

# IB 108 The Biology of Dinosaurs

Spring 2023; CRN 65714

## Course Description

This fully online 8-week course will cover the origin, diversity, and extinction of dinosaurs as a conceptual framework to explore fundamental principles of biology. We will consider dinosaurs as animals and discuss modern theories of dinosaur physiology and metabolism to explain what is known of their lives and behavior. We will explore how the processes of evolution and speciation lead to the vast number and variety of dinosaurs, and ultimately how they gave rise to birds. Finally, we will consider how the Earth and its environments changed during the 180-million-year reign of the dinosaurs, and lessons that can be learned about environmental change on human timescales. A special emphasis will be placed on how scientists collect and evaluate data from the fossil record, and how understanding living organisms are crucial in their interpretation.

## Student Learning Outcomes

Upon completing this course, students will be able to:

- *Understand fossils, the process of fossilization, and the fossil record*
- *Understand geologic time, and how geologists determine the age of rocks*
- *Understand the changing world of the dinosaurs*
- *Have a working knowledge of evolution, phylogeny and classification*
- *Identify the essential elements of the dinosaur skeleton*
- *Recognize the place of dinosaurs among other extinct animals*
- *Recall the origin of and diversity of dinosaurs*
- *Be able to explain the extinction of dinosaurs and the subsequent radiation of mammals and birds in its aftermath.*
- *Become proficient at searching primary literature to learn about the latest science of dinosaurs.*
- *Apply the gained knowledge to explain the science of dinosaurs to members of the general public in an engaging and clear manner.*

## Course Structure

**Academic Calendar** A course week is defined as the period between Monday, 12:05 AM Central Time and Sunday, 11:55 PM Central Time.

For more information, see the [University's Academic Calendar](#).

This is a **three-credit hour** course. The course is **eight weeks long** and consists of seven content modules. Please be aware that this course is accelerated in nature; 16 weeks' worth of content will be covered in a seven-week time span. You should dedicate approximately 12-16 hours per week to working on the course itself, but actual time commitments will vary depending on your

input, needs, and personal study habits. You are required to log on to the course website and checking your email a minimum of four days per week, but as discussions develop, you will probably need to do so more frequently.

## Instructor

- Joanne Manaster
- University of Illinois at Urbana-Champaign
- Contact Information:
  - Office Phone: +1 (217) 244-2489
  - E-mail: joannema@illinois.edu (best way to reach me)
  - Virtual Office Hours: Email Joanne to schedule time to meet in the Virtual Office or face-to-face.

## Required Textbook

You can order the required textbook from the Illini Union Bookstore (IUB) (217-333-2050). Be certain you select the correct term from the Search by Course dropdown list. Used books are often available and can be provided at a cost savings to you. Note that the cost and postage for all books must be prepaid. You can charge your order using VISA, Discover, or MasterCard. If you are ordering books elsewhere (e.g., Amazon.com), please be sure to order the correct edition and year of publication.

**D. E. Fastovsky and D. B Weishampel. 2021. *Dinosaurs: A Concise Natural History* (4th edition). Cambridge University Press.**

We will **NOT** be using the 3<sup>rd</sup> edition this year, thus reading pages will not be provided. There is a reserve copy of the 4th edition of the book in the [Funk ACES Library](#) if you need to access a free copy.

## Course Outline

**Week 1: Orientation and Introduction to Dinosaurs.** This week is all about the evidence we have about dinosaurs from the fossil record, and how scientists obtain it. We will begin by exploring different kinds of fossils, and how they form. We then will learn about geochronology - how we know how old dinosaurs are. Finally, we will also set the stage with a brief overview of the world of the dinosaurs.

**Week 2: Origins of Dinosaurs.** This week, we'll finally get to dinosaurs. But first, we will learn about some basics of evolutionary biology, and how we use them to classify and organize dinosaurs. We will briefly learn some of the important bones of the skeleton, so we can discuss more easily dinosaur anatomy. Then we will put dinosaurs in their evolutionary context by tracing the lineage leading to dinosaurs and learning key features that define dinosaurs and differentiate them from other vertebrates.

**Week 3: Appearance and Anatomy.** This week, we will begin by looking at the first dinosaurs, and their rise in the Late Triassic. There will be a preview of some anatomical features beyond bone that will be revisited as we look at different through the rest of the semester. We will then begin closely examining Ornithischia, one of the great clades of dinosaurs.

**Week 4: Eating Habits and Adaptations.** This week, we will begin by talking about the physical traits required in order to eat and the different types of eating styles in the animal world, particularly among dinosaurs. We will use those traits and other clues to help us understand how dinosaurs ate and lived. We will wrap up our discussion of Ornithischia.

**Week 5: Locomotion & Stance; Attack & Defense.** This week, we will look at how dinosaurs stood and moved around. In addition, there will be a small discussion of attack and defense mechanisms used by dinosaurs, some of which you have seen already. Finally, we will discuss sauropods, and begin discussion of theropods.

**Week 6: Birth, Growth and Reproduction; Geographic Location of Dino Types.** This week, we will look at how dinosaurs grew from eggs to full adults and how we knew how they grew. Additionally, we will look at sexual dimorphism and how dinosaurs mated. Finally, we will complete the discussion of theropods.

**Week 7: Extinction.** This week, we will wrap up our discussion of the extinction on the dinosaurs and examine the radiation of mammals and birds in the aftermath.

## Grading

You are expected to complete your work independently, in accordance with [University policy](#). Failure to do so will result in strict disciplinary action, including loss of all credit for the assignment, notification of a dean, and possible dismissal from the University.

### Grading Scale

Grade	Points	Percent
A+	970-1000	97–100
A	940-969	94–96.9
A-	900-939	90–93.9
B+	870-899	87–89.9
B	840-869	84–86.9
B-	800-839	80–83.9
C+	770-799	77–79.9
C	740-769	74–76.9
C-	700-739	70–73.9
D+	670-699	67–69.9
D	640-669	64–66.9
D-	600-639	60–63.9
F		Below 59.9

### Point Distributions

Assignments	M 1	M 2	M 3	M 4	M 5	M 6	M 7	Total points per assignment	Relative Weight
Lecture/Lesson	20	20	20	20	20	20	20	140	14%
SDS Activities	5	5	5	5	5	5	-	30	3%
Synchronous session attendance	5	5	5	5	5	5	-	30	3%
Discussion	30	-	30	30	-	30	20	140	22%
Activities	-	40	-	-	40	-	-	80	
Weekly Quizzes	20	20	20	20	20	20	20	140	14%
Final Project Milestones	20	20	20	20	20	20	20	140	14%
Final Project							100	100	10%
Final Exam								200	20%
<b>Total</b>								1000	100%

### Assignments, Weights, and Deliverables

You can access your scores by clicking the Grades links at the top of the course home page. All interim and final deliverables have due dates. Failure to meet deadlines results in a reduction of the assignment points. For the due dates of each assignment, please see the course calendar.

## Course Activities

**Weekly Overviews** Each week will begin with a weekly overview, which will explain what the module is about, what learning goals you are expected to achieve, how long the module will take, and in what activities you will participate. Each week is designed with the same structure and activities unless otherwise specified. Weekly instructional activities are explained in greater detail below. Due dates of specific assignments appear on each week's overview page.

**Readings and Lessons** Each module will contain a list of lessons (recorded lectures) and assigned readings. In some cases, optional or supplemental readings may be listed for further study. Lessons cover major topics from the readings but do not necessarily include all important information from the readings.

**Discussions and Activities** Discussions will provide an opportunity to engage with your classmates and instructors on one or more topics explored that given week. Other activities will reinforce concepts presented in the lectures and readings and give you an opportunity to explore these concepts in greater depth. Students will have only a discussion OR an activity to complete each week.

**Synchronous Discussion Session and SDS Activity** Join a weekly synchronous session with any TA from the class at a time convenient for you on Tuesday to gain better insights into the week's material. Attendance plus answering a few questions provided in an activity earns the student 10 points for the week.

**Final Project Milestones and Final Project** Each week, students will research information about a dinosaur, using a combination of primary and secondary literature to become an expert on a dinosaur, chosen from a pool of several during Module 1 and answering relevant questions about their dinosaur each week, culminating in a final project due in Module 6 and subject to peer review in Module 7.

**Weekly Quizzes** Concluding Modules 1-6, you will answer questions about the material covered in the week. Each question is worth one point, for a total of 25 points each week. A student is allowed 40 minutes to complete the quiz, with the option to take the quiz a second time (before the weekly deadline) for a higher score. The highest score will be recorded.

Taking the quizzes without assistance from notes or the book help prepare students for the final exam.

**Final Exam** This course includes a 3-hour cumulative, identity verifiable Final Exam worth 20% of the final grade. We offer two options to take the Final Exam, in-person and an online version through ProctorU Record+. See the Exam tab for details.

## Technical Support

Students who experience technical difficulties should get help from the following resources:

- For course content, activities, grades, etc., consider posting your question to the General Q & A Forum; otherwise, contact your instructor.
- [Course website problems](#)
- [Other technical problems](#)

## Schedule for Spring 2023

Week	Topic	Major Assignments Due	Textbook Readings <small>(subject to change)</small>
1 (Mar 20)	Week 1: Introduction to Dinosaurs	<ul style="list-style-type: none"> <li>Orientation Activities</li> <li>Module 1 Lessons and Readings</li> <li>M1 Synchronous Session (Tu 2 or 6pm Central)</li> <li>M1 SDS (synchronous discussion session) Activity</li> <li>M1 Discussion (post, replies)</li> <li>M1 Weekly Quiz</li> <li>Final Project Milestone</li> </ul>	<p>Fossils and fossilization - Chapter 1: pages 8 - 13, start at Preservation and fossils, end before Collecting.</p> <p>Geologic time - Chapter 2: pages 28 - 33, start at When did dinosaurs live, end before Continents and climates.</p> <p>The world of the dinosaurs - Chapter 2: pages 33 - 39, start at Continents and climates and end before Selected Readings.</p>
2 (Mar 27)	Week 2: Origins of Dinosaurs	<ul style="list-style-type: none"> <li>Module 2 Lessons and Readings</li> <li>M2 Synchronous Session (Tu 2 or 6pm Central)</li> <li>M2 SDS (synchronous discussion session) Activity</li> <li>M2 Activity</li> <li>M2 Weekly Quiz</li> <li>M2 Final Project Milestone</li> </ul>	<p>Evolution, phylogeny and classification - Chapter 3: pages 46 - 61, start at Who are you? and end before Selected Reading (all of chapter 3).</p> <p>The dinosaur skeleton - Chapter 4: 69 - 75, start at Tetrapoda and end before Within Tetrapoda.</p> <p>The place of dinosaurs among vertebrates - Chapter 4: pages 75 - 84; start at Within Tetrapoda and end at the Summary; Chapter 5: pages 88-91, start at In the beginning... and end before Dinosauria</p>
3 (Apr 3)	Week 3: Appearance and Anatomy	<ul style="list-style-type: none"> <li>Module 3 Lessons and Readings</li> <li>M3 Synchronous Session (Tu 2 or pm Central)</li> <li>M3 SDS (synchronous discussion session) Activity</li> <li>M3 Discussion (post, replies)</li> <li>M3 Weekly Quiz</li> <li>M3 Final Project Milestone</li> </ul>	<p>Origin of Dinosaurs: Chapter 5, pages 91 - 100, start at Dinosauromorpha, and end before Let the games begin!</p> <p>Size: pages 357, start at Tonnage - p. 360, Skin: p. 136, Vision: p. 132, Color: pages 144-145, Balance: bottom of page 132-135, Hearing: p. 132, Feathers: 105 - 108 start at Feathers, end before Summary, Dinosaur Brains: pages 351-352, Hadrosaur Crests: Cooling: page 382, Air Conditioning, Making sounds: page 329, Song of the Saurian</p> <p>Ornithischia Introduction: Part III, pages 244 - 253, start at What makes an ornithischian an ornithischian? and end before Selected Readings</p> <p>Thyreophora: Chapter 10, pages 256 - 281, start at Thyreophora and end before Summary</p>

4 (Apr 10)	Week 4: Eating Habits and Adaptations	<ul style="list-style-type: none"> <li>• Week 4 Lessons and Readings</li> <li>• M4 Synchronous Session (Tu 2 or 6pm Central)</li> <li>• M4 SDS (synchronous discussion session) Activity</li> <li>• M4 Discussion (post, replies)</li> <li>• M4 Weekly Quiz</li> <li>• M4 Final Project Milestone</li> </ul>	<p>Marginocephalia 1 (Pachycephalosauria and Psittacosauridae): Chapter 11, pages 286 - 296, start at Marginocephalia and end before Marginocephalia: Ceratopsia-horns and all the frills.</p> <p>Marginocephalia 2 (Neoceratopsia): Chapter 11, pages 296 - 317, start at Marginocephalia: Ceratopsia-horns and all the frills and end before Summary</p> <p>Ornithopoda: Chapter 12, pages 322 - 341, start at Ornithopoda and end before Selected Readings</p>
5 (Apr 17)	Week 5: Locomotion & Stance; Attack and Defense	<ul style="list-style-type: none"> <li>• Module 5 Lessons and Readings</li> <li>• M5 Synchronous Session (Tu 2 or 6pm Central)</li> <li>• M5 SDS (synchronous discussion session) Activity</li> <li>• M5 Activity</li> <li>• M5 Weekly Quiz</li> <li>• M5 Final Project Milestone</li> </ul>	<p>Movement and Stance: Pages 81-84, including Box 4.3 Stance: It's Both Who You Are and What You do, ending before Summary; Stances: pages 121 starting at Running for Your Life to 124, ending before Paws and Claws; pages 362-363 Fleet-Footed... or Flat Footed?</p> <p>Saurischia: Part II, pages 114-115, read the entire intro PART II Saurischia: Meat, Might and Magnitude (end before Selected Readings)</p> <p>Sauropodomorpha: Chapter 9, pages 212-239, start at Sauropodomorpha, end before Summary</p> <p>Mesozoic Plants: Chapter 15, pages 407 - 415, start at Plants and dinosaurian herbivores, end before Summary</p>
6 (Apr 24)	Week 6: Birth Growth and Reproduction; Geographic Location of Dino Types	<ul style="list-style-type: none"> <li>• Week 6 Lessons and Readings</li> <li>• M6 Synchronous Session (Tu 2 or 6pm Central)</li> <li>• M6 Discussion (post, replies)</li> <li>• M6 Weekly Quiz</li> <li>• Final Project Final Submission</li> </ul>	<p>Theropoda: Chapter 6, 120 - 148, start at Theropoda, end before Selected Readings; Chapter 7, 152-177, start at Major Events of Theropod Evolution, end before Selected Readings.</p> <p>Dinosaur bones: pages 352, start at Dino Bones-357, end before Tonnage</p>
7 (May 1)	Week 7: Extinction	<ul style="list-style-type: none"> <li>• Module 7 Lessons and Readings</li> <li>• M7 Synchronous Session (Tu 2 or 6pm Central) Attend for extra credit.</li> <li>• M7 Discussion (post, NO replies)</li> <li>• M7 Weekly Quiz</li> <li>• M7 Final Project Milestone (Peer Review)</li> </ul>	<p>Origin of Birds: Chapter 5: 105 - 108 start at Feathers, end before Summary; Chapter 8: 180 - 204, start at Avialae, end before Summary; also Appendix 8.1: pages 206 - 209</p> <p>Extinction: Chapter 17: pages 454 - 485, start at How important were the deaths of a few dinosaurs?, end before Selected Readings</p>

## Academic Calendar

**Course Length:** This University of Illinois course is 8 weeks long. This course runs from March 20, 2023, until May 3, 2023. Definition of a Course Week: A course week is defined as the period between Sunday, 12:00 AM Central Time, and Saturday, 11:59 PM Central Time. For more information, see the [University's Academic Calendar](#).

## Participation

**Student Commitment:** By registering for this online course, you commit to self-motivated study, participation in online course activities, and timely submission of all assignments. Furthermore, you commit to accessing the course website and checking e-mail at least 4 days per week, as well as to devoting at least 14-24 hours weekly to preparing for each module and completing the required assignments and readings.

## Assignments

**Late Submissions of Assignments and Other Written Work:** Assignments, case studies, reflective essays, and other written work are due by 11:55 PM Central Time on the dates specified in the course calendar, unless otherwise noted. Unless permission from the instructor is obtained at least 1 day before a due date, projects later than 24 hours past the due date will not receive a grade.

## Late Submissions of Discussions, Wikis, and Blog Posts

The required initial discussion and wiki posts **must be made on time**. Assignments submitted within 24 hours will receive a penalty of 20%. Beyond 24 hours, the grade will be zero unless other arrangements have been made.

## Being Excused from Assignments

If you wish to be excused from participation in class discussions or from submitting projects on time because of medical reasons or personal emergencies, you must address the issue with the course instructor. Because of this course's fast pace and the potential effect that such excusals may have on your ability to complete it successfully, such accommodation will be made on a case-by-case basis.

## Instructor Responses

**Instructor Feedback Turnaround Time:** Questions posted to the General Q & A Forum usually will be answered within 24 hours. If possible, students are encouraged to answer questions posted by other students to the General Q & A Forum, rather than waiting for an instructor's response. Assignments submitted online will be reviewed and graded by the course instructor within 3 business days. Exams, essays, and term papers will be graded within 5 business days.

**Responding to E-mails and Phone Calls:** The instructor will respond to e-mail messages and phone calls within 24 hours of receiving them unless the instructor notifies you ahead of time of an inability to do so. When sending e-mail, include a subject line that identifies the course number and nature of your question. The instructor may not respond to questions sent to him or her that should be posted in the General Q & A Forum. Please don't be offended if you are asked to forward your question to this location. If you leave a voice mail message with the instructor, please check your e-mail for a response.

## Communications

**Daily Contact** Your daily contact should be via the discussion forums on the Moodle Website. Please check the [Course Q & A Forum](#) or the appropriate Weekly Content Q & A Forum for answers to your questions *before* emailing your instructor.

For further information and clarity on your free 5 point extra credit and the Conscientious Inquiries policies, please read the [Questions?](#) page.

**Course Questions** Our Course Moodle probably has answers to every question you might have. Check the various tabs, activity tables, instructions for assignments and the Course FAQs. General questions pertaining to the structure of the course should be posted in our Course Q & A Forum. You can get to this forum from the course home page. Posting questions here allows everyone to benefit from the answers. If you have a question, someone else is probably wondering the same thing. Anyone submitting a non-personal question via e-mail will be directed to resubmit the question to the Q & A discussion forum. Also, participants should not hesitate to answer questions posed by peers if they know the answers and the instructor has not yet responded. This not only expedites the process but also encourages peer interaction and support.

**Conscientious Inquiries** Most course information you need is in the Syllabus, Policies, the Course FAQs or other resources in the Learn About the Class Tab and Course Help and Communication Tab . Please consult these resources before sending emails to your professor or TA, so that they can focus on helping you learn and resolving issues in a timely manner. Because it can often be easier to send an email than to look up course information yourself, know this important policy:

- Students begin the course with 5 extra credit points: If you write to your TA or professor, and we answer your email with "According to the Syllabus...." or "According to the Course FAQs" or "According to the assignment/forum instructions...", you will lose 1 or more extra credit points each time.
- *When you do send an email, it must include your full name, the name of your Teaching Assistant and your group, or else you will lose 1 extra credit point each time. Your section and TA is listed at the top of the course page home in Moodle.*
- Your emails should preferably come from your @illinois.edu email address so that we can protect your privacy and know that our response will go to you and not someone impersonating you.
- Please note that we never penalize for notes of important, urgent nature that must be addressed to the professor privately.

Want to easily find something on a page in your browser?

- Use Ctrl+F (Mac) or F3 (PC) – This will open the in-page search box to search on the current page. Type in the word you are looking for, such as "exam" or "grade", etc.



Question topic examples:	Consult or contact:
Due Dates	Table in each tab
Troubleshooting in Moodle (links, videos, accessing gradebook)	Course FAQs, Citation Format, Moodle Guide
Late submission policy, grading policies, textbook	Syllabus
Discussion forum or activity grade or general help with course material. Your TAs want to help you!	Your TA (see TA Information)
Not finding your answer?  If you would raise your hand in class to ask the question, then post that question to the Q&A Forum rather than sending an email. This way your classmates can benefit from seeing the answer to your question and can also chime in.	Ask your question in Course Q & A Forum
Quiz or exam questions	TA or Professor
Extended deadlines or make-up work request or other questions of a personal nature.	Professor

**Course Questions:** Questions pertaining to the course should be posted in our General Q & A Forum discussion forum. You can get to this forum from the course home page. Posting questions here allows everyone to benefit from the answers. If you have a question, someone else is probably wondering the same thing. Anyone submitting a general question via e-mail may be directed to resubmit the question to the General Q & A Forum. Also, participants should not hesitate to answer questions posed by peers if they know the answers and the instructor has not yet responded. This not only expedites the process, but also encourages peer interaction and support.

**Personal Questions:** Questions of a personal nature should first be sent to the instructor's e-mail address. When sending e-mail, include a subject that identifies the course number and nature of your question.

**Emergencies:** If you have an emergency that will keep you from participating in the course, please notify your instructor by using the instructor's e-mail address (listed on the Instructor Information page). Provide callback information in your e-mail (if necessary). You should also notify your program director of any emergencies.

## Zoom

*Zoom* is a tool that allows multiple people to come together simultaneously via a computer to text chat, audio chat, video chat, collaborate on a digital whiteboard, and even share your computer's desktop with one another. The Instructor's Virtual Office and the Student Lounge (when available) make use of *Zoom*.

**Instructor's Virtual Offices:** Another way to communicate with the instructor is to make use of the virtual office hours. The instructor will be available by appointment in the **Virtual Office** for office hours, via Zoom.

**Student Lounge:** Participants may also want an alternative way to meet synchronously with each other for studying together, group projects, problem solving, and so on. Students may enter the **Student Lounge** virtual Zoom classroom. See the **Student Lounge** page at the left for more information and a link to the Student Lounge.

## Announcements

The **Course Announcements** forum serves as a way for your instructor and University of Illinois administrators to make announcements within our virtual learning environment. Announcements posted here will also be sent to your Illinois e-mail address, so be sure to check your e-mail or the **Course Announcements** forum at least once a day to see whether any new announcements have been made.

## E-mail

Course participants can also use the internal e-mail tool inside Moodle to communicate privately with the instructor, group members, and each other. Make sure your e-mail address is current and activated within your Moodle Profile so that messages sent to you from within Moodle are automatically forwarded to your regular e-mail address as well. You may find this [video tutorial on updating your Moodle profile](#) helpful in setting this up.

## Telephone

The telephone is still sometimes the most effective mode for troubleshooting problems related to the course. The instructor's phone number, virtual office hour times, and other contact information can be found by clicking on the **Instructor Information** page within this Syllabus.

## Academic Integrity

Please read [We Report Cheaters and Plagiarizers](#)

Academic dishonesty will not be tolerated. Examples of academic dishonesty include the following:

- Cheating
- Fabrication
- Facilitating infractions of academic integrity
- Plagiarism
- Bribes, favors, and threats
- Academic interference
- Examination by proxy
- Grade tampering.

**Non-original work:** Should an incident arise in which a student is thought to have violated academic integrity, the student will be processed under the disciplinary policy set forth in the Illinois Academic Integrity Policy, using the FAIR system (<https://studentcode.illinois.edu/article1/part4/1-401/>). If you do not understand relevant

definitions of academic infractions, contact your instructors for an explanation within the first week of class.

## Copyright

**Student Content:** Participants in University of Illinois courses retain copyright of all assignments and posts they complete; however, all materials may be used for educational purposes within the given course. In group projects, only the portion of the work completed by a particular individual is copyrighted by that individual. The University of Illinois may request that students' materials be shared with future courses, but such sharing will only be done with the students' consent. The information that students submit during a course may, however, be used for the purposes of administrative data collection and research. No personal information is retained without the students' consent.

**Non-Student Content:** Everything on this site and within University of Illinois courses is copyrighted. The copyrights of all non-student work are owned by the University of Illinois Board of Trustees, except in approved cases where the original creator retains copyright of the material. Copyrights to external links are owned by or are the responsibility of those external sites. Students are free to view and print material from this site so long as

- the material is used for informational purposes only;
- the material is used for noncommercial purposes only; and
- copies of any material include the respective copyright notice.

These materials may not be mirrored or reproduced on non–University of Illinois websites without the express written permission of the University of Illinois Board of Trustees. To request permission, please contact the academic unit for the program.

## Student Behavior

**Student Conduct:** Students are expected to behave in accordance with the penal and civil statutes of all applicable local, state, and federal governments, with the rules and regulations of the Board of Regents, and with university regulations and administrative rules. For more information about the student code and handbook, see academic integrity policy and procedure (<https://studentcode.illinois.edu/article1/part4/1-402/>).

**Netiquette:** In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. The following are tips for interacting online via e-mail or discussion board messages, adapted from guidelines originally compiled by Chuq Von Rospach and Gene Spafford (1995):

- Remember that the person receiving your message is someone like you, deserving and appreciating courtesy and respect.
- Be brief; succinct, thoughtful messages have the greatest effect.
- Your messages reflect on you personally; take time to make sure that you are proud of their form and content.
- Use descriptive subject headings in your e-mails.
- Think about your audience and the relevance of your messages.
- Be careful when you use humor and sarcasm; absent the voice inflections and body language that aid face-to-face communication, Internet messages are easy to misinterpret.

- When making follow-up comments, summarize the parts of the message to which you are responding.
- Avoid repeating what has already been said; needless repetition is ineffective communication.
- Cite appropriate references whenever using someone else's ideas, thoughts, or words.

## Other Concerns

**Disabilities and Religious Observances:** Please contact your instructors or TAs during the first week of classes to make requests for disability accommodations or observation of religious holidays. To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES, you may visit 1207 S. Oak St., Champaign, call 333-4603, e-mail [disability@illinois.edu](mailto:disability@illinois.edu) or go to the DRES website. If you are concerned you have a disability-related condition that is impacting your academic progress, there are academic screening appointments available on campus that can help diagnosis a previously undiagnosed disability by visiting the DRES website and selecting "Sign-Up for an Academic Screening" at the bottom of the page. To obtain waivers for student athlete (cheerleader, marching band, etc.) activities, submit your documentation to your instructor.

**Diversity, Equity, and Inclusion (DEI):** In forming an inclusive course, we mean a course that values and creates space for all identities such as those based on ethnicity, culture, sexual identity, gender identity, religious identity and beyond. Research shows that inclusive courses allow for better learning outcomes, a more positive learning experience, better community, and better leadership training in engaging humanity. To create an inclusive space in this course, we must all work to collaboratively create a safe and respected space that supports and encourages everyone to share their views and concerns. We must value multiple perspectives and experiences, while also reducing student experiences of marginalization. We must treat each other as individuals.

**Family Educational Rights and Privacy Act (FERPA) Statement:** Any student who has suppressed their directory information pursuant to Family Educational Rights and Privacy Act (FERPA) should self-identify to the instructor to ensure protection of the privacy of their attendance in this course. See <https://registrar.illinois.edu/academic-records/ferpa/> for more information on FERPA.

**Sexual Misconduct Policy and Reporting Statement:** The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: <https://wecare.illinois.edu/resources/students/#confidential> Other information about resources and reporting is available here: [wecare.illinois.edu](https://wecare.illinois.edu).

**Support:** Basic needs insecurity is common among college students and the negative impacts are real:

- Increases difficulty in concentrating and studying, lowers retention, and decreases graduation rate.
- Generates and/or elevates depression, anxiety, insomnia, headaches, and burnout.
- Lowers morale and motivation, reduces creativity, hinders communication, decreases productivity, increase absenteeism, and decreases social opportunities.

Students who are hungry, burned-out, depressed, preoccupied with issues like money are less likely to succeed academically, socially, and personally. If at any point in the semester you are struggling with mental health issues (anxiety, depression, grief, PTSD, addiction, cultural struggles, coming out, etc.), inconsistent access to nutritious foods, housing or financial instability, or lack of access to any other basic needs, your instructor encourages you to seek help through one of the campus resources. Seeking support is healthy and courageous.

**Mental Health:** Significant stress, mood changes, excessive worry, substance/alcohol misuse or interferences in eating or sleep can have an impact on academic performance, social development, and emotional wellbeing. The University of Illinois offers a variety of confidential services including individual and group counseling, crisis intervention, psychiatric services, and specialized screenings which are covered through the Student Health Fee (see <https://wellness.illinois.edu>). If you or someone you know experiences any of the above mental health concerns, it is strongly encouraged to contact or visit any of the University's resources provided below. Getting help is a smart and courageous thing to do for yourself and for those who care about you.

- Counseling Center (217) 333-3704
- McKinley Health Center (217) 333-2700
- National Suicide Prevention Lifeline (800) 273-8255
- Rosecrance Crisis Line (217) 359-4141 (available 24/7, 365 days a year)
- If you are in immediate danger, call 911.

**Community of Care:** As members of the Illinois community, we each have a responsibility to express care and concern for one another. If you come across a classmate whose behavior concerns you, whether regarding their well-being or yours, your instructor encourages you to refer this behavior to the Student Assistance Center 217-333-0050 or <http://odos.illinois.edu/community-of-care/referral/>). Based on your report, the staff in the Student Assistance Center reaches out to students to make sure they have the support they need to be healthy and safe.

Further, your instructor understands the impact that struggles with mental health can have on your experience at Illinois. Significant stress, strained relationships, anxiety, excessive worry, alcohol/drug problems, a loss of motivation, or problems with eating and/or sleeping can all interfere with optimal academic performance. Your instructor encourages all students to reach out to talk with someone and wants to make sure students are aware that they can access mental health support at McKinley Health Center (<https://mckinley.illinois.edu/>). Or the Counseling Center (<https://counselingcenter.illinois.edu/>). For urgent matters during business hours, no appointment is needed to contact the Counseling Center. For mental health emergencies, you can call 911.

**Food Assistance and Wellbeing Program:** Among college students, 35-51% report experiencing food insecurity. At UIUC around 1 in 5 students experience food insecurity. Proper nutrition has been linked to positive brain function and better academic outcomes; don't settle for the "right of passage" of living on cheap, processed food. There are several community and campus resources to get you the nutrition you need to succeed. You can find them here:

<https://odos.illinois.edu/community-of-care/resources/campus>