

Teaching Internet Basics

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1995 American Association of School Librarians
National School Library Media Program of the Year Award Winners



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This manual is intended for use by a single person to provide training for using the Internet. Copies of outlines and transparency masters may be made by that single person for classes as needed. Any other use of the materials for distribution or publication must have the permission of the publisher. Publication of any of the contents for commercial gain must have the permission of the publisher.

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Kris Eckhardt
Randy Eckhardt



The Administration, Faculty, Staff and Students and Friends of Smoky Hill High School, specifically the following, but to all who gave us the tools, asked the right questions, told us the answers and caused us to expand our own knowledge base:

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Arlene Abbott
Betty Flory
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Pam Johnson
Donna McElfresh



Our editor and publisher for his belief that we had something important to share with Internet trainers. Also, his patience with two over-committed Library Media Specialists:

David Loertscher

Presented by two Library Media Specialists who twenty years ago were told they would never need to use computers.

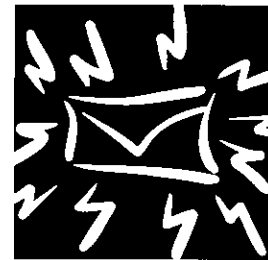
cited in a *School Library Journal*
article by Francis F. Jacobson, November 1995



III

Contents

Appreciationiii
Introductionv
Unit 1: The Internet - An Overview1
Unit 2: Resources25
Unit 3: Evaluating Resources43
Unit 4: Ethics55
Unit 5: Communications79



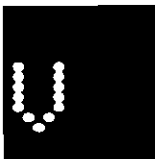
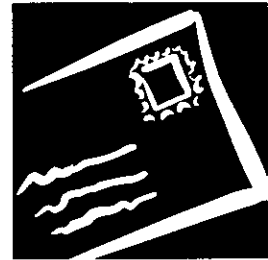
Introduction

Teaching Internet Basics was created in response to all the people who called to find out how we teach our Internet classes. It is designed to be used by Internet trainers (anyone who is interested in instructing Internet users, anyone who is responsible for teaching Internet ethics and anyone who prepares Internet curriculum).

This manual provides an outline of the lessons we teach. The lessons are presented in units which have specific goals, objectives, recommended activities and demonstrations. It gives a trainer the structure needed to create an Internet awareness curriculum. Reproducible handouts and transparency masters are included as support material.

Teaching Internet Basics is a working document. The units presented can be followed sequentially or used separately. They can be used as presented or customized to fit specific situations. The loose-leaf format is designed to encourage trainers to collect additional support material.

Adopt *Teaching Internet Basics* or adapt it to fit your teaching style and needs.



Unit 1

NOTES

THE INTERNET, AN OVERVIEW

This session may be used prior to Internet installation as an introduction for students, staff, school board or community.

✓Goal:

To establish a common understanding of the history of the Internet, its use and how to access it.

✓Objectives:

Participants will define the term "Internet."

Participants will explain the difference between a communication program and a resource program.

Participants will diagram a simple Internet connection.

Participants will distinguish between an e-mail address and a resource address.

✓Support Material:

Teacher's Guide

Reproduce the transparencies you intend to use from this lesson

✓Recommended Activities:

Brainstorm the kinds of information you would want other people to know about your school, company, subject or department. (i.e. sports teams, Fine Arts events, calendar)

Complete Definition Matching Sheet and review for reinforcement.

Scan newspapers/magazines for examples of resource addresses and e-mail addresses and report to the class.

TEACHER'S GUIDE

NOTES

1 Introduce the goal for this unit.

2 Determine class member's definition of Internet.

Share Internet experiences and backgrounds.

Write responses in three columns according to the following headings:

(Do not write the headings until later.)

<i>Communications</i>	<i>Internet</i>	<i>Resources</i>
-----------------------	-----------------	------------------

Responses might be:

e-mail	computers	web sites
listservs and lists	computer network	information
discussion groups	international networks	resources
chat lines		newsgroups
International Relay Chat		home pages
newsgroups		

3 Define Internet

The Internet is a worldwide accumulation of computers and computer networks which are interconnected; where each computer uses a mutually agreed upon transmission language; where each computer as well as each individual account member and each database on a computer has a unique address. Information is transmitted via cables, telephone lines or satellites.

🍏 Refer to *Internet Chronology Teacher's Guide* and use transparency of *Internet Chronology*.

Note: A computer address can be compared to a house address. A computer network can be compared to an apartment building where all the apartments (i.e. computers) are joined (i.e. computer network) to share common services including part of an address. All the apartments (computers) have individual numbers making each address unique to that apartment.



4 Explain Internet Service Provider

NOTES


Sometimes known as a telecommunications company, an Internet Service Provider is needed to access the Internet. A Service Provider could be considered an Internet signal transmitting company. The Service Provider's computers act as switching stations to receive Internet signals in the computer language used by all Internet computers and then to translate them into an alphabet / number / picture / sound mode onto the screen (interface) a person sees at a computer terminal.

Examples of Internet Service Providers are:

America OnLine CompuServe Netcom Prodigy

Review the costs involved with the services in your area.

Describe your:
selected provider
connection
network

 *Draw Internet connection diagram or use transparency.*


Internet Service Providers use communication programs for e-mail capabilities and resource programs to access information databases such as weather maps, travel guides and publications.




5 INTRODUCE ADDRESSES ON THE NET

The two types of programs (resources and e-mail) have different address formats. Neither format uses spaces in the address.

An **e-mail address** starts with a name/which is located at/a place: kris@computer.us (Pronounced: kris at computer dot u s) (the country destination is used at the end of the address - however, u s is often not used if e-mailing within this country)

 *Use transparency of E-mail Addresses.*

A **resource address** varies but it does not use an "@" symbol. Resource addresses are sometimes referred to as URLs (Universal Resource Locator).

 *Use transparencies of FTP, Gopher, and WWW Resource Addresses.*

Web sites as described in *Time* magazine, January 22, 1996 are “the multimedia portion of the Internet”, incorporating graphics, movies, text and sound. They are created with a computer program which uses hypertext links or graphics connecting the user to additional information within the document or to another site.

Address pattern = `http://www.whitehouse.gov`

Gopher sites are text only locations in a menu driven format, where the documents available at that site are listed in a hierarchical arrangement going from the broadest category to a specific document.

Address pattern = `gopher://dosfan.lib.uic.edu` (Some computer programs provide the `http://` opening allowing the typist to start with `www`. New computer programs are even absorbing the `www` as an understood part of the address.)

FTP sites are storage/retrieval locations where authors can place a report they wish to share, providing a community access point for anyone interesting retrieving that document using a “File Transfer Protocol”.

Address pattern = `ftp://ftp.luth.se`

6 Describe Screen/Interfaces

Text only screens were the original interfaces available and are still used with certain programs.

Multimedia screens were developed later. These interfaces make up many of the electronic publications, or home pages, developed by companies, schools, colleges, universities, communities, and individuals to report on their activities. Many companies hire graphic artists to create their home pages and as a result, these are becoming eye-catchingly impressive and attractive advertisements. Creating personal home pages has become a hobby for many people.

🍏 *Use transparency of Resource Address Endings.*

Briefly explain how to recognize different resource address endings and what they mean.

NOTES

7 Describe/show the interfaces used with your system - both the e-mail setup and the resource program.

8 Conclude with a review of the major points you covered or select a Recommended Activity.

Internet Chronology

- 1969** ARPANET commissioned
- 1979** Research network added
- 1982** TCP/IP set as computer language
- 1983** NSF runs backbone
- 1986** Supercomputing centers created
- 1990** ARPANET ceases to exist.
- 1994** Internet privatized
- 1996** Telecommunications Act of 1996



INTERNET CHRONOLOGY

1969 The United States Department of Defense commissions a communications network which will connect military installations and will still operate if one base is destroyed. It is known as ARPANET.



1979 Meeting between University of Wisconsin, the Department of Defense, the National Science Foundation and computer scientists from many universities to establish a research network.

1982 TCP/IP (Transmission Control Protocol/Internet Protocol) is established as the computer language/protocol to be used on this combination ARPANET and research network. This language is used to transfer data across the network from computer to computer. This leads to one of the first definitions of an "Internet" as an interconnected set of networks with those using TCP/IP to be known as The Internet.



1983 National Science Foundation takes over the administration of the ARPANET backbone.

1986 National Science Foundation establishes 5 super computing centers to provide high computing power to all networks on the Internet and creates the NSFNet which allows an explosion of "hookups", especially from universities.

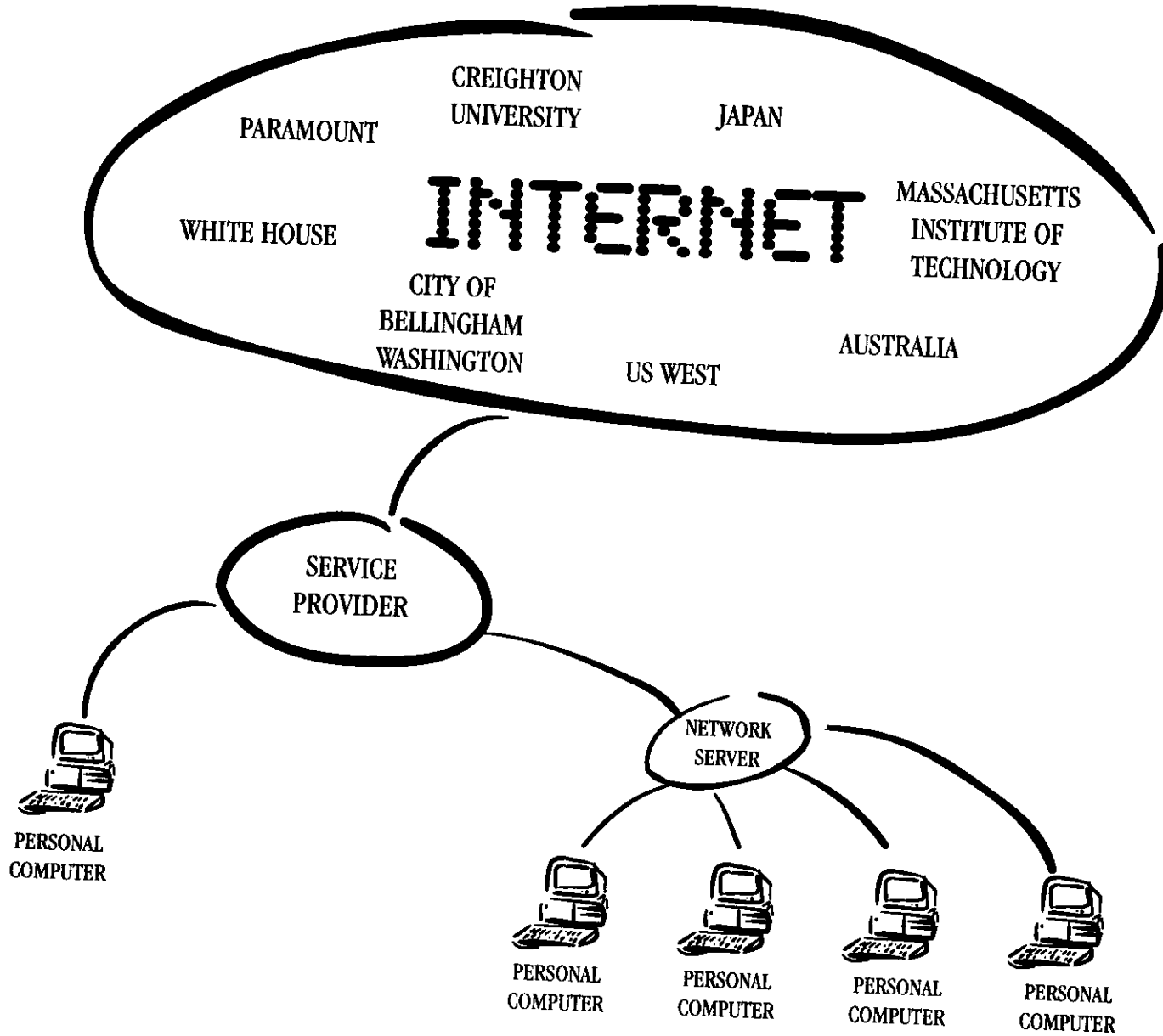


1990 ARPANET ceases to exist.

1994 Government funds are removed from NSF support of the Internet privatizing its operations and maintenance structure to commercial Internet providers.

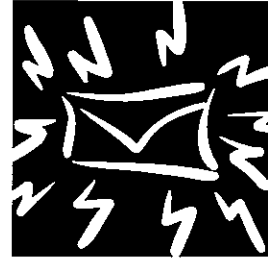
1996 Telecommunications Act of 1996 passed which will lead to many changes in commercial, public, and private uses of the Internet.





E-MAIL ADDRESSES

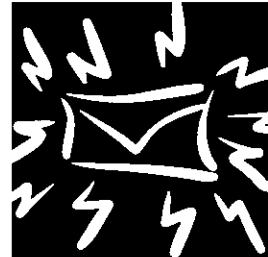
someone or something@somewhere



alanaj@bluejay.creighton.edu

philipj@parrot.creighton.edu

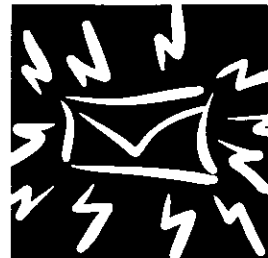
bell@engineer.mrg.uswest.com



nightly@nbc.com

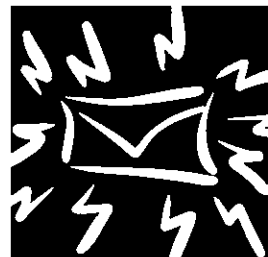
president@whitehouse.gov

castles@vax1.rz.uni-regensburg.d400.de



rocky_mountain@info.org

ma_bell@att.net



FTP RESOURCE ADDRESS SITES

FILE TRANSFER PROTOCOL (ftp)

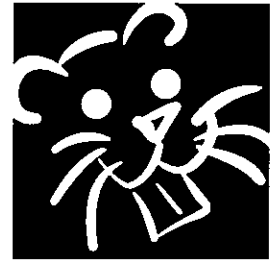
<http://ftp.std.com/NE/boston.html>
Boston online

<http://ftp.techno.ru/pub/msdos/koi8>
Russian Cyrillic fonts

<ftp://ftp.luth.se>
collection of song lyrics



GOPHER RESOURCE ADDRESS SITES



GOPHER

`gopher://ME.NCR.Forestry.CA`
model forest program



`gopher://dosfan.lib.uic.edu`
Department of State



`gopher://gopher.hud.gov`
Department of Housing and
Urban Development



WWW RESOURCE ADDRESS SITES

WORLD WIDE WEB (www)



<http://www.pathfinder.com>
Time Inc.



<http://www.discovery.com>
Discovery channel



<http://www.whitehouse.gov>
Whitehouse tour and information



RESOURCE ADDRESS ENDINGS**com** commercial

<http://www.cnn.com>
(CNN News Home Page)

**edu** education

<http://jg.cso.uiuc.edu>
(Project Gutenberg)

**gov** government

<http://www.whitehouse.gov>
(White House Home Page)

**mil** military

<http://www.wlmn.eglin.af.mil>
(Wright Laboratory Armament Directorate)

**net** network

<http://www.csn.net>
(Colorado Supernet - Internet Service Provider)

org non-profit

<http://www.ifrc.org>
(International Red Cross and Red Crescent)



NAME

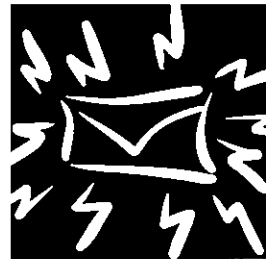
DATE

DEFINITION MATCHING SHEET



Fill in the blank with the letter for the definition or example which corresponds to the term on the left.

- | | | |
|-----|------------------------------|--|
| ___ | 1. E-Mail | A. www.whitehouse.gov |
| ___ | 2. Internet | B. Software that allows data to be transferred between computers for electronic mail |
| ___ | 3. Computer network | C. Computers connected to one another via cables, telephone lines or satellites |
| ___ | 4. Internet service provider | D. http://ftp.luth.se |
| ___ | 5. Interface | E. beth@johnshopkins.edu |
| ___ | 6. Home page | F. Text only or text and graphic |
| ___ | 7. E-mail address | G. Opening screen(s) of world wide web site which gives information and connections to other web sites and gophers |
| ___ | 8. Communications program | H. America OnLine |
| ___ | 9. Web site address | I. Messages that travel via computer networks |
| ___ | 10. Ftp address | J. International network of computers |



Unit 2

RESOURCES

NOTES

This unit will focus on the use of web browsers to locate sources of information. It is our feeling that the wide acceptance and proliferation of web browsers to access resources dictates this focus. This unit will be most successful if it is divided into two or three sessions providing adequate hands-on experience.

HINT: Be prepared for a network breakdown by having transparencies and handouts or previously created slides or a videotape of your Internet interface.

✓Goal:

To develop an understanding of Internet resources and methods for locating them.

✓Objectives:

Participants will comprehend that there are differences between resource program formats.

Participants will recognize the different interfaces on an ftp, a gopher and a web site.

Participants will work with their Internet web browser.

Participants will retrieve a specific address.

Participants will locate a topic using a search engine.

✓Support Material:

Transparency masters for this lesson.

Definition Matching Sheet.

✓Recommended Demonstrations and Instructor Preparation:

Using overhead projector and LCD Panel for Teacher's Guide, create demonstrations of web browser functions.

✓Recommended Activities:

Compile a list of three interesting site addresses.

Trade site address lists to "test drive" accuracy.

Divide into groups and visit an ftp, a gopher and a web site.

Share ftp, gopher and web site experiences. Tell about navigation with each site visited.

Use the Definition Matching Sheet.



TEACHER'S GUIDE

NOTES

- 1** Introduce the goal for this unit
- 2** Review the differences between a communications program and resource program.
- 3** Discuss the Internet Resource Development
 - 🍏 *Use transparency of Internet Resource Development.*
- 4** Define your Internet resource program (i.e., Netscape, Mosaic)

Compare to other programs that you know.
Explain the difference between menu driven and hypertext link interfaces.

- 5** Demonstrate how to open your Internet resource program.
- 6** Explore the following functions on your web browser interface:

🍏 *Use the transparency master for Netscape*

Reading a home page/web site

How do you:

- get back to where you started
- move one screen at a time
- work with the hypertext links
- tell which address is currently in use
- create and save a bookmark
- print (can you print?)
- save to disk

Locating a specific web site

Tell how you:



NOTES

enter/type a specific address
 activate the search
 know if the search is connecting (clock appears,
 pulsing icon, progress bar, progress gauge, etc.)
 stop the search
 are notified if the system does not connect
 understand the different error messages

🍏 *Use transparency master of Sample Error Messages*

🍏 *Use transparency master of Search Engine Addresses*



Define Search Engine.

A search engine is a computer program designed to locate specific works (keywords) in database entries and retrieve the address in the form of a hypertext link. The number and type of search engines is changing continuously. Using one search engine to locate other search engines is one method of discovering the vast possibilities which exist at a particular time.

Using a search engine

How do you:

access search engines from your home page?
 menu button?
 hypertext link?
 address location box?

🍏 *Use transparency master of Yahoo*

Does your search engine

have pre-selected topics
 have a keyword entry box
 offer search choices such as webs and gophers

How do you:

activate the search
 interpret the search results
 expand or limit the search results
 stop a search



Conclude with a review of the major points you covered or select a recommended activity.

INTERNET RESOURCE DEVELOPMENT

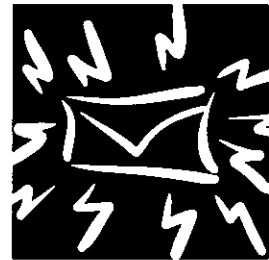
E-mail

ARPANET as commissioned by the Department of Defense was used originally for sending e-mail messages.



FTP

As "Internet" users started communicating about their research findings it became necessary to find a method of sharing these documents without burdening the original researcher with the task of e-mailing a copy to everyone interested. Anyone interested in having a copy retrieves it with a File Transfer Protocol.



Gopher menu

The University of Minnesota created a computer program which organized the information they wanted available to their students into a menu style format. These menu driven sites are organized into a hierarchical pattern where the information gets more and more specific as a person burrows down through the menus. Since a gopher is the mascot of UM this information posting method is known as a Gopher menu.



Web browsers

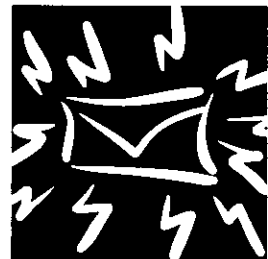
The ability to use hypertext links in a publication led to the development of web sites. The web browser programs have the capability of moving the user from web site to web site in a completely different computer or computer network and to return to the same starting place by simply "clicking" on a highlighted word/phrase or a specially coded icon/button.



**INTERNET RESOURCE
DEVELOPMENT**



E-mail



FTP

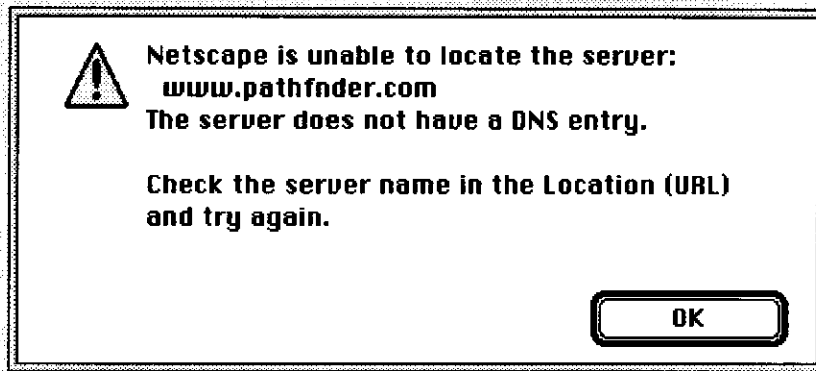
Gopher Menu



Web Browsers

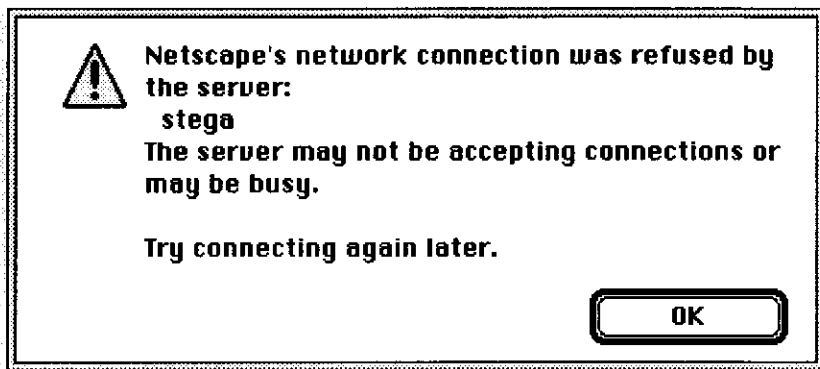


ERROR MESSAGES



File Not found

The requested URL /123 was not found on this server.



SEARCH ENGINE ADDRESSES

Yahoo

<http://www.yahoo.com>



Lycos

<http://lycos.cs.cmu.edu:80>



Net Search

<http://home.netscape.com>

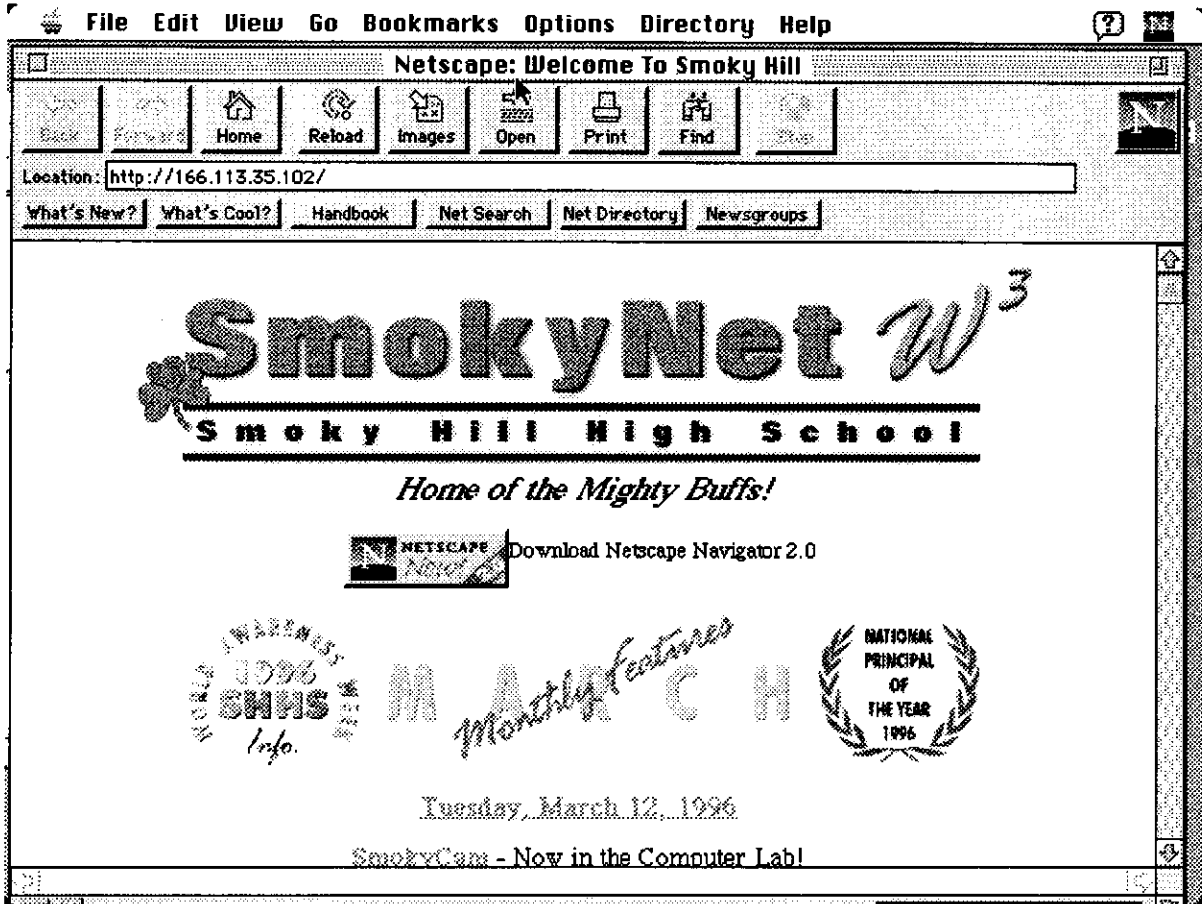


Meta Crawler

<http://metacrawler.cs.washington.edu:8080>



NETSCAPE



YAHOO

Netscape: Yahoo!

Back Forward Home Reload Images Open Print Find Stop

What's New? What's Cool? Handbook Net Search Net Directory Newsgroups

YAHOO! EXTRA

Web Launch Win PRIZES and VISIT Weekly Picks (Mar 11th)

Search Options

- **Arts**
Humanities, Photography, Architecture, ...
- **Business and Economy [Extra!]**
Directory, Investments, Classifieds, Taxes, ...
- **Computers and Internet [Extra!]**
Internet, WWW, Software, Multimedia, ...
- **Education**
Universities, K-12, Courses, ...
- **Entertainment [Extra!]**
TV, Movies, Music, Magazines, ...
- **News [Extra!]**
World [Extra!], Daily, Current Events, ...
- **Recreation**
Sports [Extra!], Games, Travel, Autos, ...
- **Reference**
Libraries, Dictionaries, Phone Numbers, ...
- **Regional**
Countries, Regions, U.S. States, ...
- **Science**
CB, Biology, Astronomy, Engineering, ...



NAME

DATE



DEFINITION MATCHING SHEET

Fill in the blank with the letter for the definition or example which corresponds to the term on the left.

- | | |
|----------------------------------|--|
| ___ 1. E-mail | A. www.whitehouse.gov |
| ___ 2. Internet | B. Software that allows data to be transferred between computers for electronic mail |
| ___ 3. Computer network | C. Computers connected to one another via cables, telephone lines or satellites |
| ___ 4. Internet service provider | D. http://ftp.luth.se |
| ___ 5. Interface | E. beth@johnshopkins.edu |
| ___ 6. Home page | F. Text only or text and graphic |
| ___ 7. E-mail address | G. Opening screen(s) of world wide web site which gives information and connections to other web sites and gophers |
| ___ 8. Communications program | H. America OnLine |
| ___ 9. Web site address | I. Messages that travel via computer networks |
| ___ 10. Ftp address | J. International network of computers |



Unit 3

EVALUATING RESOURCES

NOTES

One of the delightful yet troubling aspects of the Internet is that it gives everyone the possibility of publishing their thoughts to the world. The ability to create home pages, participate in newsgroups and respond to surveys has created many instant experts only too happy to be self-publishers. It is therefore important to establish a certain skepticism about information which is received on the Internet. We humans tend to feel that "if a computer did it - it must be right," without regard to the source of the information. Traditional library evaluation techniques are needed to develop an objective view of the validity of Internet resources.

HINT: Conducting this unit in the Socratic Method instead of a lecture format will foster critical thinking and a thoughtful analysis of the issue.

✓Goal:

To develop an understanding of the information literacy skill of evaluating resources and apply that skill to the Internet.

✓Objectives:

Participants will enumerate at least three different criteria for evaluating Internet sources.

Participants will decide when to use the Internet and when to use traditional print sources for information.

✓Support Material:

Teacher's Guide

Transparency master of Information Need - Resource Choice/s.

Transparency "mask"

Reproducible master of Internet Resource Evaluation Form

✓Recommended Demonstrations and Instructor Preparation:

Use the *Information Need - Resource Choice/s* transparency.

Organize material for class scribe.



✓Recommended Activities:

- Create a list of evaluation criteria having someone act as scribe.
- Form teams to locate three sources on the Internet on a single topic.
- Using the included *Internet Resource Evaluation Form*, evaluate each source as a team.
- Teams trade source lists and compare evaluation findings.



TEACHER'S GUIDE

NOTES

1 Introduce the goal for this unit

2 Using the Socratic Method of Delivery ask:

How would you decide if an Internet source is a trustworthy resource?

3 The instructor should question appropriately to bring out the following points:

Who posted the information?

Example: For information about the solar system you might look for information posted by NASA, "UFO's Rule Our Life Agency," "ABC Telescope Company" or "J. Q. High School Student."

Each site could have excellent resources but they would have been chosen to support the viewpoint of the "publishing" agency and would need to be read and evaluated with that bias in mind.

Where did they get the information?

Primary sources?

First person experience?

Survey?

Diary?

Secondary sources?

Reprints of articles?

Reprint of a report

Are articles and reports documented?

Is there a bibliography?

Who wrote the information

Example: Did a noted scientist such as Carl Sagan write for the "UFO's Rule Our Life Agency" home page and for NASA? What exactly are the author's qualifications for their topic? What makes them a reliable expert?

What is the date on the work?

Is it dated?

Is it ever updated?

Does the date matter?

In which country was the work published or written?

Would the point of origin give the work a particular bias?

NOTES

What is the Internet resource delivery system?

e-mail

ftp site

gopher

web

newsgroup

listserv

How does the delivery effect the validity of the information?

Does the presentation effect the message?

Looks fantastic, says nothing.

Fun to use, says nothing.

No graphics, all script, extremely scholarly.



When should you use the Internet for research and when should you use traditional print sources?

This is fast becoming a gray area, but after some experience with your web browser, participants will need to consider this question in order to become discriminating users of the tool.

HINT:

This is an appropriate place to remind participants about using your Internet connection economically.

An awareness of time and access factors might be important if you are paying by the minute or have only one connection.

🍏 *Use transparency of Information Need Resource Choice/s*

🍏 *Use "mask" to reveal answers as needed*



Conclude with a review of the major points you covered or select a Recommended Activity.



**INFORMATION
NEED**

**RESOURCE
CHOICE/S**

Definition of a word

Dictionary



Map of a country

Atlas/Internet



Full text of an International
Treaty

Internet



Gettysburg Address

Cassette/Book
/Internet



**INFORMATION
NEED**

**RESOURCE
CHOICE/S**

Zen and the Art of the Internet Book/Internet



Current earthquake activity in Japan Internet



Van Gogh's Fourteen Sunflowers Book/Slide/Internet



Date of John F. Kennedy's assassination Book



Status of bills being considered by U.S. Congress Internet

NOTES

Mask for Information Need. Cut on line.

INTERNET RESOURCE EVALUATION FORM

Resource Title _____

Resource Address _____

Resource Format (gopher, ftp, web) _____

Copyright/Posting Date _____

Posting Person

Name _____

Title _____

Connection _____

Company _____

Background _____

Author

Name _____

Title _____

Connection _____

Company _____

Background _____

Source/s of Information

Primary _____

Secondary _____

Presentation Style _____

Bias? _____

Where else could this information be located?



Unit 4

NOTES

ETHICS

We feel that this is the most important Internet lesson you will be teaching. Participants can easily learn the mechanics and the how-to of e-mail procedures and resource searching. To ensure ethical and responsible use of the Internet requires an understanding of the privileges of being an Internet citizen. An Internet citizen is a distinction imparted by a trainer who can equate acceptable Internet behavior with school/district/company expectations.

HINT: If your organization does not have a user contract, you may want to search the Internet for samples and adapt one or more to your own site needs.

HINT: It is a good idea to peruse newspapers and magazine to create a collection of articles related to ethical issues, email etiquette and Internet security.

✓ Goal:

To develop an understanding of netiquette and computer ethics and how they apply to Internet users.

✓ Objectives:

Participants will learn technical concerns.

Participants will learn protocol concerns.

Participants will know more about street smarts and the dark side of the Internet

✓ Support Material:

Teacher's Guide

Transparency masters

✓ Recommended Demonstrations and Instructor Preparation:

Use the included transparencies

Have your collected articles available to share with the class. They might be copied onto transparencies.

✓Recommended Activities:

Create your own acronyms.

Create your own emoticons.

Discuss the "What if" netiquette situations worksheet.

Suggested "What if" responses are included on Teacher's Guide.

NOTES

TEACHER'S GUIDE

NOTES

1 Introduce the goal for this unit

2 Determine the participants' current knowledge of ethics

Has anyone in the class heard of someone who had a problem with their email account?

Have you read anything in the newspapers or magazines about electronic security?

What issues have you become aware of regarding pornography and the Internet?

3 Present your organization's user contract and enumerate important points

- Use the *Technical Concerns transparency*
- Use the *Technical Concerns Teacher's Guide*

4 Technical concerns

Storage limitations - Can your mail server provide unlimited storage or is it imperative that users clear their mailboxes regularly? Some Internet Providers charge for storage over a certain limit.

Specific computer capabilities - Can your word processing program create images and color, font styles and sizes which might not be revealed at the receivers interface?

Online costs - Would sending long messages create budget problems? (Keep It Short)

Electrical problems - How would you cope if the system crashed for three days? Should everyone have Signatures on outgoing mail for ease of telephone/snail mail connections?

A signature is a block of information placed at the end of an email message to direct the reader to the sender. (Detailed information is located in the Communications Unit.)

**Discuss Internet culture**

For many years the Internet was the "private" province of a select group of university and government researchers. Their exclusive use of the Internet led to certain accepted behaviors. We all understand that there are different ways of behaving in situations such as a theater performance, a rock concert, a grocery store visit or a funeral service. Some Internet behaviors/manners are presented in the protocol concerns.

- 🍏 *Use the Protocol Concerns transparency*
- 🍏 *Use the Protocol Concerns Teacher's Guide*

Protocol concerns

KISS (Keep It Short and Sweet) - There is no guarantee of privacy on the 'net

Emoticons/acronyms - Because others cannot see your face or body language, listen to your voice inflection or your tone when communicating via the Internet, emoticons and acronyms will assist you in communicating your message. They soften the flat text delivery screen and the inability of recognizing jokes and sarcasm.

All capitals - Traditionally considered a rude way to communicate. A text form of SHOUTING!

Flaming - Always send messages with courtesy. Do not create an inflammatory message which would cause people to respond in kind and possibly develop into a flame war.

- 🍏 *Use Transparency master of Emoticons*
- 🍏 *Use Transparency master of Acronyms*

Electronic City

Performing a resource search or sharing a communication exposes a user to the same variety and type of situations to be found in a city. Some places and people could be dangerous. Be on guard at all times. After frequent communication, an Internet contact will seem like a friend but it is wise to always remember that they are strangers. It is always helpful to recall the admonitions we use when talking to a stranger on the phone. As the often quoted cartoon says, "On the Internet, no one knows you are a dog!"

Citing Sources

To avoid the appearance of plagiarism, it is important to include your Internet resources in the bibliography of a research paper. The simplest format, which we found in *Electronic Style: A Guide*



to *Citing Electronic Information* by Xia Li and Nancy B. Crane, would be:

NOTES

Author. *Title*. [Online]. Date. Address: Information for how to locate it online.

For more specific citations, refer to Li and Crane's manual.

- 6** Conclude with a review of the major points you covered or select a Recommended Activity.

TECHNICAL CONCERNS

- **Storage space is limited**

No chain letters.
No messages to everyone who is online.
No junk mail (spamming)
Clean out mailbox regularly.



- **Format problems**

Colors, fonts, sizes, decorative icons might not transmit.
Supply "signature" (some mail programs do not put headers)



- **Keep It Short**

Some people pay per minute for online use.
Send a query letter first to see if long letters are acceptable.

- **Word wrap problems**

Older computers only accept 72 characters per line.
72 characters has become the standard.
If you receive messages with an odd word wrap, readjust your screen if possible.
Politely let someone know, if it bothers you.



- **System down**

Electrical/technical/"outage" problems can temporarily crash a network system and a sender needs to supply an alternative means of contact.
Create a "signature" at the end of a message.
Supply "earthbound" (snail mail) address, phone #.
Supply business address if needed.
Supply email address.



TECHNICAL CONCERNS

- **Storage space is limited**
- **Format problems**
- **Keep It Short**
- **Word wrap problems**
- **System down**



PROTOCOL CONCERNS

- **KISS**

- **Keep It Short and Sweet**

- There is no guarantee of privacy.

- Messages sent are out of your hands.

- Messages are easily forwarded to anyone.



- **Emoticons**

- It is difficult to express jokes and/or sarcasm.

- Use *emoticons* to show you are kidding such as a sideways smile :-)



- **Acronyms**

- To soften a comment or flag a joke use acronyms:

- jk = just kidding

- imho - in my humble opinion

- **Avoid all capital letters**

- Use upper/lower case letters.

- Using all capitals is considered RUDE.

- All "caps" seem like SHOUTING.



- **Avoid flaming**

- Write politely and with heart.

- Pretend your grandmother will read it.

- No cursing or bad mouthing anyone.

- imho** = in my humble opinion

- tia** = thanks in advance

- tfn** = ta ta for now

- Refer to student/employee handbook concerning harassment.



- **Electronic city - "dark side"**

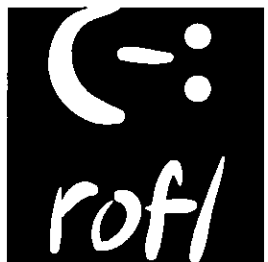
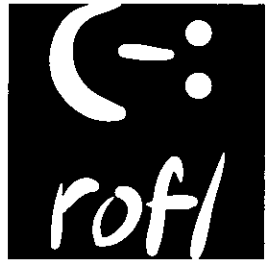
There are good parts of town/bad parts.

Use all your street smarts.

"Don't talk to strangers etc.

Arrange for meetings in public place.

Send out school/company address not home etc.



EMOTICONS

:)

:-)



:(

:-(



:0

;-}

<grin>

{:-)



ACRONYMS

jk = just kidding



tia = thanks in advance



tfn = ta ta for now



imho = in my humble opinion

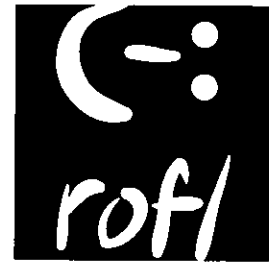


Name _____

Date _____

WHAT WOULD YOU DO IF...

A student accesses a
pornographic photograph
on the Internet?



A student sends an abusive
and threatening email
message to another student?



A student incorporates a curse
word in an Internet conference
or newsgroup setting?

A student creates a home
page with information
which was copied from a
magazine article?



A parents asks to see their
child's email messages?

A student writes a threatening
email message to the
president of the United
States?



WHAT WOULD YOU DO IF...**NOTES**

(answer sheet)

A student accesses a pornographic photograph on the Internet?

(How would you treat a student reading *Playboy* or *Playgirl* in school?)

A student sends an abusive and threatening email message to another student?

(How would you respond to similar remarks made to a student in person?)

A student incorporates a curse word in an Internet conference or newsgroup setting?

(How would you handle similar words spoken in the halls or displayed as graffiti?)

A student creates a home page with information which was copied from a magazine

(How would a student be disciplined if they had plagiarized a written article? report?)

A parents asks to see their child's email messages?

(How would you react if a parent asked to see inside their child's locker?)

A student writes a threatening email message to the president of the United States?

(How will you greet the Secret Service when they arrive at the school door the next day?)

NOTES

Unit 5 COMMUNICATIONS

NOTES

It is our recommendation that this session be used after teaching Resources and Ethics. We have noticed that participants are more successful and approach this activity more responsibly when they have experienced the use of resource addresses and understand Internet netiquette.

HINT:

Before offering this instruction, the teacher should be well versed and proficient with e-mail. Practice by yourself before you offer to share this lesson with others. You will want to be thoroughly prepared and knowledgeable about the nuances of the mail program you will be using.

✓Goal:

To develop an understanding of electronic mail and how it may be used on the Internet.

✓Objectives:

- Participants will understand some of the uses of e-mail.
- Participants will comprehend that there are differences between mail programs.
- Participants will have an awareness of security issues.
- Participants will send mail both within and outside the network (if applicable).
- Participants will understand listserv components (computer, moderator, list).

✓Support Material:

- Teacher's Guide
- Reproducible master of E-mail Check List
- Transparency masters

✓Recommended Demonstrations and Instructor Preparation:

- Using overhead projector and LCD Panel for Teacher's Guide demonstrations of e-mail functions.



✓Recommended Activities:

- Register participants if needed
- Become acquainted with icons and/or commands
- Reading mail
- Sending mail
- Deleting mail
- Explore specialty functions of your e-mail program
- Create a personalized "signature" (quote, graphic, etc.) and save to disk or your e-mail program if it will do that function.

NOTES



TEACHER'S GUIDE

NOTES

1 Introduce the goal for this unit**2** Determine the participants' current knowledge of e-mail

Share e-mail experiences

Responses might be:

- Writing to others at site
- Writing to friends away at college
- Writing to business associates
- Participating in a listserv
- Joining a discussion group or bulletin board
- Participating in a chat line
- International Relay Chat
- Writing to parents at work

3 Define your communications program

Name and describe the e-mail program that your computer/network uses.

Compare and contrast the following:

- Some are text only
- Some have graphics, sound, video (multimedia)

Functions:

- Mail
- Discussion groups
- Chat capabilities
- Notification of system updates/problems/changes
- Address books
- Saving information in folders
- HELP screens
- Printing capabilities
- Saving to disk

4 Describe the security measures for your system

If your system has a User ID and a Password arrangement, you can compare it to opening a safe deposit box where 2 keys are needed. With e-mail, you will be using "word keys."

This is an excellent place to bring up security issues and the dangers of loaning or sharing e-mail accounts with others. Perhaps comparing it to giving out a locker combination to someone who wants to hide a weapon (drugs, stolen goods, etc.) or even giving out a calling card number to an untrustworthy person or one who does not know how to use it correctly.

Explain any system parameters for selection of User ID and Password.

Recommend that participants:

Change Password monthly.

Do not choose a word from the dictionary

Steps to "disguise" a word:

1. Pick a word such as a family nickname or a funny word.
2. Change one letter to a number and another letter to a symbol.

Mix alpha, numeric and symbols.

Write down Password and User ID and keep in a safe place until they are memorized.



Demonstrate the following functions

Opening the e-mail account

Reading mail

Creating an address book

Saving

Printing

Deleting

Sending messages


Explain message header format (to, from, date, subject, cc if applicable)

Replying (Answering)

HINT: Explain the difference between mailing a message within your computer network and via the Internet if applicable.

Forwarding

Composing New Messages

 Refer to E-mail Checklist



Define signature

A signature is a block of information placed at the end of an e-mail message to direct the reader to the sender. (Some mail systems do not show a users entire e-mail address for the reader to respond.)

Long signatures are discouraged since they take up space. Three to five lines is a good rule of thumb.

The signature gives the reader pertinent information about the sender such as name, title, site, e-mail address and possibly a quote or small graphic.

This is a good time to discuss "street smarts": Do not reveal personal information to anyone. Give out only e-mail address and general business address, no home addresses, phone numbers, class schedules, etc.

 *Use Signature Sample transparency*

HINT: Do not include lines consisting only of "=" signs; they sometimes cause system problems.




Define listserv

HINT: Introducing participants to listservs is an optional activity which may or may not be covered in a basic e-mail class.

A listserv is a computer program that manages a discussion group made up of people (list) with interests in common. Most often a moderator oversees the discussions to make sure the participants are addressing the intent of the list. To join the list, participants must register (subscribe).

Procedures:

- Locate a listserv
- Interpret listserv addresses

 *Use Listserv transparency*

Subscribe to list

When your subscription is confirmed, download or copy the registration and regulation information for future reference.

Read the registration and regulations to make sure you understand the behavior expected from the members of the list and the focus of the discussions.

Lurk (read but do not reply or send messages) for a week or two to understand the dynamics of the list.

Beware! Some listservs are very active. Expect to read/respond to up to 50 messages daily.



Remind your users to unsubscribe a week before going on vacation to avoid a system overload of messages which create a storage problem.

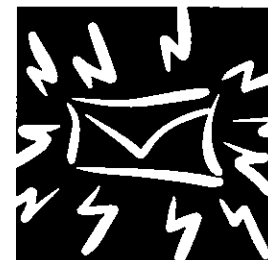
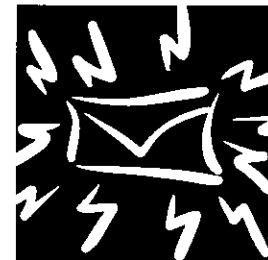
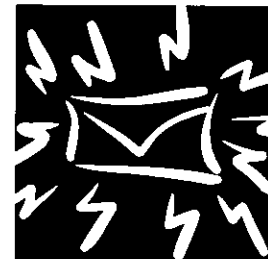
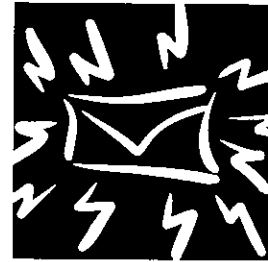
NOTES



Conclude with a review of the major points you covered or select a Recommended Activity.

E-MAIL CHECKLIST

- Open Internet connection
 - Type User ID
 - Type Password
- Access mail portion of Internet access
- Choose mail function
 - Reading mail
 - Deleting messages
 - Forwarding messages
 - Replying to messages
 - Saving mail
 - Printing capabilities
 - Creating folders
 - Saving to disk
 - Composing new messages
 - Subject
 - To
 - C C
 - Word processing program
 - Signature
 - Sending messages
 - within your network
 - Outside your network to Internet addresses
 - Creating/maintaining an address book
 - Adding addresses
 - Deleting addresses
 - Changing addresses
- Closing mail function
- Quitting mail portion of Internet access
- Quitting Internet access



SIGNATURE SAMPLES PAGE

.....
 Dottie Byer, Media Specialist
 Smoky Hill High School
 16100 East Smoky Hill Road
 Aurora, Colorado 80015
 (303) 526-1602
 Dottie_Byer@shhs1.ccsd.k12.co.us

It is a truth, currently acknowledged,
 that a person in possession of some
 free time must be in want of an
 Internet account. :) dbyer@csn.net



.....
 | John Byers
 | jbyers@trex.smoky.org
 | http://www.smoky.org/~jbyers/ufo.html
 | If the world is a pickle, where
 | did we get the cucumber? - me



.....
 su eckhardt, Media Coordinator
 su_eckhardt@shhs1.ccsd.k12.co.us
 Smoky Hill High School
 su@csn.org
 16100 East Smoky Hill Road
 www.smoky.ccsd.k12.co.us
 Aurora, CO 80015 "A school should not be preparation for life.
 (303) 693-1700 A school should be life." Hubbard



.....
 | Dimitriy A. Levin and the AirPage
 | Smoky Hill Internet Club
 | dlevin@stega.smoky.org
 | http://stega.smoky.org/~dlevin/

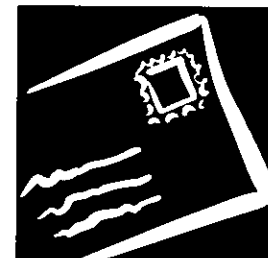
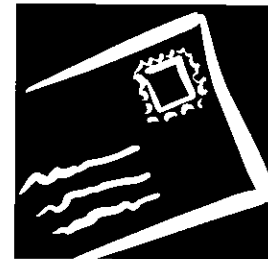
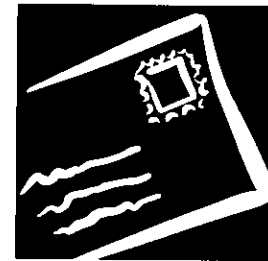
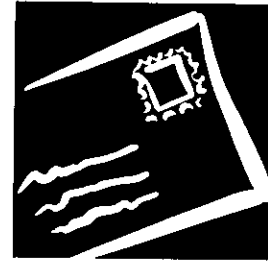


LISTSERV ADDRESS SAMPLE

listserv@suvvm.acs.syr.edu *listserv is the computer that manages the list of members and the routing of messages - join the list by writing to a listserv address - typically to subscribe, write nothing on the subject line, then in the body of the letter, write the word SUBSCRIBE followed by your FIRST NAME and LAST NAME.*

LM_NET@suvvm.acs.syr.edu *list or discussion group - write to this address when publishing to the entire group*

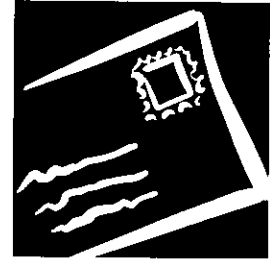
Flo@suvvm.acs.syr.edu *owner/moderator/person - write to this person when having difficulty or unanswered questions about the group*



LISTSERV ADDRESS SAMPLE

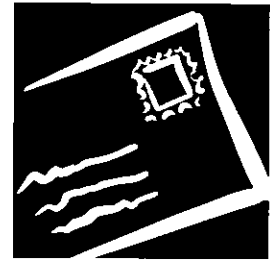
listserv@svm.acs.syr.edu

(computer - listserv)



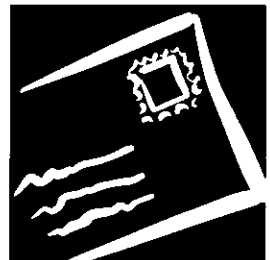
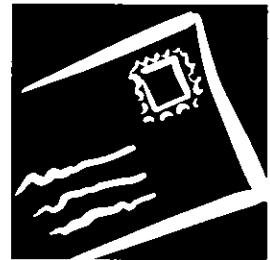
LM_NET@svm.acs.syr.edu

(group - list)



Flo@svm.acs.syr.edu

(owner - moderator)



DISCUSSION LISTS



Educational listservs page
<http://www.usa.net/~pitsco/pitsco/list-serves.html>



Searchable database of listservs
<http://tile.net/listserv>

