

**ENG-W 131 (#30432)**  
**Reading, Writing, & Inquiry I**  
**Fall 2020, IU Kokomo**  
**T/R 10:00am in KO 200 and in Zoom**  
**paulcook@iu.edu (e) / paulgcook.org (w)**

**Instructor: Dr. Paul Cook**

**Office Hours:**  
**Mostly virtual, and virtually any time (see**  
**below for details)**



*"The Split" (c) 2020 / Paul Cook*

### **Reading, Writing, & Inquiry I**

**Canvas: <https://iu.instructure.com/courses/1926231>**

ENG-W 131 is your introduction to college writing. In this course, which is also one of your general education (or "GenEd") requirements, we will learn about an ancient area of study known as "rhetoric," or the art of using words, images, voice, and other tools to shape persuasive, effective language in any situation, written or oral (i.e., spoken). You will also read provocative essays and be exposed to ideas that challenge you—likely in more ways than one. With your colleagues in class, in Canvas, and in Zoom, we will discuss challenging ideas and how to respond to them in writing and in in class discussions. Each of you will build and collaborate on "media projects"—there are three in all—in which you will put to use your developing skills in crafting effective messages in a variety of media. You will also learn about revision, not merely as a superficial practice of cleaning up typos, but as a wholistic practice of "re-seeing" your own work in ways that will help you not only produce a better product, whether a research proposal, a PowerPoint, or a podcast, but also develop as a writer over the long haul.

This is what it's all about. Learning to write, like any other skill, requires regular, repeated practice in order to improve; in this regard, it is not unlike developing as an athlete or musician.

And now for the elephant in the room. **Fall 2020 will be different from other semesters, yes.** Some of us will be meeting in class on certain days, while others will be Zooming in from home. (More on this below.) While we are in class, we are to remain at least six feet apart at all times and we are required by IU policy—as well as guided by good common sense—to wear masks and/or personal protective gear at all times. This will make certain elements of regular classroom interaction more challenging. It may be hard for some folks to hear, and certainly class discussions and collaborative work are going to look a lot different than they did in the spring.

My job, in part, is to ensure that everyone, whether you are in class, in Canvas, in Zoom, or some liminal combination of all three, receives the same equitable treatment in the classroom, the same rigorous coursework, and the same, potentially transformative experience in your introduction to college writing. ENG-W 131 may well be one of the most important courses you will take in college. The skills we will develop and hone over the next sixteen weeks in writing, responding, reading, and researching will not only help you in the other courses you will take in college, but they have value in their own right. Most other courses you take are driven by the content. You have to learn so much material to do well on tests and exams. ENG-W 131 is different. There are no tests. (In this version, there aren't even any papers—more on that below.) Instead, we are going to write, talk, read, and share; rinse and repeat. And in the process, we are going to learn to work together, to share and debate complex ideas, and to build practical skills of literacy that will help us get along in the world. Here are the general course learning outcomes:

- Demonstrate an understanding of the writing process
- Exhibit control over one's audience and purpose given the nature of the assignment
- Demonstrate responsible use of borrowing from sources while avoiding plagiarism
- Demonstrate an understanding of the expectations for the following types of writing: summary, analysis, and argument
- Demonstrate an understanding of the unique expectations for impromptu essays
- Employ the techniques of critical reading and rhetorical analysis
- Demonstrate satisfactory knowledge of writing conventions
- Demonstrate an ability to utilize IUCAT and Academic Search Premier for the purpose of identifying and locating sources

In addition to the above outcomes, think of our time this semester as a space for learning, exploration, and the development of new skills. You can read about this and more in much further detail below.

## **Communication this Semester**

You will have a variety of methods at your disposal for getting in touch with me and each other, including

- Canvas messages, comments on assignments, and responses to discussions (all in Canvas).
- Questions and interactions in class.
- Zoom conferences. Each and every week I will hold "Virtual Office Hours." **My VHOs this term will be Tuesdays, Wednesdays, and Thursdays from 9 to 10:00am ET, 11:30am to 12:30pm ET, and 2:30 to 3:30pm ET.** To join, simply go to my personal meeting room in Zoom, which can be found at this address:

I am always eager to talk with you about your work, your ideas, and your writing, as well as any questions or concerns you may have about the course.

## **Learning, Attending, & Participating in the Post-Pandemic Classroom**

For better or worse, your class is part of an advance brigade of students embarking on a new experiment in learning. To put it plainly, no one knows quite how all this will work, but if we have patience and keep a sense of humor about things, Fall 2020 could prove to be a truly great semester.

If you are feeling healthy, I advise everyone to attend as many of our class sessions as possible. I will be holding class every Tuesday and Thursday from 10am to 11:15am ET from now until Thanksgiving, and if you are able, I expect you to either be in class—properly masked and socially-distanced—or joining us via Zoom. If you have COVID-19 but still feel well enough to join us via Zoom, you should certainly do so. I will not have a regular attendance policy this term other than to encourage you to attend as many classes as possible. My hopes and expectations are that you will want to be with us, either in-person or via Zoom, every chance you can so you can share ideas and get feedback on your work. If your attendance begins to impact the quality of your work and your MPs, I will be sure to let you know.

Students whose last names begin with the letters “A” through “H” will meet in person in our classroom (KO 200) on Tuesdays; those whose last names begin with “I” through “Z” will meet in person on Thursdays. On your “non in-person days,” you are expected to attend the synchronous (or live) version of class via Zoom using the information highlighted in the previous section. This is my personal meeting room in Zoom. (You may also call in to our class meeting if circumstances prevent you from Zoom-ing, but for reasons we’ll discuss in Week 1, I discourage students from doing so; all of the necessary info to do so can be found on the homepage in Canvas.)

I understand that you may not be able to make it to an in-person class on your assigned day. In these situations, please make a good faith attempt to attend class via Zoom if at all possible. The activities that we do in our regular class meeting times will be limited to those activities that are best conducted in person. Most of our other activities will take place in Canvas and Zoom. Note that repeated absences from both in-person classes and Zoom will result in grade penalties—see MP4 below for details.

This course will meet in person (i.e., on campus) on Tuesdays and Thursdays until November 21, 2020. When on campus, please wear a mask at all times and practice physical distancing. After Thanksgiving, the remainder of the semester will be online, and we will work asynchronously on completing MP3 (see course schedule below for complete details). In addition to our class meetings, all office hours and scheduled one-on-one meetings *after* Thanksgiving (November 21) will take place on Zoom. The health and well-being of you and your classmates are my top priority; therefore, attendance will be taken, and a seating chart will be used for purposes of contact tracing. If you are not feeling well, please do not attend

an on-campus class meeting and communicate with me for alternate options. Reasons involving COVID may require medical documentation to receive extended arrangements.

## **Our Course Texts**

The textbook “bundle” for this course is composed of three separate texts; pay close attention to the editions and be sure to get the correct (i.e., newest) ones:

- *Everyone’s an Author* (3rd edition w/ readings)
- *They Say, I Say* (4th edition)
- *The Little Seagull* (3rd edition)

Each of these texts is also available for individual purchase, as well as in digital and hard copy format, so it can get a little confusing. As long as you have an accessible copy of each of the three texts in whatever format works best for you, then you are all set. The IU Kokomo bookstore has ample copies of all formats; you can also purchase and rent these texts through several online retailers. Here are the ISBNs for all of the various combinations:

### **eBooks for W131:**

#978-0-393-54603-3 – FULL BUNDLE (eBook)

#978-0-393-65648-0 – They Say/I Say 4e eBook Folder

#978-0-393-42084-5– Everyone’s an Author, 3e, with Readings eBook Folder w/eBook and InQuizitive for Writers

#978-0-393-64358-9 – Little Seagull, 3e eBook & IQ eBook Folder

### **PRINT books:**

#978-0-393-45088-0 - Full Bundle (Print Version)

#978-0-393-63167-8 = They Say/I Say 4e

#978-0-393-42083-8 -- Everyone's an Author 3e with Readings + Everyone's an Author 3e w/ Readings eBook/IQ Reg Card

#978-0-393-64639 -- Little Seagull HB 3e w/Exercises + eBook/IQ Reg Card

## **Media Projects**

Unlike other English courses you may have taken in the past, there are no “papers” in this course. Instead, each of you will develop media projects or MPs. (You could also think of MPs as “major projects” since they are also the most in-depth projects of the semester.) This section briefly describes each of the four

media projects, but I would encourage you to go ahead and read the complete assignment sheet for each MP as soon as you get a chance. These can be found in our Canvas site on both the homepage and in the Files tab. We will begin discussing and brainstorming MP1 on the first day of class, so feel free to read ahead and start brainstorming possible topics and questions. If you have questions or ideas to share, you can always reach out to me!

### **Media Project 1: Looking In, Week 1 – 6**

For our first media project, each of you will reflect on a significant personal experience that has shaped you in some way, whether big or small, and then tie that to larger issue of social, political, or cultural significance. In the first few weeks of class, we will look at examples of this kind of writing from our texts and practice some freewriting and simple reflection exercises to flesh out a “significant event.” You will then shape that into a narrative (or story), a script, and ultimately a short podcast of around 10 minutes that you will share with your colleagues. Here are the specific learning outcomes for MP1:

- Learn and apply skills of narration, story-building, and exposition in a personal narrative;
- connect your personal narrative to a larger social, cultural, or political issue;
- use basic research and web search skills to provide a context for your personal narrative;
- use specific, concrete details to construct a compelling narrative in both written and audio form;
- familiarize yourself with the genre of [academic writing](#) and its associated moves: signal phrases, attributive tags, qualified claims, “they say/I say,” summary, direct quotation, paraphrase, use of sources to build a context, etc.

### **Media Project 2: Looking Out, Weeks 7 – 12**

Our second media project invites you to channel your idea from MP1 by “looking out” and taking on one of our society’s many challenging questions. Your job in this MP to explore the contours and parameters of a challenging question that is of interest to you—and also to college students in general. The MP2 assignment sheet lays out all of the details about your rhetorical situation, but the final product for MP2 is an 8-10-page informative research presentation (in APA) with a visual (PowerPoint) component. Here are the specific learning outcomes for MP2:

- Develop, explore, and refine a research question related to MP1
- Understand and practice the genres of the conference presentation and research paper
- Develop a compelling PowerPoint or Google Slides presentation with appropriate visuals for your audience
- Understand and practice the basics of APA formatting
- Demonstrate a basic facility with using keyword searches to find relevant, high-quality sources on IUCAT, article databases, the web, and other online media
- Understand and practice SIFT and other habits of online fact-checking and source evaluation
- Practice the key moves of academic writing: summary, synthesis, posing a research question, placing one’s own ideas into a larger context (i.e., “they say/I say”), complicating and complexifying others’ ideas, etc.
- Explore a challenging question related to a relevant social, cultural, or political issue
- Practice giving a multimodal academic presentation to an audience of peers

### **Media Project 3: Looking Sharp, Weeks 13-17**

For this project, you will take the finished products from MP1 and MP2 and, with the help of your colleagues and myself, learn to “re-see” them. In other words, MP is where you learn all about revision. You will also learn some of the basics of building digital portfolios and maintaining a web presence for a public-facing audience. MP3 culminates with revisions of both MP1 and MP2, along with a brief biography and reflective statement. Together, these documents—plus any pics, videos, links, documents, etc. you want to add—will become your digital portfolio for ENG-W 131, and you can continue to build upon this portfolio as you progress through your coursework at IU Kokomo. Here are the specific learning outcomes for MP3:

- learn to revise a project they care about, literally “see again” rather than merely scratch the surface
- learn how to accept feedback, criticism, and input from others with kindness and humility;
- learn to create a public-facing digital portfolio on the web that showcases your work in ENG-W 131 and a bit about you as a student. These can be housed in Canvas or on any number of free blog and web-building sites around the internet. Adobe Spark may also be used.

### **Media Project 4: Showing Up, Weeks 1-17**

This final MP isn’t really a project at all, but it is no less important to your success in ENG-W 131. When you sign up for a college-level course, any course, you commit to a certain level of engagement. Writing courses depend for their success on the engaged, regular participation of all students; this is how we build community, learn to trust each other, and open up about our writing. Additionally, it takes time-on-task and effort to build writing skills and improve. Showing up, whether this means regularly attending a face-to-face class or routinely logging on to Zoom, is an important skill and this “project” reflects your commitment to your work and that of your colleagues who depend on you for things like feedback, insights, and support. I will divide this category into four “chunks,” each one corresponding roughly to the MP we are working on at the moment (1 chunk = 62.5 points x 4 = 250 points). At the end of the MP, I will assign a grade based on your participation and engagement thus far; this is “Chunk 1.” Note also that engagement doesn’t necessarily just mean showing up for class. We will discuss this and much more in the first few weeks as we acclimate to the rigors and expectations of college courses. Again, if ever you need to chat about the course or other concerns, you have only to ask.

### **Supporting Assignments**

In addition to the media projects, we will have smaller graded assignments throughout the semester (approximately 12-14 in all) that will feed directly into your work on the three media projects. These assignments are listed below in the “Course-at-a glance” section; all assignments can be found in Canvas. If you have questions about any of the assignments, don’t hesitate to let me know.

### **IU Kokomo Writing Center (KA 128, Library)**

All tutoring sessions will be conducted online during Fall 2020. You will have the option to select an audio/visual session or live-chat format when you log in. Please go here <https://iuk.mywconline.com/> to register for an account and schedule an appointment. You will need to register with your IU email

address, and once you have set up an account, you can access our online calendar to schedule an appointment. To begin the session, you will go back to that calendar, click on your appointment box, and select “Start or Join an Online Consultation.” Then the tutor will be there to guide you through the process.

Although we will be conducting all sessions online, these virtual sessions will be during our regular business hours: Monday through Thursday, 9am to 7pm, Friday, 10am to 3pm, and Saturday, 12pm to 3pm.

Remember, many of IU Kokomo’s best students understand that seeking out a response to their writing is a necessary part of the learning/writing process. Also, the services are not just for students struggling with writing, but also for those who are proficient writers themselves and are looking to improve. The tutors are from a variety of disciplines, and they have all taken ENG-W 131, so they are prepared to help with assignments specific to this course as well as a range of others at all levels. Visit our website <https://www.iuk.edu/writing-center/> to learn more about our services and meet the tutors.

*The mission of the IU Kokomo Writing Center is to enhance student academic success and, thereby, student retention. The staff of the Writing Center work to provide an assessment of and academic support for student writing skills in all disciplines through the creation of a caring and friendly environment conducive to learning. The Writing Center and its staff work in conjunction with the library staff to enhance students' understanding of writing and conducting research in an academic environment.*

## **What Is “Mind over Chatter”?**

The Mind over Chatter modules (or MoC) that you will complete as part of your coursework are a series of interactive, Canvas-based modules designed to spur your thinking about the cognitive biases, distracted thinking, and susceptibility to misinformation that we all share as part of our evolutionary heritage as humans. The Mind over Chatter modules take seriously the challenges that living in a post-digital world poses to our brains, our information, and our lives. These modules will give you both concrete, context-specific tools for finding the best information for the job and opportunities to reflect on and engage in conversations about some of the more abstract ideas related to media literacy and mindfulness. To learn more about MoC, go to this link: <https://expand.iu.edu/courses/mind-over-chatter>.

## **Engaged Reading in a Writing Course**

Ever wonder why there’s so much reading in a writing course? (Starting with the course syllabus...am I right?) Reading and writing are like two sides of the same coin. Developing skills in one spurs and supports the development of skills in the other. (In other words, it’s hard to be an effective writer if you aren’t a proficient, engaged reader.) Unfortunately, the kinds of reading we tend to do online—skimming, clicking around from one site to another, speed-reading, etc.—can actually be detrimental to the engaged, deep reading that teachers want you to practice in writing courses like this one. In short, part of what you will (re)learn and practice this semester is how to enact a mode of patient, careful, *attentive* reading to which you may not yet be accustomed.

Here are some basic pointers to get you started: first, everything you read from now on should be read with a pen or pencil firmly in hand. Why? So you can take notes as you read, mark up the book, ask questions of the text, underline passages that seem relevant or puzzling, and circle words you don't understand, and so forth. Second, when you come across a word you don't understand, look it up in an online dictionary (the *Oxford English Dictionary* is best and free for IU students at [www.iuk.edu/library](http://www.iuk.edu/library)). Third, when you find a concept or reference with which you're unfamiliar, look it up on Wikipedia.org and read the entry until the passage you're wrestling with starts to make sense. (\*Pro Tip: Wikipedia can be a useful active reading resource, but it is not [yet] considered a fully-credible research resource and is in no way a scholarly source.) Mark any and all passages in your books that you would like to discuss in class, that you think are particularly noteworthy, or that don't make sense to you. We will discuss these passages in class. In short, you will need to read closely, carefully, and *slowly*.

You should expect to *read*—in the manner I've just briefly described—between 15 and 25 pages each week. And a few times the reading load will be heavier. Please get into a weekly if not daily reading habit that works for you and stick to it. This will be key to your success and learning in this course. If ever you have any questions or concerns about our readings, please don't hesitate to let me know.

### Course-at-a-glance (Fall 2020)

Weeks 1 – 6	Weeks 7 – 12	Week 13	Weeks 14 – 17
MP1: Looking In	MP2: Looking Out	Thanksgiving	MP3: Looking Sharp
F2F/Hyflex	F2F/Hyflex	No class	100% online
Paradox of Authority (MoC) Framing Effects (MoC)	Mindfulness, Media, and Misinformation (MoC)		Mere Exposure Effect (optional) Confirmation Bias (optional)
<ul style="list-style-type: none"> <li>▪ Writing a Personal Narrative (25 pts)</li> <li>▪ “Pitch Sheet” for MP1 (50 pts)</li> <li>▪ Paradox of Authority w/ activity (25 pts)</li> <li>▪ Framing Effects w/ activity (25 pts)</li> <li>▪ Podcast script w/ sources in MLA (50 pts)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Image analysis (25 pts)</li> <li>▪ Problematic media/framing analysis (25 pts)</li> <li>▪ Mapping out your challenging question (25 pts)</li> <li>▪ Finding, reading, and writing about high-quality sources (25 pts)</li> </ul>		<ul style="list-style-type: none"> <li>▪ Workshop letter 1 (50 pts)</li> <li>▪ Workshop letter 2 (50 pts)</li> <li>▪ Revision plan for digital portfolio w/ rationale (50 pts)</li> <li>▪ Portfolio preface (50 pts)</li> </ul>

<ul style="list-style-type: none"> <li>Podcast peer review workshop (25 pts)</li> <li>MP1: finished podcast/script (50 pts)</li> </ul>	<ul style="list-style-type: none"> <li>Midway research check-in (25 pts)</li> <li>Full draft of MP2 (25 pts)</li> <li>MP2: “Challenging Questions” presentation/research essay (100 pts)</li> </ul>		<ul style="list-style-type: none"> <li>MP3: digital portfolio w/ headshots and brief bio (50 pts)</li> </ul>
250 points	250 points		250 points

\*Note: the remaining 250 points are taken up by MP4—see below for details.

## Course Schedule (Fall 2020)

EA	<i>Everyone’s an Author</i> (3rd edition)
TS	<i>They Say, I Say</i> (4th edition)
LS	<i>The Little Seagull</i> (3rd edition)
MoC	Mind over Chatter module (in Canvas)
EA Tumblr	<a href="https://everyonesanauthor.tumblr.com/everyonelinks">https://everyonesanauthor.tumblr.com/everyonelinks</a>

### *Week 1 (F2F): Media Project 1 begins*

August 25: What is your writing process? What is academic writing? What are we doing here?

August 27: MP1, Read EA Ch. 1 and Ch. 2

### *Week 2 (F2F): The nature of media/information: from the personal to the public*

September 1: Brainstorming strategies for MP1; read EA Judith Newman’s “To Siri, with Love”

September 3: Writing a personal narrative; read EA Tressie McMillan Cottom’s “The Logic of Stupid Poor People”

### *Week 3 (F2F): Why do we need information? What is literacy?*

September 8: Writing a pitch sheet for MP1, read EA, Ch. 35

September 10: MoC, Paradox of Authority module and discussion

### *Week 4 (F2F): Framing effects: how media shape the message*

September 15: MoC, Framing Effects module and discussion

September 17: No class (Canvas-based activity on MoC modules)

### *Week 5 (F2F): Getting to the draft*

September 22: Podcast script w/ sources (MLA) due

September 24: TBD

*Week 6 (F2F):*

September 29: MP1 peer review workshop and final edits

October 1: MP1 Showcase

*Week 7 (F2F): Media Project 2 begins*

October 6: TBD

October 8: Image analysis assignment

*Week 8 (F2F):*

October 13: Problematic media/framing analysis

October 15: Mapping out your challenging question

*Week 9 (F2F):*

October 20: Finding, reading, and writing about high-quality sources

October 22: Midway research check-in

*Week 10 (F2F):*

October 27: No class (15-minute conferences on MP2 w/ Dr. Cook today & Oct. 28/30)

October 29: No class (15-minute conferences on MP2 w/ Dr. Cook today & Oct. 28/30)

*Week 11 (F2F):*

November 3: Read EA, Ch. 36 "Making Presentations"

November 5: TBD

*Week 12 (F2F):*

November 10: full draft of MP2 due for peer review workshop

November 12: Workshop day 1 (last names: I through Z)

*Week 13: Media Project 3 begins (Last week of F2F classes)*

November 17: What is a digital portfolio? Read EA, Ch. 37 "Assembling a Portfolio"

November 19: Workshop day 2 (last names: A through H)

*Week 14: Thanksgiving Holiday (no class)*

*Week 15 (online):*

December 1: Workshop letter 1

December 3: Workshop letter 2

*Week 16 (online):*

December 8: Revision plan for portfolio w/ rationale

December 10: TBD

*Week 17 (online):*

December 15: Portfolio preface/introduction

December 17: Final portfolio (MP1 and MP2, revised)

## **Grades**

A standard 1,000-point scale will be used: A+=970-1000; A=940-969; A-=900-939; B+=870-899; B=840-869; B-=800-839; C+=770-799; C=740-769; C-=700-739; D+=670-699; D=640-669; D-=600-639; F=599-0. You can check your grades in Canvas at any time, though keep in mind that your grade may fluctuate for the first several weeks. If you have a question about a grade, don't hesitate to let me know.

## **Civility Statement**

Indiana University Kokomo encourages a climate of respect and inclusiveness that welcomes and embraces community members with diverse backgrounds and life experiences; deliberately seeks multiple perspectives; and supports the free and open exchange of ideas and civil discourse. Our community encompasses the life of the classroom including but not limited to an engagement in student life, service learning, travel abroad, and social media reflections. This community will thrive when we approach each interaction and conversation with an open mind and when each member respects the inherent dignity and worth of all people. Respect and civility should therefore be afforded to all individuals regardless of age, disability, educational background, family status, gender, gender identity and expression, nationality, race/ ethnicity, religion, position, sex, sexual orientation, socioeconomic level, or veteran status at Indiana University Kokomo.

## **Accessibility Statement**

Every attempt will be made to accommodate qualified students with disabilities (e.g., mental health, learning, chronic health, physical, hearing, vision neurological, etc.) You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive; Captions and alternate media for print materials may take three or more weeks to get produced. Please contact your campus office as soon as possible if accommodations are needed. If you have documentation of an accommodation, please contact me confidentially so we can make the necessary arrangements.

## **Sexual Misconduct Statement**

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Title IX and IU's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with Counseling & Psychological Services (CAPS) 765/455.9364 (counseling services).

It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct, with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. I encourage you to visit [stopsexualviolence.iu.edu](http://stopsexualviolence.iu.edu) to learn more.

## Technical Requirements

This course requires that you have access to the IU Kokomo computer network, access to the Canvas course management system, and some basic familiarity with Canvas. The University Instructional Technology department (UITS) provides guidelines for hardware and software for all students. This course requires primarily word processing (MS Word 2007, 2010, 2013, 2016, or 2019), printing capabilities, and access to Canvas. Check out this link for free downloads and discount prices on hardware and software exclusively for IU students: <https://uits.iu.edu/iuanyware>.

Students should contact the UITS Helpdesk with any and all technical questions. See this link for more details: <https://www.iuk.edu/uits/>. The Helpdesk offers superb technical support to faculty, staff, and students for all IT-related requests. The Helpdesk aids users and maintains a tracking system that places each user's request into a queue. You can send an email request to the Helpdesk at [kohelp@iuk.edu](mailto:kohelp@iuk.edu) or call 765/455.9315. If you're having any technical difficulties, contact the Helpdesk right away so they can get your problem solved.

## Academic Honesty and Plagiarism

IU does not tolerate academic dishonest or plagiarism of any kind. According to the IU Code of Student Ethics, "A student must not adopt or reproduce ideas, words, or statements of another person without an appropriate acknowledgement. A student must give due credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following: (a) quotes another person's actual words, either oral or written; (b) paraphrases another person's words, either oral or written; (c) uses another person's idea, theory, or material unless information is common knowledge." *Source: Indiana University Code of Student Ethics. (Note that "intent" is not a factor here.)*

**"Double dipping,"** or submitting a writing project for two or more courses (whether they're IUK courses or not), constitutes plagiarism and will result in a grade of zero and possible disciplinary action. If you have an idea for a writing project from another class that you would like to further develop in this class, please consult with me. I'm more than willing to help you develop your ideas and plan writing projects that will do work for you, but simply *submitting the same essay for multiple classes is not acceptable under any circumstances.*

Knowing the boundaries between acceptable and unacceptable uses of other's work, texts, or ideas can be tricky sometimes, and we will spend some time in class discussing the boundaries of acceptable use, the nature of research, and when, where, and how to appropriately document source materials.