POLITIC4178 Social Network Analysis

2023-2024 Academic Year
Semester 2
Course Guide

COURSE CONVENER

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Office Hours: Mondays, 11am-12pm in Adam Smiith Building 814 or by appointment.

Please notify the course convener in person or by email if you plan to attend office hours on any given day.

COURSE DESCRIPTION

The course examines the theoretical, methodological, and substantive aspects of structural patterns in human social relationships. It discusses theories of the emergence and effects of these patterns related to the acquisition and dissemination of information, resources, and authority through clustering, brokerage, signalling, homophily, and transitivity. It teaches students methods of collecting and analysing data related to these concepts using open-access computer programmes, such as the Statnet package in R. These theories and methods are applied to problems across the social sciences in politics, sociology, psychology, economics, business, public health, and beyond. As a capstone project, students produce and present a team report based on their own collection and analysis of social network data.

COURSE AIMS AND INTENDED LEARNING OUTCOMES

This course aims to provide students with an understanding of major concepts and theories used in the study of social networks. Students will come to appreciate the relevance of these ideas across the social sciences. They will learn to collect, analyse, and discuss social network data and their social implications.

By the end of this course students will be able to:

1. Summarise and apply major concepts in the study of social networks.

2. Explain and critique major theories commonly used in the study of social networks.

3. Collect social network data from a variety of sources.

4. Analyse social network data with commonly used statistical software.

5. Present information about social network analysis orally and in writing with both accuracy and coherence.

MEETING TIMES and LOCATIONS

Lectures are held Monday 10am-11am at JOSEPH BLACK:C407 AGRICULT. Check My Campus for updates.

Labs are held on Mondays Noon-1pm at ADAM SMITH:1105 LAB M. Check My Campus for updates.

Attendance and participation at all lectures and labs is expected.

ASSESSMENT

All assessments will be marked on the university's standard 22-point marking system.

Students will complete two in-class **Practical Skills Assessments**, each worth 20% of the final mark. The first practical skills assessment will be held **during the lecture session on 05 February**. The second practical skills assessment will be held **during the lecture session on 11 March**.   Each assessment will consist of 8 short-answer questions and students will be permitted **50 minutes** to complete each assessment. Assessment will be proctored and must be taken without the aid of notes, electronic devices, or other people. Passing information to (or receiving information from) other people – before, during, or after the exam – will be considered academic dishonesty.

Students will work together with a small group of their peers to produce and present a **Report on a Social Network Analysis**, involving the collection, analysis, and discussion of social network data. The reason that this assignment will be conducted in a team is that it is a complex assignment with many parts. Several students will be needed to carry the workload. Also, it will be helpful to have several students in brainstorming ideas for the project.

In preparation for the report, each team will submit a **Proposal of 250 words** on **12 February during lecture** which will **not be marked** but will receive **formative feedback** from the course convener.

Each team will make a **15-minute presentation (in lecture on 18 March**) based on its network analysis and will write a report (**due at Noon on 25 March via Turnitin**) that represents the final effort on this project. The report should consist of at least 3,000 words (maximum of 3,500 words) plus tables and figures, worth 60% of the final grade. **Presentation materials (not included in the word count) should be submitted as an appendix to this report.** Both the written report and the oral presentation are included in the marked assessment. Each student must contribute equally to the preparation of the report and the oral presentation. The teams will consist of 4 to 6 students, depending on enrolment. Thus, the writing expectation per student will be 1,000 words or less. Collaboration in teams will facilitate the ability of students to work on a project involving multiple steps, including data collection, analysis, writing, and presentation. Students will be permitted time during seminar sessions to work on the project.

Each student will receive an independent mark on the team project. To facilitate this assessment, each student will attach a short statement (not included in the word count) as an appendix to the report detailing the nature of their contribution to the project. Also, each student must make an individual contribution to the oral presentation **during the lecture session on 18 March**, which will be used in determining their mark. Teamwork will be regularly supervised by the course convener, who will be responsible for resolving all intra-team disputes.

Students who have additional needs or disabilities that affect their ability to work in groups should approach the convener of the course to discuss the possibility of designing alternative assignments.

The key components of the team project and **Report on a Social Network Analysis** are as follows:

1. Identify a research question pertinent to social network analysis in some area of the social sciences.

2. Briefly review scholarly research that may be relevant to the question identified in (1).

3. Collect data that are pertinent to answering the question identified above in (1). Various forms of data collection may be acceptable. For example, data may be scraped from online sources, such as government web sites. Or, a pre-existing data set provided in conjunction with a previous academic study may be used. There are other possibilities. Consult the course convener for suggestions.

4. Clean the data and prepare it properly for social network analysis.

5. Properly analyse the data using appropriate packages in R.

6. Report the results of the data analysis in polished tables and figures.

7. Describe and interpret the results in detail and explain the extent to which they do or do not answer the question identified above in (1).

8. Demonstrate that alternative explanations for the results have been considered.

9. Discuss the limitations of the research and potential approaches to mitigate them.

10. Detail the conclusions of the research and explain their implications for social science and social network analysis.

11. Make suggestions for further research along the same lines that might be possible if additional time and resources were available.

COMPUTER REQUIREMENTS

This course will work with the R statistical software on the computer, which can be downloaded here: https://www.r-project.org/.

The course does not assume knowledge of statistics or R. This material will be covered in the course. The course does assume basic knowledge about operating a computer, such as creating/deleting files and directories, installing programmes, and the like.

Please notify the course convener of any problems or concerns with these requirements.

READING EXPECTATIONS

The **primary textbook** for the course is Stephen P. Borgatti, Martin G. Everett, and Jeffrey C. Johnson. 2018. *Analyzing Social Networks*, 2nd Edition. London, UK: Sage. Please note that the **2nd edition** is required and is notably different from the 1st edition. It is recommended that you **purchase the book through Amazon.co.uk:**

All readings are indicated on the course schedule and can be viewed online through the library using the following reading list: https://rl.talis.com/3/glasgow/lists/26A4F2F7-316F-5A8E-E19A-A76A58C8A119.html

Reading assignments are expected to be completed prior to course sessions.

Please DO NOT CONTACT THE COURSE CONVENER if the readings do not appear to be available through the library. He has no power to deal with this issue. Chances are, there is a briefly delay in access due to congestion on the library server. If the problem continues, please **contact the LIBRARY** for assistance.

COURSE SCHEDULE

08 January – Week 1

Required reading for week

- Stephen P. Borgatti, Martin G. Everett, and Jeffrey C. Johnson. 2018. *Analyzing Social Networks*, 2nd Edition. London, UK: Sage. Read Chapters 1 and 2, pages 1-27.

Lecture session (10am)

- Introduction to the course and its requirements

Lab session (Noon)

- Introduction to the study of social networks

15 January – Week 2

Required reading for week

- Stephen P. Borgatti, Martin G. Everett, and Jeffrey C. Johnson. 2018. *Analyzing Social Networks*, 2nd Edition. London, UK: Sage. Chapter 3, pages 29-50.

- jimi adams. 2015. "Using *Lord of the Flies* to Teach Social Networks." *Journal of Social Structure* 16(1): 1-20.

- Patrick Doreian and Andrej Mrvar. 2015. "Structural Balance and Signed International Relations." *Journal of Social Structure* 16(1): 1-49

Lecture session (10am)

- Research design / balance theory

Lab session (Noon)

- Introduction to using R

22 January – Week 3

Required reading for week

- Stephen P. Borgatti, Martin G. Everett, and Jeffrey C. Johnson. 2018. *Analyzing Social Networks*, 2nd Edition. London, UK: Sage.   Chapters 4 and 5, pages 51-102.

- Timon Elmer, Kieran Mepham, and Christoph Standtfeld. 2020. "Students under lockdown: Comparisons of students' social networks and mental health before and during the COVID-19 crisis in Switzerland." *PLoS ONE* 15(7): e0236337.

Lecture session (10am)

- Data collection

Lab session (Noon)

- Managing network data using R

29 January – Week 4

Required reading for week

- Stephen P. Borgatti, Martin G. Everett, and Jeffrey C. Johnson. 2018. *Analyzing Social Networks*, 2nd Edition. London, UK: Sage. Chapters 6 and 7, pages 103-141.

- Wen Chen, Diogo Pacheo, Kai-Cheng Yang, and Filippo Menczer. 2021. "Neutral bots probe political bias on social media." *Nature Communications* 12(5580): 1-10.

Lecture session (10am)

- Multivariate techniques and visualisation

Lab session (Noon)

- Clustering and visualising networks in R

05 February – Week 5

Required reading for week

- Stephen P. Borgatti, Martin G. Everett, and Jeffrey C. Johnson. 2018. *Analyzing Social Networks*, 2nd Edition. London, UK: Sage. Chapter 8, pages 143-171.

Lecture session (10am)

- **First Practical Skills Assessment** – in-class, closed book, and proctored (**covers Week 1 through Week 4**)

Lab session (Noon)

- Discussion of capstone projects and team formation

- Analytical approaches to hypothesis testing in networks

12 February – Week 6

Required reading for week

- Stephen P. Borgatti, Martin G. Everett, and Jeffrey C. Johnson. 2018. *Analyzing Social Networks*, 2nd Edition. London, UK: Sage.

- Roy C. Barnes and David J. Luke. 2021. "A brokerage-based measure of organizational diversity and exploratory analysis of regulatory violations among Fortune 100 corporations." *Connections* 41(1): 7-24.

Lecture session (10am)

- Theorising whole networks / transitivity / brokerage

- **Teams submit proposals**

Lab session (Noon)

- Testing hypotheses in R

19 February – Week 7

Required reading for week

- Stephen P. Borgatti, Martin G. Everett, and Jeffrey C. Johnson. 2018. *Analyzing Social Networks*, 2nd Edition. London, UK: Sage. Chapter 10, pages 189-209.

- Carter T. Butts, Ryan M. Action, and Christopher Steven Marcum. 2012. "Interorganizational Collaboration in the Hurricane Katrina Response." *Journal of Social Structure* 13.

Lecture session (10am)

- Theorising centrality

Lab session (Noon)

- Whole network analysis in R

26 February – Week 8

Required reading for week

- Stephen P. Borgatti, Martin G. Everett, and Jeffrey C. Johnson. 2018. *Analyzing Social Networks*, 2nd Edition. London, UK: Sage. Chapters 11, 12, and 13, pages 211-287.

- Arie Perlinger and Ami Pedahzur. 2011. "Social Network Analysis in the Study of Terrorism and Political Violence." *PS: Political Science and Politics* 44(1): 44(1): 45-50.

Lecture session (10am)

- Community detection, subgroups, and equivalence

Lab session (Noon)

- Centrality analysis in R

04 March – Week 9

Required reading for week

- Stephen P. Borgatti, Martin G. Everett, and Jeffrey C. Johnson. 2018. *Analyzing Social Networks*, 2nd Edition. London, UK: Sage. Chapters 14 and 15, pages 289-329.

- Elizabeth E. Bruch and M. E. J. Newman. 2019. "Structure of Online Dating Markets in U.S. Cities." *Sociological Science* 6: 229-234.

Lecture session (10am)

- Ego networks, homophily, and large networks

Lab session (Noon)

- Subgroups and equivalence in R

11 March – Week 10

Required reading for week

- Endrit Kromidha and Paul Robson. 2016. "Social identity and signalling success factors in online crowdfunding." *Entrepreneurship & Regional Development* 28 (9-10): 605-629.

Lecture session (10am)

- **Second Practical Skills Assessment** – in-class, closed book, and proctored (**covers Weeks 5 through 9)**

- Signalling / large networks and ego networks in R

18 March – Week 11

Required reading for week

- Theresa Kuchler, Dominic Russel, and Johannes Stroebel. 2021. "JUE Insight: The geographic spread of COVID-19 correlates with the structure of social networks as measured by Facebook." *Journal of Urban Economics*, forthcoming.

- Tom Kemeny, Maryann Feldman, Frank Ethridge, and Ted Zoller. 2016. "The economic value of local social networks." *Journal of Economic Geography* 16(5): 1101-1122.

Lecture session (10am)

- **Capstone presentations – all students must participate**

Lab session (Noon)

- Discussion of networks in contemporary society

PENALTIES

Word limits for all assessed work in Politics and International Relations (PIR) include footnotes/endnotes but not bibliography (appendices, where applicable, are also excluded). Students should clearly state the word count on the cover sheet of their assessed work. Students who submit an essay which is significantly under/over the word limit will be penalised: 1 point in the 22 scale for being over/under the word limit by 10-15 per cent, 2 points for 15-20 per cent, 3 points for 20-25 per cent, 4 points for 25-30 per cent, and so on.

Failure, without good reason, to submit your essay on time will result in the loss of 2 points per working day (so, not including weekends) up to five working days. After five working days, failure to submit the essay will result in the award of an 'H' grade (0) for the essay and may result in the refusal of credit for the course. YOU MUST SUBMIT AN ESSAY IF YOU WANT TO GET CREDIT FOR THIS COURSE. For more information on the university-wide penalty system, visit https://www.gla.ac.uk/media/Media_124293_smxx.pdf.

Please read the criteria for written and oral assessment (below). The Moodle page and Honours Course Guide should be consulted for further information about submission of assessed/non-assessed work, Turnitin, marking conventions, penalties, extensions, and other matters. Exchange or disability students might have special assessment arrangements. Please contact the lecturer.

EXEMPTION FROM LATE PENALTIES

Deadlines for written assignments are strictly enforced. The hand-in date specified for your assessments is the final date that you may submit your work without receiving a penalty (unless you have been granted an extension). However, the option to submit your work earlier is available to you with the online Turnitin submission portal and the plagiarism checking portal being open several weeks in advance. You are encouraged to make use of this and plan your work schedule carefully, to avoid last minute assessment congestion.

In exceptional circumstances, students may need to apply to defer their coursework deadline (or to have late penalties lifted). Note, however, that extensions, even short ones, are NOT an entitlement. They are to be granted only if the person responsible for granting the extension is satisfied that the 'candidate submitting the application has been prevented by circumstances beyond his or her control from submitting the relevant work on time' (University Calendar, 16.28b). Extension requests will be considered only when a medical or serious personal problem that stands in the way of timely submission can be convincingly demonstrated. Essay deadline 'congestion,' time-management issues or computer problems will NOT be considered.

All requests for an extension—regardless of length—must be submitted before the essay due date. Late requests will be accepted only 'where the circumstances preventing the candidate from submitting work on time have also prevented application for a deferral of the deadline for submission' (University Calendar, 16.28d). When requesting an extension, students need to submit a completed extension request form, as well as relevant medical or other appropriate evidence for extensions for longer than 5 days.

We would like you to consider carefully if a short or longer extension is in your best interest, as it might impact your ability to submit subsequent assessments on time. You are informed of your deadlines at the beginning of the term, and it is your responsibility to plan your work accordingly. Extensions and Good Cause are not to be considered time management tools. If you are unsure whether an extension is right for you, or if you need guidance to plan your academic work, please do not hesitate to contact your academic adviser or course/programme convenor. The SRC has some high-level guidance on this in student-friendly language: Late Submission of Coursework: https://www.glasgowunisrc.org/advice/academic/late-submission/.

SHORT Extension request for up to 5 working days

If an illness or other adverse circumstances prevent you from submitting your assessment on time, you can request a short extension of up to 5 working days. Contrary to a Good Cause request, you are not required to provide evidence for a short extension, but you do need to explain in your request why you believe an extension is necessary.

Please submit your extension request within 10 working days of the assessment's due date. Extension requests submitted AFTER the deadline might lead to late submission penalties.

Please use this form to request an extension, and allow a minimum of one working day for a response: Student Forms Portal (uipath.com)

Extension Request for longer than 5 days

To request a coursework extension for longer than 5 days, please submit a Good Cause Claim on MyCampus: Go to your 'Student Centre' and select 'My Good Cause' from the Academics menu. Guidance for students on reporting good cause is available at https://www.gla.ac.uk/media/media_420013_en.pdf. Please include any important or sensitive information - it will be treated sympathetically and confidentially. If you miss an examination due to adverse circumstances, you should submit a Good Cause Claim instead of an Absence report.

Student Guidance on the Absence Policy and Reporting is available at https://www.gla.ac.uk/myglasgow/senateoffice/policies/studentsupport/absencepolicy and further guidance is at https://www.gla.ac.uk/media/media_129312_en.pdf. This sets out whether you need to submit an absence report or whether you need to submit a good cause claim. Please note that good cause requests submitted without details or supporting evidence will automatically be declined.

Further information about Short Extension and Good Cause regulations can be found on the University website: University of Glasgow - MyGlasgow - Academic Policy & Governance - Policy, Strategy and Regulations - Assessment - Good Cause FAQs

PLAGIARISM

Plagiarism is presenting someone else's ideas (including lectures) or written work (including Internet material, books, articles, theses, dissertations, and essays) as if one's own, without proper acknowledgement. Remember that even paraphrasing someone else's ideas means that you must give proper credit to your source to avoid plagiarism. The University Calendar says that it is "considered as an act of academic fraudulence and is an offence against University discipline." The University Calendar sets out the procedure that a Head of Subject must follow if plagiarism of assessed work is suspected.

The presentation of someone else's essay is obviously fraudulent, but the dividing line between your own work and that of your sources is less clear. The solution is always to acknowledge your sources and to use quotations when repeating exactly what someone else has said. Generally, you should avoid excessive paraphrasing of others' writings, even with acknowledgement; it does not demonstrate that you have understood the material you are reproducing. For more information http://www.gla.ac.uk/myglasgow/leads/students/plagiarism/

If you would like any advice about plagiarism or have any concerns, please contact the Politics and IR Plagiarism Officer: Dr Petar Bankov: petar.bankov@glasgow.ac.uk

TURNITIN

In all Politics courses, you are required to upload your essay to Turnitin. Turnitin is intended to support students in their avoidance of plagiarism and to support staff in their detection and prevention. Failing to upload a copy before the deadline might mean that your essay is considered as not submitted. HARD COPIES OF ASSIGNMENTS ARE NO LONGER ACCEPTED.

Information about Turnitin, how to upload your work and how to interpret your originality reports is available in the course Moodle page. Please read this material thoroughly before submission and note that if you want to submit a draft version to Turnitin, you MUST do this at least 24 hours before or it is highly likely you will NOT be able to see the Originality Report before the submission deadline. Note that the draft does NOT replace the submission of the final version. If there is no submission to Turnitin, your essay will not be graded.

In any case, whatever the results on Turnitin it is only a tool. In the end, avoiding plagiarism means understanding how to reference properly and in what circumstances you must do this, always being careful to correctly attribute ideas and evidence to their original sources, and not using another person's words or statements too directly unless they are being given as an acknowledged quotation. Turnitin will also help your tutors and Course Convenors decide whether a piece of work should be flagged up for essay writing skills support, or investigated for possible plagiarism. You can also get advice on how to improve your writing here http://www.gla.ac.uk/myglasgow/leads/students/writingstudyadvice/socialsciences/.

FEEDBACK

You will experience a range of opportunities for feedback throughout the course. Feedback is given in various formats and from different sources:

You will receive verbal feedback from instructors and your class colleagues in class discussions/presentations;

You will receive written feedback on your formative assessment and your summative assessment. It is your responsibility to read your feedback carefully and consider the recommendations as to how you can develop your work. Please note that the marks provided for summative assessments are provisional until confirmed by our External Examiners at the Exam Board;

You are strongly encouraged to make use of staff regular office hours, which provide many opportunities throughout the semester for guidance on the course material and further feedback on your assessed work. If you cannot attend regular office hours, you can e-mail to make an appointment for another time, or you might be able to receive feedback via e-mail;

You can also make use of the support available for students provided by the Learning Enhancement & Academic Service (http://www.gla.ac.uk/myglasgow/leads/aftoolkit/resources/students/).

We are committed to returning course work with written feedback to students within three working weeks of the submission date. In very rare circumstances, course instructors may be unable to meet this date. On these rare occasions, the course convenor will contact all students in the course to explain the reason for the delay and when the course work will be available for students to pick up.

GUIDE TO MARKING

Marking is done on the university's 22-point scale (see below). You will receive a feedback sheet telling you what we are assessing. Exchange or disability students might have special assessment arrangements - please contact the course convenor.

If you would like any advice about assessment or have any questions or concerns about marking procedures, please contact the **Politics and IR Assessment Officer:** Dr Tim Peace: Timothy.Peace@glasgow.ac.uk

Guide to Essay Marking

Did the essay answer the question? This refers to the focus and scope of the discussion. *For example: Did the essay address all parts of the question? Did it miss some key points? Did it digress from the topic?*

Did the author demonstrate knowledge of the relevant literature? This refers to the author's ability to relate course material to the question. *For example: Does the author display a good understanding of the key concepts and texts, and their limitations?*

Is the argument convincing? This refers to the quality and structure of the argument and the author's clarity of expression. *For example: Is the argument logically sound? Is it original? Is it supported by evidence? Is it expressed clearly?*

Essay Summative Assessment

Grade	Mark	Description
A1 A2 A3 A4 A5	22 21 20 19 18	**Excellent performance is characterised by most but necessarily all of the following:** Clear, comprehensive answer that displays sound critical thinking and insights Relevant evidence and readings from the course, and perhaps beyond, are cited accurately with very few errors. All key points are addressed fully Originality, creativity, and independent judgement are present
B1 B2 B3	17 16 15	**Very good performance is characterised by most but not necessarily all of the following:** Clear answer that fully addresses the key points Sound reasoning that displays a good understanding of the subject matter Relevant evidence and course readings are used with few errors Less critical thinking, originality, and insight than in an excellent performance
C1 C2 C3	14 13 12	**Good performance is characterised by most but not necessarily all of the following:** Answer displays a basic understanding of the subject matter Evidence of reading from course materials, but some points may not be fully relevant Little in the way of an argument or critical thinking Some errors may be present
D1 D2 D3	11 10 9	**Satisfactory performance is characterised by most but not necessarily all of the following:** Only a modest understanding of the subject matter is displayed Modest evidence of reading from course materials, with the inclusion of a few relevant points Many errors may be present
E1 E2 E3	8 7 6	**Weak performance is characterised by most but not necessarily all of the following:** Failure to answer question, though there may be an answer to a similar question Little evidence of any understanding of the subject matter is displayed Significant errors may be present
F1	5	**Poor performance is characterised by most but not necessarily all of the following:**

F2	4	Failure to answer question directly
F3	3	Very little evidence of any understanding of the subject matter is displayed
		Many significant errors are likely to be present
G1	2	**Very poor performance is characterised by most of the following:**
G2	1	Failure to answer question
		No evidence of any understanding of the subject matter is displayed
H	0	**Absence of positive qualities**

Seminar Oral Participation Assessment

Grade		Description
A	22 - 18	**Excellent performance is characterised by most of the following:**
		Excellent attendance record
		Demonstrates excellent preparation for classes: preparation is done thoroughly and creatively
		Multiple and engaging interventions in discussions, most of which are insightful.
		Good links to the readings including those that go beyond the required reading list
B	17 - 15	**Very good performance is characterised by most of the following:**
		Excellent/very good attendance record
		Demonstrates good preparation for classes: preparation is done thoroughly, creatively
		Multiple interventions in discussions, some of which were insightful.
		Links to the readings
C	14 - 12	**Good performance is characterised by most of the following:**
		Good attendance record
		Performs required class preparation
		A few useful contributions in discussions
		Some evidence of reading

D	11 - 9	**Satisfactory performance is characterised by most of the following:**
		Inconsistent attendance record
		Some evidence of class preparation
		Attentive and engaged, but not actively participating
E	8 - 6	**Weak performance is characterised by most of the following:**
		Poor attendance record and class preparation
		Inattentive and disengaged
F/G	5 - 1	**Poor performance is characterised by most of the following:**
		Very poor attendance record
		Disruptive and/or showing a lack of respect for others
H	0	Not assessable

Please refer to the [Honours Guide](#) for more information.

NETIQUETTE: ONLINE NORMS

The course will be delivered face-to-face on campus in 2023/24 (unless Government guidance on the pandemic changes) but may also include some online elements. You can find the latest coronavirus information from the University at:
https://www.gla.ac.uk/myglasgow/humanresources/coronavirus/

The University of Glasgow will use Zoom for the delivery of any online activities. The general expectation is that users engage in an online class with the same respect, politeness, and professionalism that they would exhibit in a real-life classroom. We will apply the following basic principles in which users (instructors and students) are asked to:

• Add a photo to their Zoom profile (strongly encouraged)
• Have their real name (not their GUID) in their profile.
• Turn their cameras on where possible throughout the duration of synchronous activities. We understand that sometimes users might not be able to use the camera and the course convenor should be informed via chat box (private message) at the beginning of the class session.
• Mute their microphones unless you are speaking to avoid background noise.
• Be on time, or better, be early: punctuality is crucial for online classes.
• Use the Chat box ONLY for course related communication.
• Be careful about using potentially inflammatory language in the chat box e.g. all caps and exclamation points in written text. Written text can be easily misread and misunderstood. Remember to quickly check your comment before sending it.