ENY 4574
Beekeeping II
Spring 2026
3 credits

ENY 4573 Beekeeping I is a prerequisite for this course.
*This course is co-taught with ENY 6575 Apiculture II.

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Special Note on Contact via Email: Due to UF privacy laws, you must use your GatorLink account or the Canvas mail system when emailing the Instructor or TA. Emails sent from other accounts (gmail, hotmail, etc.) will not be answered by the Instructor or TA.

Office Hours: By appointment.

Course Description: This course will provide more depth on topics introduced in Apiculture I including beekeeping styles, colony stressors and yearly management. This course will also explore issues affecting the beekeeping industry including integrated pest management, pests/diseases, African bees, commercial pollination, queen production, bee removals and pesticides will be discussed.

Course Learning Objectives:
1. Compare abiotic and biotic stressors of honey bee colonies and describe how to mitigate these issues.
2. Create a management plan applying the principles of integrated pest management to control honey bee pests and diseases.
3. Recognize the nest conditions that promote the establishment of pests and diseases and their associated symptoms.
4. Identify the many ways in which commercial beekeepers can make a profit and what is required to be successful for each commodity.
5. Interpret the findings from various pesticide research publications and discuss the implications they may have on honey bee colonies.
6. Produce a video that will teach correct beekeeping best management practices to non-technical audiences.

Required Readings:
1. Moritz, R. and Erler, S. 2016. Lost colonies found in a data mine: Global honey trade but not pests or pesticides as a major cause of regional honeybee colony declines. Agriculture, Ecosystems & Environment, 216: 44-50.
2. Steinhauer, N. et al. 2018. Drivers of Colony Loss. Current Opinion in Insect Science 26: 142-148.
3. Jack, C. and J. Ellis. 2021. Integrated Pest Management Control of *Varroa destructor* (Acari: Varroidae), the Most Damaging Pest of *Apis mellifera* L. (Hymenoptera: Apidae) Colonies. Journal of Insect Science 21(5): 6.
4. Rosenkranz et al. 2010. *Varroa* Biology and Control. Journal of Invertebrate Pathology 103: S96-S119
5. Boncristiani, H. et al., 2020. Honey bee health world report. Bee World 98: 2-6.
6. Alger et al. 2019. RNA virus spillover from managed honeybees (*Apis mellifera*) to wild bumblebees (*Bombus* spp.). PLoS ONE 14(6): e0217822.
7. Walsh et al. 2020. Queen honey bee pheromone and reproductive behavior are affected by pesticide exposure during development. Behavioral Ecology and Sociobiology, 74: 33.
8. Alger et al. 2018. Home sick: impacts of migratory beekeeping on honey bee pests, pathogens, and colony size. PeerJ, 6:e5812.
9. Leclercq, G. et al., 2018. Bioassays to quantify hygienic behavior in honey bee (*Apis mellifera* L.) colonies: a review. Journal of Apicultural Research, 663-673.
10. Blacquière, T., W. Boot, J. Calis, A. Moro, P. Neumann. and D. Panziera. 2019. Darwinian black box selection for resistance to settled invasive *Varroa destructor* parasites in honey bees. Biological Invasions, 21: 2519-2528.

Textbook (*Recommended*): Caron, D.W. 2013 (revised from 1999). Honey Bee Biology and Beekeeping. Wicwas Press. Cheshire, CT, 368 pp.

Lectures: This is a fully online, Canvas-based course. The website for the syllabus, all lectures, reading materials, announcements, tests, etc. will be posted on eLearning: http://lss.at.ufl.edu. All lectures for this course are narrated presentations and will include videos and supplemental readings. We will provide text from all the narrated presentations, but you should pay close attention, as knowing and understanding the spoken information is critical for success in this course. All lectures and tests will be delivered online in Canvas.

Please note that all video clips and photographs are copyrighted and are NOT to be used outside of this class and may be used only this semester. Please do not copy or distribute these photographs or video clips. All class notes are provided for educational use only.

Course Notifications and Communication: All course communications (assignments, announcements, test information, etc.) will be made via the Announcements in Canvas. Please ensure that your Canvas profile is set to receive notifications (i.e. please check the appropriate box to receive all notifications). To do this, click on your name in the upper right corner of the Canvas homepage after logging into Canvas. Next, click "notifications" on the left. This will take you to the Notification Preferences page. Then, click the check symbol for at least the following notifications: Due Date, Course Content, Announcement, and Grading.

Students are encouraged to post general questions on topics taught in the class under the General Questions thread. The instructor and/or the TAs will respond to the questions. Other students are also encouraged to respond to the questions. Private questions should be sent to the TAs via e-mail.

Everyone is busy, so please do not expect immediate responses to emails or discussion posts. The instructor and TAs will do their best to respond within 24 hours during the week and 48 hours on weekends. They will also aim to grade assignments within one week of the due date.

Minimum technology and digital information literacy skills: The only software used for this course is Canvas. All learning materials will be available to download in the course modules. Minimum technological skills required for this course include the navigation of Canvas as well as the ability to create and submit digital files. Minimum digital information literacy skills required for this course include the use of online search tools with search criteria, keywords, and filters; ability to analyze digital information for credibility, currency, and bias; and proper citation of sources. Additionally, students may desire to send emails and use word processing programs for assignments.

Course Schedule: This course is offered via Canvas as a distance education course. To stay on track, students must adhere to the course schedule.

Module	Video Content	Weekly Readings	Module Assessments	Critical Thinking Exercises	Experience with Beekeepers	Extension Blog Post Assignments	Perusall Readings	Extension Video Project
Getting Started	Welcome video; How to be successful in this course	Course syllabus; Tips for success	Jan. 16th					
Honey Bee Research, Extension & Instruction	Honey bee Research; The Research Process; Extension Programs; Examples of Extension; Instruction		Jan. 16th					
Abiotic Colony Stressors and Colony Loss	Abiotic stressors of honey bee colonies; Other stressors; Elevated colony losses	Moritz and Erler, 2016. Steinhauer et al. 2018.	Jan. 23rd	Jan. 23rd			Jan. 23rd	Video Topic Jan. 23rd
Integrated Pest Management	What is IPM?; Monitoring (*Varroa*); Determining thresholds; Prevention; Control pyramid; Can IPM be effective for beekeeping?	Textbook: p. 325-330. Jack and Ellis, 2021	Jan. 30th		RSVP Experience Jan. 30th	Select Topic Jan. 30th		
Pests I	*Varroa destructor*; *Varroa* control; *Tropilaelaps*; Tracheal mites	Textbook: p. 309-324. Rosenkranz et al. 2010	Feb. 6th	Feb. 6th			Feb. 6th	
Pests II	Small hive beetle biology; SHB control; Wax moths; Ants; Minor vertebrate pests; Bears	Textbook: p. 345-352.	Feb. 13th					
Honey Bee Pathogens	*Nosema*; Chalkbrood; Viruses; Foulbrood	Boncristiani et al., 2019. Alger et al. 2019	Feb. 20th				Feb. 20th	Production Plan Feb. 20th
African Bees	Origin and movement to U.S.; Biology and behavior; Identification of African bees; What to do about African bees		Feb. 27th	Feb. 27th				Peer Review Feb. 27th
Bee Removal	Types of bee removal; Bee removal safety; Removal best management practices; Practices after bee removal		Mar. 6th					
Pesticides	Pesticide impacts on bees, Definitions, Routes of exposure; Pesticide regulations; Understanding the label; Pesticide	Walsh et al. 2020	Mar. 13th			1st Submission Mar. 13th		

Topic	Subtopics	Reading						
	formulations; Risk reduction approaches for applicators; Risk reduction approaches for beekeepers; Recognizing bee exposure and reporting							
---------- **Spring Break** ----------								
Commercial Pollination	Moving colonies; State regulations; Hive placement; Grower contracts	Textbook: 289 – 305. Alger et al., 2018	Mar. 27th	Mar. 27th		Peer Review Mar. 27th	Mar. 27th	
Queen Production	Choosing breeder queens; Colony preparations; Queen production timeline; Instrumental insemination; Package bee production	Leclercq et al. 2018.	Apr. 3rd					
Other Hive Products	Beeswax; Pollen; Propolis, royal jelly and bee brood; Mead; Apitherapy	Textbook: p. 260-270.	Apr. 10th			Final Submission Apr. 10th		
Miscellaneous Topics in Beekeeping	Natural/Treatment-free beekeeping; Honey shows and judging; Observation hives	Blacquière et al. 2019	Apr. 17th	Apr. 17th	Submit All Forms Apr. 17th		Apr. 17th	Final Video Submission Apr. 17th

Evaluation: The course grade is based on total points earned out of 800 possible points.

Module assessments	15 points each × 12 assessments	180 points
Section critical thinking exercises	50 points each × 5 exercises	250 points
Experience with Beekeepers	75 points	75 points
Select Topic for Blog Post	10 points	10 points
1st Submission of Blog Post	15 points	15 points
Submission of your peer evaluations of two of your peers' Extension Blog Post	10 points × 2 peer reviews (you get 10 points per peer review you submit)	20 points
Final draft of your Extension Blog Post	100 points	100 points
Perusall reading assignments	10 points × 5 readings	50 points
Extension Video Project	100 points	100 points
	Total Course Points	800 points

Grades and Grade Points

For information on current UF policies for assigning grade points, see catalog.ufl.edu/UGRD/academic-regulations/grades-gradingpolicies/.

FINAL GRADING		
% grade	Letter grade	Points needed to achieve letter grade
100-93	A	≥ 744
90-92	A-	720 – 743
87-89	B+	696 – 719
83-86	B	664 – 695
80-82	B-	640 – 663
77-79	C+	616 – 639
73-76	C	584 – 615
70-72	C-	560 – 583
67-69	D+	536 – 559
63-66	D	504 – 535
60-62	D-	480 – 503
0-59	E	0 – 479

Assignments:

(1) Module Assessments: There is a 15-point assessment associated with each of the thirteen modules in this course. The lowest assessment grade will be dropped. These assessments are *open note* (i.e. you *are* allowed to use class lectures, books, websites, etc. while taking the assessments). The assessments will be composed of true/false and multiple choice questions. **The assessments 1) open the Saturday morning after the previous section ends, 2) are timed (30 minutes each), and 3) are due on the following Friday at 11:59 pm on the date listed in the course schedule.** These are individual assessments so please do your own work and do not work in groups or share your answers. There is a large bank of test questions for each assessment and the assessment questions are selected randomly for each student. You will receive a 5-point deduction for each day a module assessment is late.

The first module assessment is an ungraded syllabus quiz on the "Getting Started" module. You need to read the syllabus and answer quiz questions related to it before you are able to advance to the next module. This quiz

will show you how your online assessments will be formatted as well as allow you to demonstrate that you understand how this course works and important due dates.

(2) Critical Thinking Exercises: The exercises are designed to encourage you to think critically about the content presented in the module lectures. The critical thinking exercises are worth 50 points each. There are separate exercises designed for honors and graduate students incorporating additional questions from the scientific journal articles assigned to that section. These are individual exercises so please do your own work and do not work in groups or share your answers. All of the critical thinking exercises are open note and untimed. You can close and reopen the exercise as many times as you would like until the due date (see course schedule), but you will not be able to make any changes once you have officially submitted your final exercise. **The exercises are due at 11:59 pm on the date listed in the course schedule.** <u>You will receive a 5-point deduction for each day a module assessment is late</u>.

(3) Experience with Beekeepers: Beekeepers rely heavily on one another for information and as such, they often meet in groups to share tips, findings, techniques and practices. This semester, you will have the opportunity to attend some of these beekeeper meetings and/or events. Regardless of which activity(ies) you choose, you must submit documentation of your participation in these beekeeper events. This documentation will include a completed and signed form(s) (to be provided in the assignment page), and a photograph (screenshot) of you at the activity/event.

Your three options:

1) You can attend one full day of Bee College hosted at the University of Florida Honey Bee Research Building (just east of Charles Steinmetz Hall) in Gainesville, FL. On the Friday and Saturday during Spring Break (see the course schedule for the date), we host a large event where beekeepers come from all over Florida to learn about current beekeeping topics, construct beekeeping equipment, work live honey bee colonies, extract honey, etc. Bee College typically begins at about 8:30 am and concludes around 4:30 pm. Participants must wear socks and close-toed shoes. Long sleeve shirts and pants are encouraged. Please do not wear any dark colored clothes (black, navy, etc.). Students may be asked to help keep time for certain classes at the event, but the cost of attendance will be waived.

2) You can choose to attend an all-day beekeeper training event put on by another beekeeping organization or county agriculture-extension group. The springtime is when many different beekeeping clubs and associations around the country begin to hold training events, so no matter where you are located, you can likely find some event for beekeepers. As it will not be a University of Florida-sponsored event, you may be required to pay a fee if you choose this option.

3) You can choose to attend <u>at least **three**</u> beekeeping club or association meetings during the semester. Almost every country, region, state, etc. has a beekeepers' association. The best way to find a beekeeper in your area is do an internet search for "your country/state/region/etc. beekeepers association". For example: "Florida Beekeepers Association," "New Zealand Beekeepers Association," "Jacksonville Beekeepers Association," etc. From the website(s) you find, look for the given association's meeting times and location and attend those meetings. Most clubs and associations meet for about an hour and a half monthly. You can attend three meetings all from the same group or three completely different groups, However, the **UF Honey Bee Club meetings do not count towards this requirement**. At the end of the day, you have the same resources available to find beekeepers in your area that the Instructor and TAs have. Thus, the responsibility of finding a beekeeping club or association lies with the student who elects this option. That said, please contact the Instructor or TA if you need help.

(4) Perusall Reading Assignments: Honors and graduate students are required to read five additional scientific research articles. The idea of these assignments is to expose students to current honey bee research literature in a way that helps them learn by collectively annotating readings in threads, responding to each other's comments, and interacting. There are three questions or tasks associated with each reading and each assignment is worth 10 points. To receive full credit, you must respond to each prompt. Remember to be respectful and courteous as you respond to your classmates' posts.

5) Extension Blog Post: One of the most useful skills in any profession is writing. Furthermore, one of the missions of the Land Grant Institution is extension, which means we are communicating with the general public. As such, you are required to produce a blog post which explains the why, where, when and how of a particular beekeeping practice. This blog post should provide a useful resource for beekeepers and be based on peer-reviewed literature. Selected topics should be of interest to beekeepers, meaning it should be relevant to honey bee health, production, treatment, etc. We also want the topics to be specific (Which smoker fuels are unsafe to use?, How to treat your colonies with oxalic acid?, Where you should place your hives?, Why should I register my honey bee colonies with the state?, etc.). Your blog post should be written as if it were to be published through the University of Florida's extension branch (Cooperative Extension Service). You **must** check with the TA before beginning your blog post so that they can verify that such a blog post does not already exist on your topic. The instructor or TA can provide ideas for selecting a topic, but the topics will be reserved on a first come first serve basis. **A grading rubric will be provided in Canvas to facilitate the development of your blog post.**

Your Extension Blog Post should convey scientific information in a way that a high school student could understand. Your writing should be clear and succinct. **Each Blog Post should be within 800 – 1000 words**. As writing space is limited, figures are extremely helpful in extension documents, and students are encouraged to include as many figures as necessary to explain a topic. You must properly cite the owner of any figures you include in your final report if the figure is not original to you.

The following are some recent examples of student-lead scientific blog posts that you may use to model your posts after:
Small hive beetle
Varroa rearing
Varroa control with OA

There are four components of the Extension Blog Post that compose the completed assignment. Due dates for each component are listed in the course schedule.

1) Select Topic Due – The student should identify the topic of their Blog Post by completing the Canvas assignment "Select Blog Post Topic".

2) 1st Submission – This is not a rough draft, but rather is what the student considers the completed document.

3) Peer Review – The 1st submission will be shared with other students in the class who will provide a peer review of the report by the due date listed in the course schedule. Each student will peer review two Extension Blog Posts, providing meaningful helpful comments to receive full points.

4) Final Submission – Students are expected to revise their Extension Blog Posts per the "good" comments provided during the peer review process. The final report must be submitted by the due date shown in the course schedule. All submissions will be checked for plagiarism using TurnItIn.

A grading rubric will be provided in Canvas to facilitate development and peer review of the Extension Blog Post. **Five points will be deducted from the final project score every day past the due dates that any of the information requested above is late, regardless of the excuse**. Please do not wait until the last minute to produce your blog post or meet any of the other deadlines. All points lost will be deducted from the final Extension Blog Post grade.

5) Extension Project: Honors and graduate students are required to produce an additional project in the form of an instructional video. All videos should be completed as if they were to be published through the University of Florida's extension branch (Cooperative Extension Service). You **must** check with the TA before beginning your project so that they can verify that an instructional video does not already exist on your topic. The instructor or TA can provide ideas for selecting a topic. **A grading rubric will be provided to facilitate development of your extension video.**

Your video should convey a beekeeping practice and/or scientific information in a way that a high school student could understand. If you do not have the technical expertise to perform the beekeeping tasks in the video, the Instructors or course TAs will be available to help if planned in advance. Members of the UF Honey Bee Research and Extension Laboratory can be available to help with the beekeeping practices demonstrated in the video.

Videos should be 4-6 minutes in length and provide useful information to U.S. beekeepers. You will write a draft and a production plan for others to peer review that will be evaluated using a different rubric. The video needs to be of excellent quality; thus, you will have access to good equipment from the UF Honey Bee and Research Extension Laboratory. The video of course does not have to be a masterpiece, but it should be as professional as if it were to be published on our lab YouTube channel. Here are two examples of videos produced by student in previous classes https://youtu.be/urDsKwHPAV0   https://youtu.be/U6HyBbs9454.

There are four components of the extension video project that compose the completed assignment. Due dates for each component are listed in the course schedule.

a) Video Topic Due – The student should identify and record the topic chosen for the extension report by completing the Canvas assignment "Extension Report Topic."

b) Production Plan – This is not a rough draft, but rather is what the student considers the well-thought out production plan. We want to know locations where the filming is to take place, the planned script of those appearing in the video, the angles and views you plan to capture and any words that might appear on the screen at any time.

c) Peer Review – The production plan will be shared with other honors and graduate students in the class who will provide a peer review of the report by the due date listed in the course schedule. Each student will peer review two production plans. This activity is new for most students, but provide the best feedback you can.

d) Final Submission – Students are expected to revise the production plan per the comments provided during the peer review process. The final video must be submitted by the due date shown in the course schedule.

A grading rubric will be provided in Canvas to facilitate development and peer review of the Extension Video Project. **Five points will be deducted from the final project score every day past the due dates that any of the information requested above is late, regardless of the excuse**. Please do not wait until the last minute to produce your video or meet any of the other deadlines. All points lost will be deducted from the final Extension Video Project grade.

Absences and Make-Up Work: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

Online Course Evaluation Process: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/.

Academic Honesty: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

AI Use Policy for This Course: Artificial Intelligence (AI) tools, including but not limited to ChatGPT, Gemini, Claude, Copilot, and other generative AI systems, can be powerful aids for learning, writing, and problem-solving. In this course, **you are permitted to use AI to support your writing and coursework**, provided that you do so **responsibly, transparently, and in ways that uphold the UF Student Honor Code**. Your work must always reflect **your own thinking, learning, and personal experiences**. AI may assist you, but it should not replace you.

What Is Allowed
You *may* use generative AI tools for tasks such as:
- brainstorming ideas
- outlining or organizing your thoughts
- revising for clarity and grammar
- generating practice questions or study guides
- suggesting alternative phrasing
AI may also be used at specific assignment stages when noted in the instructions.

What Is Not Allowed
You *may not*:
- submit AI-generated text **as your own original work**
- use AI to fabricate personal experiences, reflections, or observations
- use AI to complete tasks that specifically require *your own* interpretation, analysis, or judgment
- input any **restricted, sensitive, or personal data** into external AI tools (per UF Data Security and Privacy guidance)

Misuse of AI—including unacknowledged AI assistance—will be treated as a violation of the UF Student Honor Code.

Required Citation of AI Use
Any use of AI tools in your work must be **clearly cited**. At minimum, include:
1. The tool used (e.g., ChatGPT)

2. The purpose (e.g., "to generate an outline," "to suggest revisions")
3. The exact prompt(s) you used, either in an appendix or assignment note

Example Citation (APA style)
ChatGPT (2025, January 12). Response to the prompt: *"Suggest three ways to reorganize this paragraph for clarity."* OpenAI. https://chat.openai.com/

Services for Students with Disabilities: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, https://disability.ufl.edu/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Campus Resources:

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact mailto:umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit counseling.ufl.edu/ or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu/.

University Police Department: Visit police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.

Academic Resources

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services career.ufl.edu/.

Library Support: cms.uflib.ufl.edu/ask various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring. teachingcenter.ufl.edu/

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. writing.ufl.edu/writing-studio/

Student Complaints On-Campus: sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/

On-Line Students Complaints: distance.ufl.edu/student-complaint-process/

Netiquette:
It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

Security:
Remember that your password is the only thing protecting you from pranks or more serious harm.
- Do not share your password with anyone.
- Change your password if you think someone else might know it.
- Always logout when you are finished using the system.

General Guidelines:
When communicating online, you should always:
- Treat your instructor and fellow students with respect, even in email or in any other online communication.
- Always use your professors' proper title: Dr. or Prof., or if you in doubt use Mr. or Ms.
- Unless specifically invited, don't refer to them by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar.
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you".
- Use standard fonts such as Times New Roman and use a size 12 or 14 pt. font.
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Limit and possibly avoid the use of emoticons like :).
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensive.
- Be careful with personal information (both yours and other's).
- Do not send confidential patient information via e-mail.

Email Netiquette:
When you send an email to your instructor, teaching assistant, or classmates, you should:
- Use a descriptive subject line.
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name and return e-mail address.
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, "reply all."
- Be sure that the message author intended for the information to be passed along before you click the "forward" button.