<u>WRTG105-37: Privacy Rights in the Internet Age</u>
Fall 2020
Tuesday/Thursday 11:05-12:20 EST (Online, via Zoom)
Zoom Meeting Link Available via Blackboard

Course description:
It may seem obvious that we have a right to privacy, and we often act as if such a right extends to our personal data online. Upon further examination, though, important and difficult questions about privacy and online data collection arise—do we have a moral right to privacy online, and if so, who should protect it? Is meaningful regulation of the Internet even possible? In this class, we'll explore these and other issues surrounding big data, privacy, and online data collection. Through formal and information writing as well as class discussion, we will approach these questions through a multidisciplinary lens, engaging with philosophers, data scientists, social media executives like Mark Zuckerberg, recent Internet privacy legislation (including the EU's GDPR) and public discourse on privacy. As part of the course, students will write several argumentative essays, engage in peer feedback, reflection, and revision, and write an 8-10 page argumentative research paper on a privacy-related topic of their choice.

Instructor email:
kannesle@ur.rochester.edu

Office Hours (via Zoom):
Tuesdays 9:30-10:30EST, Thursdays 1-2EST and by appointment
Office hours meeting link available via Blackboard

Course Text:
Francis, Leslie P. and Francis, John G. *Privacy: What Everyone Needs to Know*.
     Oxford University Press. 2017.

Course Schedule

****Note: This course schedule is tentative. We may end up spending more time on certain topics, and the schedule may change accordingly. If such changes need to be made, I will announce them in class and post a revised course schedule on Blackboard. Once announced, you are responsible for following the new syllabus.

Abbreviations: OS= Online, synchronous activity
          AA= Asynchronous-only activity

Unit 1: Strong Moral Arguments, and Engaging with Dissent and Response

<u>Thursday, August 27</u>:
     In class: Introduction to syllabus [AA—video available via Blackboard], syllabus discussion [OS], diagnostic essay [OS]

<u>Tuesday, September 1</u>: [OS]
     In class: Introduction to argument, discussion of arguments about location-based contact tracing [OS], FA1 prompt [AA, with time for questions OS]

Homework due: First day survey

Reading due:

- "How ubiquitous is tracking?" in Francis and Francis.
- https://www.eff.org/deeplinks/2020/04/challenge-proximity-apps-covid-19-contact-tracing
- https://hbr.org/2020/04/how-digital-contact-tracing-slowed-covid-19-in-east-asia
- Excerpt from *Craft of Research*: Ch. 7 "Making Good Arguments." (Colomb, Williams and Booth). Available via Blackboard.

Thursday, September 3:

    In class: Identifying and evaluating arguments: logical forms, validity, soundness, and informal fallacies, discussion of moral arguments [OS]

    Reading due: *Reason and Argument,* 336-343. Available through Blackboard.

Tuesday, September 8:

    In class: Peer feedback discussion and peer feedback [OS]

    Homework due:

        Informal assignment #1: Prepare a reflection that answers the following questions: What feedback is helpful for you as a writer and what kind of feedback isn't helpful? What's an example of the most effective or impactful feedback you've ever gotten, either in a school setting, or an online setting? *Why* was it the most effective or impactful? How should the answers to this set of questions inform your approach to giving feedback on your peers' writing, and how you'd like your peers to give you feedback on your writing?

        ***Formal Assignment 1 draft due

Thursday, September 10

    In class: Writer vs. reader-based prose, academic honesty, continue discussion of the permissibility of contact tracing [OS]

    Reading due:

- Re-read academic honesty statement on the syllabus
- Read "Academic Integrity: Understanding How to Give and Receive Help when Writing Papers," available via Blackboard.
- "Ethics of instantaneous contact tracing using mobile phone apps in the control of the COVID-19 pandemic," Parker et. al. Available via Blackboard.

Tuesday, September 15:

    In class: Discussing whether there is a moral right to privacy, counterargument [OS]

    Homework due:

        Informal assignment # 2: Pick one of the articles due for today. First, summarize the author's argument in one to two sentences. Does the author provide or engage with a counterargument? If so, identify the counterargument. If not, identify one claim that you think is subject to a counterargument, and try to articulate that counterargument.

    Reading due:

- "Email, Surveillance and Terrorism," Coleman. **p.19-26.** Available via Blackboard.
- "What is Privacy?" and "What is 'privacy in context'?" from Francis & Francis

- Section VIII from "Is There a Right to Privacy," Judith Jarvis Thomson. Available via Blackboard.

Thursday, September 17:

In class: Citation workshop/librarian visit [OS]
Reading due: Excerpt from Rosenwasser and Stephen's *Writing Analytically*, "Using Sources Analytically: The Conversation Model." Available via Blackboard.

Unit 2: Privacy on Social Media

Tuesday, September 22:

In class: FA2 prompt [AA], continue discussion of privacy rights and discussion of disagreements about privacy issues on social media [OS]
Homework due: FA1 due @ 11:05am

Thursday, September 24:

In class: Discuss privacy on social media in connection with audience
Reading due:
- "I Downloaded the Information that Facebook Has on Me. Yikes" (Brian Chen). Available via Blackboard or at the following link: https://www.nytimes.com/2018/04/11/technology/personaltech/i-downloaded-the-information-that-facebook-has-on-me-yikes.html
- https://www.pcworld.com/article/196362/facebook_privacy_mea_culpa_reality_check.html
- "What is Personal Information/Do You Own Your Personal Information," "What are Social Media?" and "What is the 'privacy paradox'?" in Francis and Francis

Homework due:
Informal Assignment # 3: Identify the audience for the pieces we've read from Francis and Francis, Coleman, and the New York Times and PC World articles assigned for today. Identify some of the choices the authors make in order to make arguments clearer for their audience. Remember, these choices happen at all levels; layout, format, font, argument structure, word choice, etc.

Tuesday, September 29:

In class: Begin discussion of end user agreements and informed consent re: privacy [OS]
Reading due:
- "Trained to Accept? A Field Study on Consent Dialogs" (Bohme and Kopsell). Available via Blackboard
- Explore Facebook's privacy policy: https://www.facebook.com/about/basics, and find/explore Facebook's Terms of Service
- Gather some information about Apple's iPhone End User License Agreement: https://www.apple.com/legal/sla/docs/iOS13_iPadOS13.pdf

Homework due:

Informal assignment #4: Summarize Bohme and Kopsell's main argument in two to three sentences. What are the authors trying to establish in this article? How do they argue for it? Write down any questions you have about Bohme and Kopsell or the privacy policy/EULA assigned for today, from questions about the overall argument to questions about jargon. We will use this as a springboard for our class discussion.

Thursday, October 1:

In class: Citation workshop

Homework due:
Informal assignment #5: Write a citation (as if it was an entry in a works cited page) for each of the following sources using MLA citation style:
- A line from the movie *Zoolander*
- Information from lecture in one of your classes from this week
- The song "Crash Land" by Twin Atlantic

Tuesday, October 6:

In class: Peer feedback, workshop TBA

Homework due: Formal Assignment 2 draft due @ 11:05am

Thursday, October 8:
In class: Continue discussing privacy policies and social media, FA2 audience workshop
Reading due: "What are desirable practices for privacy policies?" and "What is privacy by design?" in Francis and Francis.
Homework:
Informal assignment #6: Write an email as if you were sending your FA2 draft to one of the authors you're putting in conversation in FA2. Your purpose in sending the paper is to show the scholar that you've thought in-depth about their work, and you'd like to share your insights about their argument and the disagreement you're engaging with in FA2.

Tuesday, October 13:

In class: Revision discussion, workshop TBA
Reading due: Sommers' "Revision Strategies of Student Writers and Experienced Adult Writers." Available through Blackboard.
Homework due:

Informal assignment #7: Consider the ways you've engaged in revision in this course and in previous writing experiences. What are some strategies that have worked for you? What are some strategies that have not worked for you? What can you take away from the Sommers article that might assist you in testing out and developing a process of revision that works for you? Did anything in the Sommers article not ring true for you? We will use this as a springboard for class discussion.

Thursday, October 15:

In class: Inquiry-driving questions (using Gage), continue discussion of personal information on social media
   Reading due:

   - John Gage "Asking Questions, Generating Ideas" from *The Shape of Reason: Argumentative Writing in College*. Available through Blackboard.
      - Further reading TBA
   Homework due:
      Informal assignment #8: Identify and summarize—what was Coleman's authentic, inquiry driving question? What is his answer to that question? In preparation for our discussion today, brainstorm three questions you have about privacy on social media.

Unit 3: Can we effectively regulate privacy?

Tuesday, October 20

In class: Librarian visit on research process, introducing "So What," FA3 overview [OS]
   Homework due: ****Formal Assignment 2 due****
   Reading due: Excerpt from *They Say/I Say* Chapter 7: "So What? Who Cares? Saying Why It Matters." pgs. 92-100**.** Available through Blackboard.

Thursday, October 22:

In class: Discuss GDPR, BEAM and annotated bibliographies
   Reading due:

   ● "What is GDPR," Ben Wolford. Available at https://gdpr.eu/what-is-gdpr/
   ● https://www.brookings.edu/blog/techtank/2018/06/11/a-case-against-the-general-data-protection-regulation/
   ● **Skim** "Adjusting to the GDPR…" Greene et. al. Available via Blackboard.

   Homework due:
      Informal Assignment #9: What question are Greene et. al addressing in "Adjusting to the GDPR…"? What is their answer to that question? How did you know? In other words, what tools did you use to glean the most important information from the article while skimming?

<u>Tuesday, October 27</u>:
   In class: Peer feedback [OS]
   Homework due: FA3 draft due

<u>Thursday, October 29</u>:

   In class: Discuss US regulation of Facebook, discuss writing process [OS]
   Reading due:

   - "Mark Zuckerberg's Call for Facebook Regulation, Explained," Mike Isaac. Available via Blackboard or at the following link: https://www.nytimes.com/2019/03/30/technology/mark-zuckerberg-facebook-regulation-explained.html
   - "User Data Privacy: Facebook, Cambridge Analytica and Privacy Protection," Isaak and Hanna. Available via Blackboard.
   - Johnson "…Having a Bad Day." Available via Blackboard.

<u>Tuesday, November 3</u>: **No class, election day**

Unit 4: The Argumentative Research Paper

<u>Thursday, November 5</u>:

   In class: Thesis revision activity [OS], begin citation workshop
   Reading due: Excerpts from Rosenwasser and Stephen's *Writing Analytically* on
    thesis revision (beginning to p. 148 and 153-end)
   Homework due:
       Informal Assignment #10: Take your provisional thesis from your FA3
       draft. Using the tools that we learned in our research workshop, find at
       least one new source that might be helpful for you in continuing your
   research process. Take a look at the article or source before class—as
   part of this informal assignment, write some notes on the relevant
   information from the source. We will use this as the basis for our
   thesis revision workshop.

<u>Tuesday, November 10</u>:

   In class: Citation and paraphrase workshop
   Homework due:
       FA3 DUE WEDNESDAY, NOVEMBER 11 @ NOON

<u>Thursday, November 12</u>:

   In class: Discussion of rights to be forgotten, discuss Schwegler & Shamoon [OS]
   Reading due:
   - Schwegler & Shamoon "The Aims and Process of the Research Paper." Available through Blackboard.
   - *This American Life's* "I'm on TV?" (ep. 675). Link available via Blackboard.
       Homework due:

<u>Ungraded reflection</u>: What can you use from Schwegler and Shamoon's article to inform your own process of writing the research paper? What rang true for you in this article? What didn't?

<u>Tuesday, November 17</u>:

In class: FA4 prompt [AA], activity on audience and genre with topics from FA3, workshop on translating FA3 into FA4 [OS]
Homework due:
<u>Informal assignment #12</u>: Consider your proposal from FA3. Reflect on and analyze the choices you made in your FA3 proposal that telegraph the audience you're writing for and the genre you're writing in. As a start, think about the choices you made that you may have made differently if you were writing a more informal piece.

<u>Thursday, November 19</u>:
In class: Revision workshop, other workshops TBA [OS]
Homework due: TBA

<u>Tuesday, November 24</u>:
In class: Peer feedback [OS]
Homework due: FA4 draft

<u>Thursday, November 26</u>: **No class, Thanksgiving Break**

<u>Tuesday, December 1</u>:

In class: Revision workshop
Homework due: <u>Informal Assignment #1</u>3: Consider what you've learned in this class about writing as a process. What do you think will be the biggest takeaways for you from this class regarding writing process? Please also note what topics you would like some more support on between now and the end of the semester—we will have time for one workshop in accordance with our needs as a class.

<u>Thursday, December 3</u>:

In class: Citation and editing workshop
Homework due:
o <u>Informal Assignment 1</u>4: Submit at least one question you have about citation, from in-text citation in principle, to the specifics of a citation style, to any tricky-to-cite sources you're using as a part of your FA4.
o Bring a printed copy of your FA4 draft and something to write with. If you are unable to print a copy of your draft due to extenuating circumstances, please let me know in advance.

<u>Tuesday, December 8</u>: **Last day of classes!**

In class: Workshop TBA, in accordance with student interest

FA4 due 11:59pm on Wednesday, December 9

Course Policies

Course Goals:
In general, the goal of this course is to engage you in the process of academic writing through thinking and writing about our course theme, pursuant to the learning objectives of the WSAP. Our learning objectives are as detailed in this document, which is also available on the course's Blackboard site: https://writing.rochester.edu/assets/pdf/learning-objectives-for-pwr-courses.pdf

One of the principles underlying this class is that academic writing is driven by authentic questioning, and new ideas are tested by engaging with others through dialogue, both written and spoken. The goal of this class is that you will be equipped to engage in scholarly conversations through writing using the following skills:
- Consider audience and purpose whenever you write
- Represent—and engage in—broader conversations about a topic
- Develop an authentic research question (or identify a problem) to address through research and writing
- Formulate a thesis in response to an authentic research question
- Identify and interpret supportive evidence, as well as opposing evidence and counterargument
- Engage sources through appropriate attribution, citation, and analysis
- Make appropriate structural choices that effectively convey intended meaning

Grading Scheme:

The grade for this course will be calculated as follows:

Participation and Attendance: 10%

Peer Feedback: 10%

Informal Assignments and Self-Reflections: 10%

Formal Assignment 1: 10%

Formal Assignment 2: 20%

Formal Assignment 3: 10%

Formal Assignment 4: 30%

Note: Students need to earn a C or better in the course to fulfill the Primary Writing Requirement.

Your final grade in this class will be assigned using letter grades A-E:

95 - 100 = A	73 - 76 = C
90 - 94 = A-	70 - 72 = C-
87 - 89 = B+	67 - 69 = D+
83 - 86 = B	63 - 66 = D
80 - 82 = B-	60 - 62 = D-
77 - 79 = C+	Below 60 = E

Letter grades are converted to numerical scores using the following scheme:

A = 97

A- = 92.5   C- = 71

B+ = 88   D+ = 68

B = 85   D = 64.5

B- = 81   D- = 61

C+ = 78   E = 58

C = 74.5   No paper submitted = 0

Late Work:

Late **informal assignments** *will not* be accepted except in extenuating circumstances, for example in the case of documented illnesses, genuine emergencies or university-related absences. If at all possible (and of course I understand it is not always possible, especially in a genuine emergency), please reach out *in advance* of the due date if you are unable to complete an informal assignment on time. These assignments are meant to prepare you for class and to practice writing skills, and on-time submission is crucial to their effectiveness.

Late **formal assignments** are accepted at a cost to your grade on that formal assignment. For each day your paper is late, the grade will be lowered by 1/3 of a grade. (For example, if you turn in a B paper one day late, it will receive a grade of B-. If it is two days late, it will get a C+). Weekends and holidays *are included* in this policy.

-If a **draft** of a formal assignment is late, though the draft is ungraded, it will result in a 1/3 grade penalty *for the formal assignment* for each day the draft is late.

****Note**: Given these policies, it's key to let me know if you'd like an extension or are feeling behind *before* the due date for an assignment. I am happy to do my best to accommodate legitimate needs that come up before the due date!

Extensions for formal assignments will be granted on a case-by-case basis. To receive an extension, you must contact me no fewer than 24 hours in advance by email with a reasonable explanation as to why you need more time. **Do not assume you have an extension until you receive confirmation of it.** If an extension is granted, we will draft a written agreement together with the details of the extension.

Peer Feedback:

Peer feedback is a crucially important component of this class, and attendance at peer feedback sessions is *mandatory*. If peer feedback is missed, the peer feedback will receive an incomplete. Peer feedback will also receive an incomplete if it does not demonstrate a good faith effort to give useful and helpful comments for your peer. Peer feedback will receive a complete if it is demonstrative of a good faith effort on your part, and complies with the expectations for peer feedback as discussed in class!

If you **must** miss a peer feedback session, let me know in advance, and we *may* be able to "make up" the peer feedback with an appointment with a writing consultant in the WSAP (depending on the reason you've missed class). However, you will not be able to substitute an appointment with a consultant for peer review without meeting with me to discuss the peer review, and getting explicit permission to replace the missed peer review session with that consultant meeting. If yours is a situation that warrants a consultant meeting as a makeup for peer review, in order to get credit, you must bring your peer review questions to the consultant, be an active participant in the session, and complete a reflection that includes at least what you got out of the session and your action plan to address the feedback. **The reflection, including your action plan, must be turned in.**

Participation/Attendance:

Attendance and participation is an important part of your grade in this course. Attendance and participation is graded holistically, and will be input as a letter grade. If you miss more than 10 classes throughout the semester (so, if you do not participate in 10 classes throughout the semester either synchronously or asynchronously) without documented extenuating circumstances, you will receive a 0 for attendance/participation. In our online course, participation and attendance will be evaluated in several ways:

- Online, synchronous sessions: The majority of our course sessions will be conducted online, and I expect all of us to plan to attend synchronous online sessions unless there is an extenuating circumstance—for example, if you are currently in a time zone that makes synchronous attendance impossible or an inordinate burden. Successful participation in synchronous sessions will require you to have video on whenever possible and muted when you are not speaking. Video is not strictly required to be on during our sessions, but the more people who have video enabled throughout class, the easier it will be for us to engage in substantive, helpful discussion. I encourage the use of virtual backgrounds!
    - Just like in a classroom setting, successful participation will require you to be engaging substantively with class material and with your peers, without distraction. It is possible for you to get full credit for participation/attendance if you do not attend every class, or if your circumstances require you to mostly participate in our course asynchronously. Merely speaking often in class does not guarantee full credit in this category; respectful, active, thoughtful engagement with the material and your peers is required.
- Asynchronous material: Throughout the semester, there may be activities and/or discussions that are designed to be engage with asynchronously. For these activities, you are expected to engage asynchronously whether or not you are

engaging with the course in a primarily synchronous or primarily asynchronous mode. Some of you may also be engaging with our course in a primarily asynchronous way. If this is the case, please plan to meet with me in the first week of the semester to discuss your circumstances and the ways we can ensure your success in our course. If you are engaging asynchronously, you are expected to watch all recorded Zoom synchronous sessions, all posted instructor videos, and work through course Google docs, as well as participate in all asynchronous discussions and activities.

- For students who are taking this course in a time zone significantly different than the Eastern Time Zone, I expect that you will engage in our course primarily asynchronously! As mentioned earlier, please be in contact with me as soon as possible if this is your situation and we can discuss ways to ensure your engagement with and success in our course.

Respect:

It is critically important for all of us in this class that we engage with one another respectfully. I expect that we will discuss issues on which we disagree, and will have strong opinions about those disagreements. Though we'll think a lot more in this class about arguments, it is absolutely crucial that our disagreements are respectful. Respectful engagement with our peers includes actively listening, refraining from distracting behaviors in class, taking others seriously, and respecting each others' time. Specifically for this course, respect includes logging on to Zoom meetings in a timely manner, refraining from outside distractions when possible, and maintaining proper video meeting etiquette (keeping video on, using headphones or Zoom backgrounds to cut down on distractions, muting yourself when not speaking, and wearing proper attire).

Informal Assignments:

Informal assignments are a way to explore and practice the skills we are working on in class. They will be graded on a complete/incomplete basis, so that you can feel free to take risks and experiment. Each assignment turned in on time will receive a complete, as long as it demonstrates a **good faith effort** to engage with the assignment.

Formal Assignments:

During the course of the semester, you will complete four formal assignments: one short argumentative paper, one paper putting sources in conversation with each other, an annotated bibliography and proposal, and finally the final 8-10 page argumentative research paper. The prompts for these assignments will be given to you in advance, and some class time will be devoted to making sure you understand the prompts fully. Each formal assignment will include a mandatory, ungraded first draft, which receives both peer and instructor feedback. Formal assignments are given letter grades. Each draft and each final version of formal assignments must be accompanied by a reflection, graded complete/incomplete, separately from your formal assignment.

> **Note**: The official policy of the WSAP is that once a final draft of a formal assignment is graded, you **cannot** revise for a new grade.

Credit Hour Policy:

This course follows the College credit hour policy for four-credit courses. This course meets for the

equivalent of two times weekly for three academic hours per week. The course also includes independent out-of-class assignments and equivalent activities for an average of nine academic hours per week.

Electronic Devices:

Since our course is online, we will be relying heavily on electronic devices. Given that, devices must be used properly in class. You have a good sense already about what counts as proper use in class; any use of electronics that distracts you from participating in class is likely improper use. Because this class is so small, your improper use of electronic devices is not only disrespectful, but will distract your classmates as well. Additionally, improper use of electronics during class, especially cell phones, ***will result in a significant deduction of your participation/attendance grade.*** Exceptions will be granted for those with written confirmation of need from CETL, or on the basis of individual permission granted after a conversation with me. I'm happy to talk through any questions about device use on an individual basis!

Instructor Communication:

I welcome it! I especially encourage everyone to make regular use of my Zoom office hours. If those times do not work for you, please let me know and we can set up a time outside office hours to meet. I am also happy to answer questions via email, and will do my best to return all emails within 24 hours Monday through Friday. I will do my best to respond on weekends, but do not guarantee response on Saturdays and Sundays.

> ****Note:** I do not guarantee a response to emails about assignments within 24 hours of the due date for that assignment. For example, formal assignment 1 is due September 23 at 11:50 AM. So, I cannot guarantee responses (and likely will not respond) to questions about FA1 via email sent after September 22 at 11:50 AM.

Inclusivity:

Please know that this classroom respects and welcomes students of all backgrounds and abilities, and that I invite you to talk with me about any concern or situation that affects your ability to complete your academic work successfully.

Notice of Recording:

To accommodate participation for all of the participants of our class, including those who are unable to join synchronous classes, **every class session will be recorded**. Office hours meetings will not be recorded. One-on-one meetings will not be recorded, except under special circumstances and as permitted by both the student and the instructor.

<u>Academic Integrity</u>:

As described in the WSAP learning objectives, our goal is for students to understand the principles around citation and to get lots of practice working with sources—including practice locating and evaluating sources; representing sources through summary, paraphrase, and direct quotation; documenting sources

accurately through attributions and in-text citations; and authentically engaging with a range of sources—including scholarly, peer-reviewed texts—in order to test and support arguments.

For more information, see the handout we will review and discuss in class on Academic Integrity, available any time from your instructor and for download via Blackboard.

Academic Honesty Policy

Honesty is critically important in our academic research community. One purpose of our course is to help you understand documentation conventions in academic discourse, as well as the fact that such conventions vary across disciplines. However, though the conventions vary, honesty and proper documentation is critically important in every discipline.

Why is honesty important? Honesty is a fundamental virtue in our lives and more specifically in our academic lives. It is through our own honesty and our trust in others' honesty that we can learn from each other and work together to create new knowledge. Failure to be fully honest harms the person(s) from whom the truth is withheld, the learning community, and most importantly, the person who fails to be fully honest. For these reasons, we will include the honor pledge on all assignments turned into your instructor. The honor pledge is as follows:

"I affirm that I have not given or received any unauthorized help on this assignment, and that this work is my own."

Plagiarism (the following is the College's definition):

According to the College's Academic Honesty Policy, [plagiarism is] the representation of another person's work as one's own, or the attempt "to blur the line between one's own ideas or words and those borrowed from another source." (Council of Writing Program Administrators, January 2003, http://wpacouncil.org/node/9). More specifically, [it is] the use of an idea, phrase, or other material from a written or spoken source without signaling the source at the place of use in a work for which the student claims authorship.

Examples include: the misrepresentation of sources used in a work for which the student claims authorship; the improper use of course materials in a work for which the student claims authorship; the use of papers that are purchased and turned in as one's own work; submission of written work such as laboratory reports, computer programs, or papers, which have been copied from the work of other students, with or without their knowledge and consent.

Students can avoid the risk of plagiarism in written work or oral presentations by clearly indicating the source of any idea or wording that they did not produce, either in footnotes or in the paper or presentation itself, and in a list of references (e.g., bibliography or works cited page). Sources must be given regardless of whether the idea, phrase or other material is quoted directly, paraphrased or summarized in the student-writer's own words. Direct quotes must always be placed in quotation marks in addition to the other citation information that is required. ("Academic Honesty," https://www.rochester.edu/college/honesty/policy.html#intro)

All sources should be cited and acknowledged if they have played a role in your process of writing and thinking. This is true for every assignment in this class that you turn in to your instructor, including formal and informal assignments, no matter the stage of the paper (ie. whether it is an early draft or a final draft). Though citations must always be present, they need not be *perfectly* cited, but they must be *honestly* cited. That is, if you are using a source in an early draft and have not yet filled out a proper citation, you

should include a signal to the source, and the best pathway you can provide for the purposes of that draft. Sources we must cite if used include Wikipedia, informal conversations, class discussion, notes from a class presentation, YouTube videos, and more. We will talk at length about citation in our class; please feel free to reach out at any time with questions about citation and honest source use.

Academic honesty applies to group work as well:
- Unless otherwise specified, we encourage discussion of work related to homework, short papers, and final projects, as explained in "Academic Integrity: Understanding how to Give and Receive Help When Writing Papers." However, unless we indicate that work may be completed in groups, we expect you to complete work individually and acknowledge peers or others who have contributed substantive ideas.

- We expect you to adhere to guidelines "Academic Integrity: Understanding how to Give and Receive Help When Writing Papers." Please remember to document others' ideas on all submitted drafts of your work.
- For group work, students have the freedom to develop their own approach to collaboration and should share their plan with us. The guiding principle is that each student should be an equal contributor to the project, which receives a single grade.
- If ever in doubt, please contact me before turning in work.

Consequences of Academic Dishonesty:

In all cases of suspected plagiarism or other forms of academic dishonesty, the College's procedures and policies governing academic honesty will be followed. This pertains to all work in writing courses, including (but not limited to) rough drafts, final drafts, presentations, multimodal projects, and informal writing assignments. As required by College policy, all instances of academic dishonesty are reported to the College Board of Academic Honesty. For the complete College honesty policy, see http://www.rochester.edu/college/ honesty/index. I encourage you to review it. As your instructor, I am **required** by the University to report any suspected instances of academic dishonesty. In all cases of suspected plagiarism or other forms of academic dishonesty, the College's procedures and policies governing academic honesty will be followed. This pertains to all work in writing courses, including (but not limited to) rough drafts, final drafts, presentations, and informal writing assignments. As required by College policy, all instances of academic dishonesty are reported to the College Board of Academic Honesty.

In cases where academic dishonesty has been established, the typical penalties for a first event in a WSAP course are as follows. In cases of particularly egregious dishonest behavior, the penalty may be more severe; in addition, when a case is decided through the Board Resolution process, then the AS&E Academic Honesty Policy sanctioning guidelines will be followed.

Academic Dishonesty and Your Grade in WRT 105:

- For informal assignments: the work fails to meet assignment criteria and earns no credit (which, according to the syllabus, will affect your course grade); the penalty is a 1/3-letter-grade reduction in the final course grade.
- For rough drafts of formal papers: the student may write a new draft for a final paper grade; the penalty is a 1/3-letter-grade reduction in the final course grade.
- For a final draft of a formal paper, presentation, or multimodal project other than the 8-10-page argumentative research paper: the work fails to meet assignment criteria and earns a 0.
- For the 8-10-page argumentative research paper: The paper earns a 0, and the course grade may not be higher than C-.

Additional Resources

COURSE LIBRARIAN: Eileen Daly-Boas is our class librarian. Eileen is the librarian for the Warner School of Education and the Philosophy Department (and a U of R-trained philosopher!). She is here to help you with research questions, citation management, and more. Please feel free to contact her at any stage of your writing for help: edaly@library.rochester.edu

WRITING GROUPS: Writing groups are small groups of writers who meet once a week in order to write. Students working on any kind of academic, professional, or creative writing can join a group. Groups are organized by when the writing sessions are held (for example, Tuesdays at 6). Once you join a group, you are expected to meet with your group at the same time each week for the semester. (New groups form each semester.) You can join here:
http://writing.rochester.edu/WritingGroups/undergraduate-writing-group.php

THE WRITING AND SPEAKING CENTER: The Writing and Speaking Center offers a wide variety of writing and speaking support services for undergraduate students of all levels and in all disciplines. Our office is staffed by graduate-student writing consultants and undergraduate writing and speaking fellows from the humanities, the social sciences, and the natural and applied sciences. Our tutors provide individualized feedback and assistance on all types of academic writing and speaking. We invite students to use our services during any stage of the writing process, from brainstorming ideas to polishing a final draft. Similarly, students can visit a speaking fellow at any point as they are developing or practicing a presentation. To learn more about the Writing and Speaking Center and/or to find a tutor, please visit: http://writing.rochester.edu/index.html

CENTER FOR EXCELLENCE IN TEACHING AND LEARNING: CETL is a resource available to all students in the College. All kinds of students with all kinds of GPAs and academic records make use of our programs. They work with strong students who wish to become even better, as well as with students who have not yet tapped into the strategies needed to succeed in college, and everyone in between. They offer an extensive study group and Workshop program, individual study skills counseling, study skills workshops and a study skills course, and disability support. They are located in 1-154 Dewey Hall on the River Campus. To make an appointment or to learn more, stop by their offices, call at (585) 275-9049, or send an email: cetl@rochester.edu

THE CARE NETWORK AND UNIVERSITY COUNSELING CENTER (UCC): The primary goal of the CARE network is to effectively identify students in, or heading toward distress. We CARE about student success and rely on you – the eyes and ears of our University to help us make sure our students are supported. If you feeling any form of distress and are not sure who to contact, feel free to submit a CARE report, send an email to **CAREnetwork@rochester.edu**, or call (585) 275-4085 to get in touch with a CARE team member. They can put you in touch with all kinds of resources on campus!
The University Counseling Center (UCC) has offices on the River Campus and at Eastman, and provides excellent, free counseling and support services for U of R students. Check out http://www.rochester.edu/uhs/ucc/about-the-counseling-center/ for more details!