished through the course learning objectives in each of these areas. Students will demonstrate their ability to integrate these separate knowledge bases through quizzes, exams, and discussion postings.

2. Synthesize quantitative and/or technical information and qualitative information to make informed judgments about the reciprocal relationship between science or technology and the arts, humanities or social sciences.

Students will demonstrate their ability to synthesize the quantitative and qualitative information from the various aspects and disciplinary areas covered in the course (history of cannabis, economic uses, medicinal uses, political and legal issues) to make and debate their informed judgements regarding the current issues of the use of cannabis in today's environment. Students will practice and hone their skills through different readings and debates regarding their judgements within the discussion board format.

Content Module learning objectives:

1. History of Cannabis - Lectures 1-5

- a. Students should be able to describe the history of cannabis dating from the ancient world to current time in terms of religion, recreation, and medicinal and hemp products (e.g., clothing, paper).
- b. Compare and contrast how and why the plant has changed over time.
- c. Be able to distinguish between different cannabis preparations used by ancients (e.g., bhang, charas, and hashish).

2. Cannabis Plant Biology - Lectures 6-9

Students will read about the different strains of the cannabis plant with the learning objectives of:

- a. Recall and describe where these strains originate.
- b. Distinguish and identify male and female plants.
- c. Show they have developed an appreciation of the term sinsemilla and plant reproduction and propagation as carried out currently for both medical and recreational use.
- d. Be able to explain the methods for harvesting and extracting of components such as cannabinoids, terpenes, flavonoids, and others.
- e. Understand the classification schemes to characterize the different cannabis plants.

3. Chemistry of the Cannabinoids - Lectures 10-13

The goal of this module is to familiarize the participants with basic chemical structure of the cannabinoids in the marijuana plant. This foundation will assist them in later recalling and utilizing this knowledge in the discussion of various components used for medicinal and recreational use.

- a. Be able to recall and explain the structures of THC and CBD.
- b. Be able to explain the reasoning for heating the precursors that are necessary for activation.
- c. Recount the introduction of cannabis into Western culture and medicine.
- d. Describe the analytical methods used to measure the components of cannabis including other components (e.g. terpenes, flavonoids) as well as possible contaminants.

4. Legality - Lectures 14-17

This module is designed to familiarize participants with international laws, and national laws.

- a. Be able to describe and discuss with colleagues these various laws and be able to compare and contrast between countries.
- b. Be able to describe and discuss some of the events that have influenced the availability of and the restrictions to medical and recreational marijuana with particular emphasis on New York State.
- c. Be able to describe how a drug is scheduled by the Drug Enforcement Administration (DEA).
- d. Relate the history leading to the Indian Hemp Commission and their main conclusions.

- e. Describe the Marijuana Tax Act of 1937
- f. Students will recall the history of the first U.S. “Drug Czar” Harry J. Anslinger.

5. Politics - Lectures 18-19

This module is designed to familiarize participants in the role of politics in controlling the availability to marijuana in terms of laws over the last 100 years.

- a. Students be able to discuss the development of these laws over the last 100 years.
- b. Give examples of how marijuana was integrated into the cultural of music, literature, movies and politics in the 1960's.

6. Sociology of Cannabis Use - Lecture 20

The goal of this module is for students to utilize their ability to navigate the primary source literature in the area of the sociology of the use of cannabis use.

- a. Be able to research, identify, and describe who uses cannabis in terms of age and gender over the last 30 years in the United States,
- b. Show skill in researching and presenting the effects of peer influence on cannabis use.
- c. Be able to list and discuss some anti-cannabis and pro-cannabis advocacy groups.

7. Introduction to Neuroscience - Lecture 21

The goal of this module is to familiarize students with the central nervous system and the different parts of the brain and spinal cord. Students should be able to identify these areas and the effects of different injuries to these areas.

8. The Endocannabinoid System (ECS) - Lectures 22-23

The goal of this module is to introduce the participants to the neuroscience of the cannabinoid receptors, the naturally occurring neurotransmitters [anandamide (AEA) and 2-arichidonylglycerol (2-AG)] with the associated metabolic enzymes. Neuronal signaling, particularly retrograde transport, will be introduced.

- a. Identify these and distinguish between these neurotransmitters and metabolic enzymes.
- b. Describe the process resulting in neuronal signaling.

9. Medicinal Use of Marijuana - Lectures 24-27

The goal of this module is to emphasize critical reading of the literature including readings from a monograph from the National Academy of Sciences (the Health Effects of Cannabis and Cannabinoids: The Current State of Evidence and Recommendations for Research) and a report from Health Canada (Information for Health Care Professionals Cannabis)

By Module end: Students should be able to demonstrate the ability to discuss and debate differing interpretations and viewpoints.

- a. Be able to understand the basic scientific concepts covered in the early chapter of “Information for Health Care Professionals”.
- b. Become familiar with the different types of clinical studies (double blind, observational, anecdotal, etc.).
- c. Understand the use and dosage of cannabinoids for palliative care, hospice care, nausea and vomiting, anorexia and multiple sclerosis.

10. Pharmacodynamics and Pharmacokinetics – Lectures 28-30

Students will be able to discuss the differences between the pharmacokinetics of pharmacodynamics of cannabis in medicine. They will have a working understanding of addiction, tolerance, and drug withdrawal symptoms. Students will be able to critique the different routes of cannabis administration in relation to clinical response and metabolism.

11. Potential Therapeutic and Recreational Uses – Lectures 31-37

The students will gain a basic knowledge a variety of diseases and the efficacy of cannabinoids as part of the treatment regimen for many conditions noted in lectures.

12. Precautions, Warnings, Tolerance, Dependence, Withdrawal Symptoms, Overdose, and Toxicity – Lectures 38-40

The goal of this module is to understand the negative aspects of cannabis use:

By Module End: Students should be able to demonstrate the ability to discuss and debate pros and cons of cannabis use.

13. The Modern Cannabis Industry – Lectures 41-42

Students will develop an understanding of the basic operations of the cannabis industry today. They will be able to identify the differing practical and regulatory needs behind producing hemp fiber vs. hemp CBD vs. high-THC cannabis and learn why the choice of cannabis oil extraction method is a vital consideration for the manufacturing of infused products.

How to Succeed in this Course:

- Complete all assigned readings in the course
- Watch all video lectures according to the posted schedule.
- Complete all discussion and/or debate assignments.
- Complete and submit the academic integrity/administrative quiz by the due date.
- Complete and study from all practice quizzes.

Students are expected to participate and submit, by the published due dates, all online activities as listed in the weekly assignments on Brightspace.

All discussion post submissions are monitored for plagiarism through Safe Assign. All cases of possible plagiarism, including cheating on exams, or other violations of academic integrity will be reported to Academic Judiciary and if found guilty, will result in an F in the course. Please be sure all work is in your own words and properly referenced with internal citations and full references.

The discussion board grading rubric showing grading criteria is available on Brightspace.

Assignments and Expectations:

1 academic integrity/course administrative quiz. This quiz has 8 questions (1/2 point each) and is worth a potential 4 extra credit points on your final exam (ie. If you earn 100% your grade will be 104/100). This quiz will be administered through Respondus lockdown browser and monitoring to familiarize you with the process prior to exams.

6 Discussion debates (30%)

Exam 1: (35%) Lectures 1-20

Exam 2: (35%) Lectures 21-42

There are 5 content practice quizzes to assist you and to keep the pace of your learning appropriate to course content. Practice quizzes are to assist your learning. They do not carry course credit.

Part 3: Course Schedule

subject to changes

Week #	Lect. #	Module Name	Text Reading	Lecture Video Module	Quiz & Disc	Due date
Week 1 July 8th	Lecture 0	Introduction/Orientation	Syllabus/ Discussion Directions	Orientation & Academic Integrity Video	Disc 1 (intro Post) AND Academic Integrity/ admin Quiz	Friday, July 12th
	Lectures 1-5	History	Ernest Abel, Marijuana the 1 st Twelve Thousand Years		Disc 2, Practice Quiz	Saturday July 13th
Week 2 July 15th	Lectures 6-9	Cannabis Plant Biology		Cannabis Botany I Cannabis Botany 2 Cannabis Taxonomy, etc. Cannabis culture	Practice quiz	Should be completed by Wed. to stay on track
	Lectures 10-13	Chemistry of the Cannabinoids		Marijuana in West. Cult Marijuana: Chemical Aspects	Disc 3	Saturday July 20th
Week 3 July 22nd	Lectures 14-17	Legality		Legal Issues – Indian Hemp History of Law Legal., Decrim., Medicinal use Cannabis in NY & NJ	Practice Quiz	Should be completed by Wed. to stay on track
	Lectures 18-19 Lecture 20	Politics Sociology of Cannabis Use		Cannabis in CA Cannabis in CA II Pro and Con Organizations	Disc. 4	Saturday July 27th
Week 4 July 29th		EXAM 1 Lectures 1-20		Monday, July 29th 6:30 - 8:15 PM EDT		
	Lecture 21 Lectures 22-23	Intro. to Neuroscience The Endocannabinoid System	Monograph Info for Health Care Professionals	Intro to Neuroscience Info for Health Care Prof. Intro to ECS	Practice Quiz	Should be completed by Thursday. to stay on track
	Lectures 24-27	Medicinal Use of Marijuana	Monograph Info for Health Care Professionals	Info for Health Care Prof. Palliative Care Chemotherapy ... More Medical Aspects	Disc. 5	Saturday August 3rd
Week 5 August 5th						
	Lectures 28-30	Pharmacodynamics and Pharmacokinetics	Monograph Info for Health Care Professionals	Science Revisited Pharmacokinetics 1 Pharmacokinetics 2	Practice Quiz	Should be completed by Wed. to stay on track
	Lectures 31-37	Potential Therapeutic Uses	Monograph Info for Health Care Professionals	Epilepsy, pain, arthritis, multiple sclerosis, Parkinson's, Tourette's, PTSD, irritable bowel syndrome, etc.	Disc. 6	Saturday August 10th
Week 6 August 12th	Lectures 38-40	Precautions, Warnings, Tolerance, Dependence and Withdrawal Symptoms and Overdose and Toxicity	Monograph Info for Health Care Professionals	Occupational hazards, carcinogenesis, immune system, cannabis use disorder, driving, psychiatric effects, overdose, "bad trips"	Nothing due	Nothing due
	Lectures 41-42	The Modern Cannabis Industry		Cannabis Industry Interview, Today's Cannabis Industry	Nothing due	Nothing due
		EXAM 2 Lectures 21-42		Friday, August 16th, 6:30 - 8:15 PM EDT		

Part 4: Grading, Attendance, and Late Work Policies

Assessment & Grading:

Viewing Grades on Brightspace: Points you earned for graded activities will be posted to the Grades screen in the Tools area of Brightspace.

In this course, you will be assessed on the following:

Percentage/Points	Activity/Assignment
30%	Discussion/Debate Participation (6)
35%	Exam 1
35%	Exam 2
100%	Total Possible
+4 potential extra credit points added to final exam score	Acad. Integ/Admin quiz

Letter Grades:

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage	Performance
A	93-100	Excellent Work
A-	90-92	Nearly Excellent Work
B+	87-89	Very Good Work
B	83-86	Good Work
B-	80-82	Mostly Good Work
C+	77-79	Above Average Work
C	70-76	Average Work
D	60-69	Poor Work
F	0-59	Failing Work

*NOTE: These letter grades are threshold scores only. Actual final scores needed to earn a certain letter grade may be lowered if warranted based on the difficulty of the exams. In other words, if your final total points in the course equal a 93%, you will not earn less than an A; however, the threshold for an A may be lower.

Attendance and Late Work Policy:

Attendance in this online course is accrued through your timely participation in discussions and completion of assignments. Failure to participate in required course activities will impact your final grade.

Late Work Policy: We will not accept late work under any circumstances.

Part 5: Course and University Policies

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider dropping from a course.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. Circumstances must be documented and significant enough to merit an Incomplete. All incomplete course assignments must be completed within the timeframe mandated by the University, usually before the beginning of the following semester. Inform your instructor of any accommodations needed.

Student Accessibility Support Center Statement:

If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact the Student Accessibility Support Center, 128 ECC Building, (631) 632-6748, or via e-mail at: sasc@stonybrook.edu. They will determine with you what accommodations are necessary and appropriate. All information and documentation are confidential.

Academic Integrity/Honesty Statement

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty is required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty please refer to the academic judiciary website at http://www.stonybrook.edu/commcms/academic_integrity/index.html

Important Note for Discussions: Any form of academic dishonesty, including cheating and plagiarism, will be reported to the Academic Judiciary. All discussion posts, including debate material will be submitted to Safe Assign and all suspected cases of any type of plagiarism will be reported to Academic Judiciary with the penalty for a guilty verdict being an F in the course.

IMPORTANT NOTE FOR Exams:

Exams may only be taken on the days and times given. All exams will be video recorded. You must have a reliable internet connection, a webcam and microphone for all exams. Students must show their Stony Brook ID or official picture ID before they begin the exam. The exams are closed book. No cell phones, other electronics including watches are permitted. Students will be required to download any monitoring software to their computer prior to the exam. You will be asked to show your picture ID, to show your surroundings, and to make the statement that you have no other electronics in view or in hearing distance. You must remain alone for the entire exam.

Violations of academic integrity will include but are not limited to:

- 1) Covering any portion of your ID or failing to show it clearly in the video
- 2) Utilizing any electronics other than the computer you are taking the exam on and for the purpose of taking that exam. Utilizing any notes, books, etc. or internet sources. Again, exams

are closed book.

- 3) Leaving the room or the seat and out of camera range at any time during the exam.
- 4) Having others in the room with you.
- 5) Failure to show your immediate surroundings in the video and if/when asked during the exam.
- 6) Accessing the internet or collaborating with other students

Any and all suspicious activity will be turned over to Academic Judiciary and any plagiarism or breaches of academic integrity may result in an F for the course.

Critical Incident Management:

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of University Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures. Further information about most academic matters can be found in the Undergraduate Bulletin, the Undergraduate Class Schedule, and the Faculty-Employee Handbook.

Course Materials and Copyright Statement:

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Online Communication Guidelines and Learning Resources:

Maintain Professional Conduct Both in the Classroom and Online: The classroom is a professional environment where academic debate and learning take place. I will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption. The course follows the standards set in the Student Code of Conduct, and students are subject to disciplinary action for violation of that code. If your behavior does not follow the course etiquette standards stated below, the grade you receive for a posting may suffer. I reserve the right to remove any discussion messages that display inappropriate language or content.

Online Post Etiquette:

- Offensive language or rudeness will not be tolerated. Discuss ideas, not the person.
- Avoid cluttering your messages with excessive emphasis (stars, arrows, exclamations).
- If you are responding to a message, include the relevant part of the original message in your reply, or make sure to refer to the original's contents so as to avoid confusion;
- Be specific and clear, especially when asking questions.
- Use standard punctuation and capitalization. Using all UPPERCASE characters gives the appearance of shouting and makes the message less legible;
- Remember that not all readers have English as their native language, so make allowances for possible misunderstandings and unintended discourtesies.

Online Classes Require Better Communication: It is important to remember that we will not have the non-verbal cues that occur in a face-to-face classroom. I cannot see the confused,

frustrated, or unhappy expressions on your face if you encounter problems. **You MUST communicate with me so that I can help.** To make the experience go smoothly, remember that you are responsible for initiating more contact, and being direct, persistent, and vocal when you don't understand something.

Our Role as the Instructor: As the instructors, we will serve as a "guide" in terms of the Discussion Board. While we will not respond to every post, we will read what is posted, and reply when necessary. Expect instructor posts in the following situations:

- To assist each of you when it comes to making connections between discussion, lectures, and textbook material.
- To fill in important things that may have been missed.
- To re-direct discussion when it gets "out of hand".
- To point out key points or to identify valuable posts.

Student Resources:

- **Academic and Transfer Advising Services:** Have questions about choosing the right course? Contact an advisor today. Phone: (631) 632-7082 (option 2); email: advising@stonybrook.edu; website: <http://www.stonybrook.edu/commcms/advising/>
- **Bursar:** For help with billing and payment. Phone: (631) 632-9316; email: bursar@stonybrook.edu; website: <http://www.stonybrook.edu/bursar/>
- **Career Center** The Career Center's mission is to support the academic mission of Stony Brook University by educating students about the career decision-making process, helping them plan and attain their career goals, and assisting with their smooth transition to the workplace or further education. Phone: (631) 632-6810; email: sbucareercenter@stonybrook.edu; Website: <http://www.stonybrook.edu/career-center/>
- **Counseling and Psychological Services:** CAPS staff are available by phone, day or night. <http://studentaffairs.stonybrook.edu/caps/>
- **Student Accessibility Services:** Students in need of special accommodations should contact SASC. Phone: (631) 632-6748; email: sasc@stonybrook.edu.
- **Library:** Access to online databases, electronic journals, eBooks, and more!
 - **Library Instruction Website** - <http://library.stonybrook.edu/workshops-this-week-citation-skills-worldcat-and-endnote-the-hsc/>
 - **SBU Library Research Guides and Tutorials** <http://library.stonybrook.edu/research/research-basics/>
- **Registrar:** Having a registration issue? Let them know. Phone: (631) 632-6175; email: registrar_office@stonybrook.edu; <http://www.stonybrook.edu/commcms/registrar/>
- **Writing Center:** Students are able to schedule face-to-face and online appointments. <https://www.stonybrook.edu/writingcenter/>
- **Support for Online Learning** <http://www.stonybrook.edu/commcms/onlineed/student.html>
- **Ombuds Office** The Stony Brook University Ombuds Office provides an alternative channel for confidential, impartial, independent and informal dispute resolution services for the entire University community. We provide a safe place to voice your concerns and explore options for productive conflict management and resolution. The Ombuds Office is a source of confidential advice and information about University policies and procedures and helps individuals and groups address university-related conflicts and concerns. <http://www.stonybrook.edu/ombuds/>