(Not Quite) Everything You Need to Know to Survive SamR's Tutorial

Fall 2005 Version

Samuel A. Rebelsky

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About This Book

The "book" in your hands collects a variety of material that I have prepared to help you succeed in Tutorial and in your Grinnell career. Because I understand that you are likely to find college work different than high-school work, and because I realize that I have some different perspectives than my colleagues, I try to provide a variety of guidelines about your academic work. Because I want you to be able to think about the structure of your semester, I try to provide details about the various assignments that you will have to complete this semester and when those assignments will be due. I expect (and hope) that this will be the only "syllabus" of this length that you will receive at Grinnell.

Please understand that this work is necessarily incomplete and also likely to be partially inaccurate. In particular, you may find that I change your assignments or schedule throughout the semester (although I am unlikely to change them much). I will also admit that I lacked the time to gather and to write all the resources that I hoped to provide.

I realize that this work may be somewhat daunting. Please do your best to read through it for our third class.

I. Basic Facts and Policies

Introduction

Welcome to the Fall 2005 session of one of the offerings of *Tutorial* from Grinnell College's Department of Mathematics and Computer Science. The title of this particular tutorial is *Onerous Ownership? Intellectual Property in the 21st Century*. You can find out more about this particular tutorial from its blurb and about Tutorial itself from an explanatory document.

In short, this semester we'll be working on building your skills in thinking, writing, reading, speaking, and finding sources while studying intellectual property (IP) and considering the effects of information technology on IP.

Because of the *skills/subject* pairing, we will split most class sessions into two parts: for the first forty or so minutes we'll discuss some issue pertaining to academic skills (e.g., a particular aspect of writing or editing); for the last fifty minutes, we'll discuss some issue pertaining to IP.

Although I am providing you with a wealth of printed information, some of that information may change. Hence, you should regularly check the course web, which you can find at `http://www.cs.grinnell.edu/~rebelsky/Tutorial/` or `http://www.cs.grinnell.edu/~rebelsky/Courses/Tutorial/2003F/`.

As part of our consideration of intellectual property, you will be sharing the intellectual property you create in this class more widely. In particular, you or I will post much of your work online, probably using a form of Wiki. This requirement means that it will be accessible to your fellow students and to the broader Web community. If you have difficulty with this requirement, please discuss it with me.

Meets: TuTh 8:15-9:50 in Science 2417

Instructor: Samuel A. Rebelsky, Science 2427. 269-4410 (office). 236-7445 (home). Office hours 1:15-2:50 Tuesday, 1:15-3:05 Friday. Also available by appointment, for walk-ins, and via email. Tutee meetings Thursday 1:00-2:45, Friday 8:15-8:45.

Grade Components:

- Class participation, including attendance (10%)
- Convocation attendance with corresponding reflections (10%)
- Wiki work (10%)
- Introductory essay and followup essay (10%)
- Bibliographies (10%)
- Discussion leadership (10%)
- Discussion graph with accompanying reflective essay (10%)
- Research presentation (10%)
- Research paper (10%)
- Editing portfolio (10%)
- Introduction to *Owning Bits (and Beyond), Volume 2: Onerous Ownership?* (10%)

You will note that there are eleven components, each worth 10%. I will drop the component for which you receive the lowest grade when I compute your final grade.

Late Work: Because I have found that students who turn in work late tend to dig themselves into deeper and deeper holes and because many of our in-class exercises will require the work due that day, I impose fairly severe penalties for late work. All late work receives an immediate penalty of 20%. In addition, for every day late (beyond the first day), I impose another penalty of 10%. In case you can't tell, this means that you should *always get your work in on time!*

Attendance: I use a fairly straightforward technique for grading attendance and participation. I begin with the assumption that everyone deserves a 90 (on a 100 point scale) and then make modifications as appropriate. Particularly good participation leads to a higher grade. Less good participation (which can be inappropriate or too much participation as well as too little participation) leads to a higher grade. Students who miss two classes receive a 10 point penalty. Students who miss three classes receive a 15 point penalty. Students who miss four or five classes receive a 25 point penalty. Students who miss six or more classes receive a 50 point penalty.

Contract: I know that some of you are concerned about your ability to pass this Tutorial. Although I think you shouldn't be concerned, I also do my best to alleviate this concern by providing a form of "contract". If you (a) miss no more than one class; (b) turn in all your work on time; (c) participate regularly in class; and (d) try hard on everything, then I will guarantee you at least a C in the class.

Disabilities: I encourage those of you with disabilities -- particularly hidden disabilities, such as learning or psychological disabilities -- to come see me about what I can do to make it easier for you to learn. In addition, if you have not already done so, you should discuss your disability with academic advising. Our academic advising staff have a lot of experience helping students with disbilities figure out the best way to learn (and helping faculty help those students learn), and you should take advantage of their experience and expertise. Some students are just discovering their disabilities (particularly learning and psychological disabilities). If you think that you may have an undocumented disablity, please speak to both me and to academic advising.

Note that I find that the changes that I make for those with learning disabilities are often appropriate for all students. Hence (although it does not pertain in Tutorial), I rarely give timed exams and I tend to give my students to use computers during exams.

As you may note from the bottom of my Web pages, I do my best to have these pages meet the W3C's Web Accessibility Initiative Guidelines. If you notice places in which I have failed, please let me know.

Official Blurb

I'll admit that I wrote this blurb fairly quickly when I realized I'd missed the deadline for writing Tutorial blurbs by about a week. I based it significantly on one I wrote under similar pressure for the previous Tutorial. Nonetheless, it reflects my general perspective on this Tutorial.

In recent years, the concept of "owning ideas" has moved from an area primarily of interest to a few scholars and lawyers to a central issue in many national and international debates, particularly as it applies to genetics and to computers and the Internet. For example: Can someone own life (or patterns of life)? What rights does the purchaser of a computer program or digital audio file have? Who owns an analysis or synthesis of a native remedy? How does the notion of "fair use" apply to biological and digital materials? In this Tutorial, we will explore the main forms of Intellectual Property law -- primarily copyright and patent, with some detours into trademark and trade secret -- in the context of a number of current cases and controversies in genetics, computers, and the Internet.

About Grinnell's Tutorial

Grinnell's Tutorial serves as a linchpin of your Grinnell education. While there are many purposes to the Tutorial, they all relate to a simple purpose: *The Tutorial helps guide you on your path as lifelong learner*. To be a successful learner and thinker, you must develop a number of requisite skills. In particular, you should be able to

- *read critically* and *analyze* what you have read;
- *formulate useful and interesting questions*, based on ideas you encounter;
- *develop coherent and compelling arguments*, in both written and oral form;
- *find and identify appropriate evidence* when conducting research and developing arguments.

You must also understand a number of related issues, particularly

- the purpose and components of a successful *liberal arts education* and
- the concept *intellectual property* and its effect on your academic endeavors and your role as a citizen.

Former Associate Dean Helen Scott, who coordinated Tutorial for most of my first six years at Grinnell, regularly reminded Tutorial faculty that all of these skills are interconnected. For example, you cannot really discuss a topic unless you have critically read the underlying materials and you will be able to read more critically after discussing material with colleagues. Similarly, you cannot write an essay unless you formulate a strong thesis, you cannot form that thesis without critical reading of the underlying material, and you will find that attempting to write carefully about a topic not only improves your understanding for future readings, it also helps improve your thesis. Of course, Professor Scott phrases these interrelationships much more clearly than I do. (H. Scott. Personal Communcations. 1997-2003.)

The advent of new technologies, such as large-scale hypertext systems including the World-Wide Web, has not significantly changed the needs for such skills. However, the applications of these skills have expanded. For example, some claim that modern thinkers now need to be able to develop arguments not only in 'linear" written form and oral form, but also in new hypertextual forms. Similarly, you need to be able to analyze hypertexts.

Tutorial also has a second important purpose: The Tutorial creates the relationship between students and their first advisor. While we expect that you will form many close relationships with your faculty, Grinnell feels that it is particularly important that you form such a relationship as early as possible.

Tutorial, like many classes at Grinnell, also gives you the opportunity to study a topic in depth with a small cohort. In this Tutorial, we will emphasize the topic by permitting you to choose subtopics and lead portions of the Tutorial on those subtopics.

At A Glance

This is an abbreviated course syllabus. Like everything else in this course, it is likely to change.

Weeks: 1, 2, 3, 4, 5, 6, 7, break, 8, 9, 10, 11, 12, 13, 14.

Week 0: Preparation	
	(01) Sunday, 21 August 2005 **About This Tutorial** **Introductions. What is Tutorial? What is IP? The form of our Tutorial: meeting format, overall structure, etc. Planning for the next few days. About course planning.** *Due*: **Nothing.**
(02) Tuesday, 23 August 2005 **Planning Your Schedule** **Further topics from first meeting. Primary lessons from today's homework. Peer evaluation of schedules. Group followup.** *Due*: **Miscellaneous Assignment 1: Orientation (due last night). Miscellaneous Assignment 2: Course Planning.**	**(03) Thursday, 25 August 2005** **IP Basics ; Why Write?** **Discussion: Purple book Discussion: Why write? Lecture/Discussion: IP Basics Exercise: Peer Editing** *Due*: **Miscellaneous Assignment 3: About College Work (due last night). Writing Assignment 1: Copyright and Web Links. McLeod: Preface and Chapter 1. Green and Rebelsky 1-3. Williams and McEnerney. Williams, Chapter 1. Rebelsky ("Everything").**
Week 1: Forms of Intellectual Property (1)	
(04) Tuesday, 30 August 2005 **Copyright ; Writing: Correctness** *Due*: Williams 2. Miller III. McLeod 3.	(05) Thursday, 1 September 2005 **Patent ; Writing: Actions** *Convocation*: President Osgood. *Due*: Writing Assignment 2: Copyright and Links, Revisited. Miscellaneous Assignment 4: Course Syllabi. Miller I. McLeod 5. Green and Rebelsky 4-6. Williams 3.
Week 2: Forms of Intellectual Property (2)	
(06) Tuesday, 6 September 2005 **Trademark ; Writing: Characters** *Due*: Williams 4. Miller II. McLeod 6. Green and Rebelsky 8. Williams 4.	(07) Thursday, 8 September 2005 **Citation and Academic Sources ; Writing: Cohesion and Coherence** *Convocation*: Victoria Bissell Brown: Jane Addams Becomes a Christian Humanist. *Due*: Academic Honesty: The Ethical Use of Sources, Collaboration, and Scholarly Integrity at Grinnell College. Williams 5.
Week 3: Sources, Revisited	
(08) Tuesday, 13 September 2005 **Topic Selection ; Writing: Emphasis** *Due*: Miscellaneous Assignment 5: Topic Selection. Williams 6.	(09) Thursday, 15 September 2005 **Finding Sources (1)** *Convocation*: Rosenfield Symposium: The U.S. Media and Politics. *Due*: Williams 7.
Week 4: Miscellaneous	
(10) Tuesday, 20 September 2005 **Finding Sources (2)**	(11) Thursday, 22 September 2005 **Preparation for Discussion ; Writing: Concision** *Convocation*: Gene Gaub: Beethoven Piano Sonatas I. *Due*: Writing Assignment 3: Introduction to Research Paper. Miscellaneous Assignment 6: Bibliography. Miscellaneous Assignment 7: Papers for Discussion. Williams 7.
Week 5: Student-Led Topical Discussions (1)	

(12) Tuesday, 27 September 2005	(13) Thursday, 29 September 2005
Discussion (A and B) *Due*: Student-selected readings.	**Discussion (C and D)** *Convocation*: James Cuno: (Title to be determined.) *Due*: Student-selected readings.

Week 6: Student-Led Topical Discussions (2)

(14) Tuesday, 4 October 2005	(15) Thursday, 6 October 2005
Discussion (E, F, and G) *Due*: Student-selected readings.	**Discussion (H and I)** *Convocation*: Elisabeth Schuessler Fiorenza. *Due*: Student-selected readings. Writing Assignment 4: Annotated Bibliography.

Week 7: Student-Led Topical Discussions (3)

(16) Tuesday, 11 October 2005	(17) Thursday, 13 October 2005
Discussion (J and K) *Due*: Student-selected readings.	**Discussion (L and M)** *Due*: Student-selected readings.

Fall Break

Week 8: Oral Skills

(18) Tuesday, 25 October 2005	(19) Thursday, 27 October 2005
Reflections on Discussions ; Writing: Shape *Due*: Writing Assignment 5: Discussion Self-Assessment. Miscellaneous Assignment 8: Discussion Diagrams. Williams 8.	**Presenting Papers ; Writing: Elegance** *Convocation*: Gene Gaub: Beethoven Piano Sonatas II. *Due*: Writing Assignment 6: Draft of Research Paper. Williams 9.

Week 9: Your Grinnell Education

(20) Tuesday, 1 November 2005	(21) Thursday, 3 November 2005
Liberal Education ; Writing: Ethics *Due*: Packet of readings on liberal education. Williams 10.	**Preregistration ; Editing Research Papers** *Convocation*: Rosenfield Symposium on Weapons of Mass Destruction. *Due*: Miscellaneous Assignment 9: Tentative Schedules. Miscellaneous Assignment 10: Editing of Research Papers. *Assignments*: Miscellaneous Assignment 10: Presentations. Start Miscellaneous Assignment 11: Time Logs on Saturday!

Week 10: Paper Presentations (1)

(22) Tuesday, 8 November 2005	(23) Thursday, 10 November 2005
Presentations (N, O, and P)	**Presentations (Q, R, and S)** *Convocation*: Humanities Symposium on Intolerance.

Week 11: Paper Presentations (2)

(24) Tuesday, 15 November 2005	(25) Thursday, 17 November 2005
Presentations (T, U, V, and W)	**Presentations (X, Y, and Z)** *Convocation*: Claude Steele: Stereotype Threat.

Week 12: Writing Introductions

(26) Tuesday, 22 November 2005	Thursday, 24 November 2005
Writing Introductions *Due*: Writing Assignment 7: Research Paper	*Thanksgiving Break*

Week 13: Other Core Academic Skills

(27) Tuesday, 29 November 2005	(28) Thursday, 1 December 2005
Time Management *Due*: Miscellaneous Assignment 12: Time Logs.	**Stress Management** *Due*: Writing Assignment 8: Introduction to *Owning Bits and Beyond, Vol. 2*.

Week 14: Wrapup

(29) Tuesday, 6 December 2005	(30) Thursday, 8 December 2005
Evaluation	**Debriefing**
Due: Miscellaneous Assignment 13: Assessment of Introductions. Miscellaneous Assignment 14: Editing Portfolio.	

Required Books

Green, J. & Rebelsky, S. A., editors (2003). *Owning Bits: Intellectual Property in the Information Age*, Volume 1. Grinnell, Iowa: Glimmer Press.

> My previous Tutorial produced this book. We'll be producing another in this Tutorial. You will use the previous Tutorial's text for information on intellectual property, as inspiration for your own work, and as a standard that you should plan to exceed.

McLeod, K. (2001). *Owning Culture: Authorship, Ownership, & Intellectual Property Law*. New York: Peter Lang.

> McLeod is in media studies (at U. Iowa!) and writes some very interesting stuff about a variety of modern controversies in intellectual property.

Miller, A. R. & Davis, M. H. (2000). *Intellectual Property: Patents, Trademarks, and Copyright, In a Nutshell* St. Paul, Minnesota: West Group.

> To discuss intellectual property well, you need to understand the various details of the law. This book, intended as review for law students, provides a concise yet comprehensive overview of the key ideas.

Rebelsky, S. A. (2005). *(Not Quite) Everything You Needed to Know to Survive SamR's Tutorial*, Fall 2005 Edition. Grinnell, Iowa: Glimmer Press.

> Over the years, I've accumulated a lot of advice and other writing that I consider it important for my Tutorial students to read and reflect upon. All that stuff is now gathered in this volume. I will be making some changes across the semester and will be adding other pages as we get to new things you should know about.

Williams, J. M. (2006). *Style: The Basics of Clarity and Grace*, 2nd edition. New York: Pearson.

> Every Tutorial needs a book about writing. My experience is that most Grinnell students can craft gramatically correct and generally adequate papers. This book helps you think more about the ways in which you use language. We will do an exercise from this book every week.

II. About Academic Work

On Teaching, Learning, and Grading

- Introduction
- My Role
- Grading
- Your Role
- Lecturing
- Summary

Introduction

I like to begin each course with a meta-commentary on teaching and learning. Why? Because I care about the learning process, because I seem to have a different teaching style and personality than some students expect, and because I want you to think not just about *what* you are learning, but also *how* you are learning.

From my perspective, you are here to learn and I am here to support that learning. What will you be learning? The subject matter of the course, certainly. However, I expect that (or hope that) you will also be discovering new ways to think and learn or sharpening existing skills. For example, in most of my courses I hope that you will develop your collaboration skills and your "think on your feet" skills. In terms of subject matter, I tend to care more about the processes and concepts that you learn than about the "basic facts".

Learning is an interactive process. You learn by asking, discussing, and answering questions, by playing with ideas and by working with others. I know from experience that few topics can be learned passively: you need to experiment with ideas (in your head, on paper, in discussion) in order to fully grasp these ideas.

My Role

How do I try to support this learning? In a number of ways.

I *assign readings* to give you a basis for understanding the subject matter. Sometimes these readings will be from the textbook, sometimes I will distribute appropriate supplements.

I *lecture*, *lead discussions*, and *conduct recitations* on the topics of the course. Sometimes these will be based on readings and assignments, sometimes they will vary significantly from your readings. Why? Because I feel it wastes your time and mine to simply reiterate the readings. If you let me know that you're confused about a reading, I will spend time going over that reading (either in person or in class).

To stimulate discussion and thinking, I regularly *call on students* in class. I know that not all of you are comfortable answering questions publicly, but I strongly believe that you need to try. Please feel free to say "I'm not sure" when I call on you. At times, I'll step through the class, asking each student in turn. At others, I'll call on you individually. I tend to call more on students I interact with regularly.

I *assign work* because I find that most people learn by grounding concepts in particular exercises that allow them to better explore the details and implications of those concepts. I expect you to turn in work on the day it is due and will impose severe penalties on late assignments (including refusing to accept some late assignments).

Some of my assignments may involve *public presentation* of your work. Sometimes, the best way to learn a topic is to have to discuss it or present it to someone else. In addition, I've found that many students need some work on their presentation skills. Most often, presentations will be of papers that you've read.

In general, I expect you to spend about ten hours per week on this class outside of class time. If you find that you are spending more than that, let me know and I'll try to reduce the workload.

I *grade assignments* to help you identify some areas for improvement. Note that I believe that you learn more from doing an assignment than from receiving a grade on that assignment. This means that you may not receive a grade or comments on all your assignments. I will tell you when an assignment won't be graded, but not until after you hand it in. I will do my best to be prompt about returning grades on assignments. At times, I will use a grader to help speed the process.

I *build course webs* to organize my thoughts, to give you a resource for learning, and to help those of you who need to work on your note-taking skills. I do my best to make my notes for each lecture available on the Web, in outline format. In general, these notes will be available approximately five minutes before class. Warning: these are rough notes of what I expect to talk about; the actual class may not follow the notes. I will also attempt to update the notes after each class.

I *make myself available* to discuss problems and questions because I know that some of you will need personal attention. In general, if I'm in my office you should feel free to stop in. Most of the time, I'll be willing to help. Once in a while, I'll be working on a project and will ask you to come back later. Students always have first priority during office hours. You should also feel free to send me electronic mail, which I read regularly, and to call me.

At times, I *survey* my students to better understand how the class is going. Because I do research on the effects of computers on learning, I sometimes give surveys to gather data.

Grading

At the same time that you learn and I try to help you learn, Grinnell and the larger community expect me to assign a grade to your work in the class. I base grades on a number of components, but primarily on *assignments*, *examinations*, and *involvement in classroom discussions*.

Because I understand that not everyone gets everything right the first time, I will occasionally allow you to *redo* an assignment that you did poorly on.

I will admit to a fairly strict grading scale. Grinnell notes that A and A- represent exceptional work. To me, "exceptional" means going beyond solid, acceptable, correct work. Exceptional work entails doing more than is assigned or doing what is assigned particularly elegantly. Work limited to mastery of the core materials is B-level work.

Your Role

How should you participate as a member of my class? (Or, how do you do well in my class?) By being an active participant in your own learning. In part, this means doing all the work for the class. It also means a number of other things.

Come talk to me when you have questions or comments about subject matter, work load, or how the course is going in general. I may also set up an anonymous comment page for those who are uncomfortable talking to me directly.

Do the readings in advance of each class period and come prepared with a list of things that you don't understand. I will try to spend time at the beginning of each class session answering these questions or will restructure the lecture to accommodate them.

Ask and answer questions and make comments during class periods. I consider active participation during class a particularly important part of the learning process.

Begin your assignments early. Students who begin assignments early have more opportunities to ask for help, to make sure that the assignment gets completed, and to sleep at night. Such students also do better in general.

Lecturing

Although I will rarely lecture in Tutorial, I thought it would still be helpful for you to see my standard statement on lecturing.

I seem to have a different "lecturing" style than some students expect. As I mentioned earlier, I don't think it is the purpose of lecture to reiterate the readings. I do, however, think lecture and readings can provide alternate perspectives on the subject matter. At times, I will also discuss issues not covered in any readings.

I see no point in going on with a lecture or example if many students don't understand what's going on. You are the first line of defense: stop me when you are confused. In addition, I will occasionally stop the class and ask for a show of hands to see who is confused. Don't be embarrassed to raise your hand; if you are confused, it is likely that someone else is also confused. I realize that this show of hands leads to some "pressure for understanding". However, you won't get much out of a class if you're confused (and therefore just copying down what I'm writing without thinking about it).

I deem it important for students to be active participants in lecture. This means that I will often ask you to help develop algorithms, solve problems, and even critique each other's answers. If I call on you and you're not sure of an answers, feel free to say "I don't know" or to venture a guess. I consider it very important for all of us to see the problem solving process, warts and all. Note that I often generate examples of discussion "on the fly" so that we can all be involved in the problem solving or development process.

Summary

As the prior discussion suggests, I expect a great deal from my students. I also use many different strategies to get the best out of you. Feel free to discuss any of this with me (anything from concerns about this perspective to suggestions on improving teaching and learning).

Academic Honesty

Part of the academic endeavor is a notion that academics (students, faculty, researchers, staff) must follow high standards of honesty in their academic work. One component of academic honesty is that academics must clearly indicate which work (ideas, writing, etc.) is theirs and which belongs to others.

To many people, the focus of academic honesty is plagiarism and the purpose of academic honesty is integrity. For example, Grinnell's student handbook once included the following statement:

> The college expects Grinnell students to demonstrate a high code of personal honor in all their relationships. Further, the college seeks to protect the integrity of the operations in which grades are involved: the granting of degrees, the conferring of honors and privileges, and the certification and transfer of credits to other institutions. Accordingly, students who are dishonest in the preparation of assignments or in examinations may incur the penalty of probation, immediate failure in the course, suspension, or dismissal from the college.
>
> Dishonesty in academic work often involves plagiarism. A student is expect to acknowledge explicitly any expressions, ideas, or observations that are not his or her own. In submitting a report, paper, examination, homework assignment, or computer program, he or she is stating that the form and content of the paper, report, examination, homework assignment, or computer program represents his or her own work, except where clear and specific reference is made to other sources. Even when there may be no conscious effort to deceive, failure to make appropriate acknowledgment may constitute plagiarism. Therefore, students should comply with [appropriate requirements for acknowledging sources]. (Grinnell College 2000-2001 Student Handbook, p. 51)

However, plagiarism is not the only kind of academic dishonesty that can happen; there is much more to academic honesty than just making sure to cite work you've used. In particular, you are expected to provide a true and accurate representation of your work in experimental endeavors (e.g., it is academically dishonest to invent or modify experimental results). It is also academically dishonest to aid another in an academically dishonest act (e.g., to provide aid on a no-aid exam, to write a paper for another student).

There are also more reasons to care about academic honesty than simply 'the integrity of operations". First, academic advancement requires that a trail of ideas be available so that successes and failures can be traced backward. Second, your own personal integrity requires that you be academically honest.

Note that most of the faculty (and, we hope, the students) at Grinnell feel the same way. You will note that the new College document, *Academic Honesty: The Ethical Use of Sources, Collaboration, and Scholarly Integrity at Grinnell College*, provides this much broader view, particularly as compared to the 2000-2001 handbook.

About This Document

I wrote this document in response to a number of factors. First, I had already been required to write such a document in my previous teaching position. Second, I was unhappy about the focus of Grinnell's academic honesty statement. Third, I had my own expericne with academic dishonesty at Grinnell (although it took a few years to get to that stage.)

The new *Academic Honesty* pamphlet makes this statement slightly less necessary. However, I continue to distribute it because I want to emphasize my concern for these matters, because the pamphlet suggests that faculty members make their policies clear, and because, well, I hate to throw anything away.

Expectations

I expect you to follow the highest principles of academic honesty. Among other things, this means that any work you turn in should be your own or should have the work of others clearly documented. However, when you explicitly work as part of a group or team, you need not identify the work of each individual (unless I specify otherwise).

You should never "give away" answers to homework assignments or examinations. You may, however, work together in developing answers to most homework assignments. Except as specified on individual assignments, each student should develop his or her own final version of the assignment. On written assignments, each student should write up an individual version of the assignment and cite the discussion. On non-group programming assignments, each student should do his or her own programming, although students may help each other with design and debugging.

If you have a question as to whether a particular action may violate academic standards, please discuss it with me (preferably before you undertake that action).

Collaborative Work

Most of my teaching involves *collaborative work*. I believe (and have found) that students learn better when they can consult with each other. For example, there are few better ways to learn something than to explain that thing to someone else.

In each assignment I give, I do my best to make it clear whether the assignment is intended to be primarily collaborative or primarily individual.

Citing Web Pages

The advances of the Internet and the World Wide Web have led to challenges in citation. Some seem to believe that it is acceptable for a citation to consist of a URL. However, a citation should provide much more information. Consider what a typical citation to the printed literature contains: Author, Date, Title of Article, Publisher, etc. Your Web citations should contain at least as much detail. That is, you must include not just the URL, but also the author of the page (using "Anonymous" or an institutional author, if necessary), the title of the page, the publisher (the site), and the date.

The date is particularly important. Unlike printed sources, which have new editions when they change, electronic resources often change unexpectedly. By including the date the page was accessed and modified, you at least provide some indication of when the ideas you were using were available at the specified location.

Here is a sample citation for this page, using one standard form of citations.

Rebelsky, Samuel (2005). Academic Honesty. Grinnell College Department of Mathematics and Computer Science. Available at http://www.cs.grinnell.edu/~rebelsky/Courses/Tutorial/2005F/Handouts/academic-honesty.html (Last modified 21 August 2005; Visited 21 August 2005).

SamR's Variant of the American Psychological Association Citation and Bibliography Guidelines

Contents:

Sources

Much of the information presented herein comes from the fourth edition of the APA publication manual. The fourth edition is not the newest edition (the fifth is), but it suffices for most things. The fifth edition uses better guidelines for citing electronic resources, and I have used those instead.

I have also suggested some variants based on personal biases and years of time thinking about these issues.

American Psychological Association. (1994). *Publication manual of the American Psychological Association* (4th ed.). Washington, DC: American Psychological Association.

American Psychological Association. (2003). *Electronic references: General form for electronic references*. Retrieved December 3, 2003 from `http://www.apastyle.org/elecgeneral.html`.

Introduction

Almost all academic work borrows from previous work. It is our responsibility as academics to cite that work. Citation and bibliographical standards help ensure that readers can understand when and how an author is using a previous work and, as importantly, how to obtain that previous work. Bibliography entries can also provide readers with a sense of the authority of the cited work.

Unfortunately, different disciplines have different styles for citation and bibliography. Major guidelines include American Chemical Society, Chicago, and Modern Languages Association.

In this course, we will generally use American Psychological Association (APA) guidelines. APA guidelines are used in many of the social sciences. They are also used in at least one of my scholarly fields, educational technology.

Note that I will not expect perfect APA-style citations. (I'll admit that I don't always use them, and since I don't publish in APA journals, I find that many of my editors don't expect perfection, either.) However, I do expect you to do your best to follow the format. I also expect you to include as much information as possible about sources, particularly author, date, title, and publisher (or, for electronic resources, site).

Formats

Different kinds of works are cited and referenced in different. However, they also have many commonalities. Here we consider some commonalities and some of the most common formats. In general, you can expect a source to have the format

Authors (Year). Title. Other information.

Presenting Author Names

Almost all works have authors. Unfortunately, some authors make themselves anonymous by accident or intent. Whenever possible, you should identify the author. APA provides many exceptions to this rule.

Sam's Variant: I prefer that if a work lists no individual author or authors, but is clearly the product of an organization (e.g., a company), you may use that organization as the author. If you cannot even identify an organization, you should use *Anonymous* as the author.

In every case, authors appear in "last-name plus initials" format. For example,

Rebelsky, S. A.

or

Rebelsky, S. A. & Green, J.

In works with two authors, the author names are separated by an ampersand, as in the example above. In works with three or more authors, the author names are separated by commas and the final name is prefixed by an ampersand. For example,

Gum, B., Rebelsky, S. A., Stone, J. D., & Walker, H.

Dates

Dates typically follow authors and are enclosed in parentheses and followed by a period. The type of publication determines how precise you are in the date. Books typically have only the year. Journal articles have month and year. Newspaper articles have day, month, and year. In lists of references, you should write dates as (Year, Month Day) or (Year, Month) or (Year).

If you use two sources by the same authors from the same year, you add lowercase letters to the years so the citations can distinguish between bibliography entries. For example,

Green, J. & Rebelsky, S. A., Eds. (2003a). *Owning bits: Intellectual property in the information age*. Grinnell, IA: Glimmer Press.

Green, J. & Rebelsky, S. A. (2003b). An illustrative instance of inaccurate information on the Internet: Genome-related patents. In J. Green & S. A. Rebelsky (Eds.) *Owning bits: Intellectual property in the information age* (pp. 211-217). Grinnell, IA: Glimmer Press.

Common Entries

Books

For books, the title is italicized. The extraneous information typical includes the location and the publisher.

Authors. (Year). *Title*. Location: Publisher.

For example,

Rebelsky, S. A. (2005). *(Not Quite) Everything You Need to Know to Survive SamR's Tutorial*, Fall 2005 Edition. Grinnell, Iowa: Grinnell College.

For edited volumes, you add a comma and the term "Eds." after the last editor. For example,

Green, J. & Rebelsky, S. A., Eds. (2003a). *Owning bits: Intellectual property in the information age*. Grinnell, IA: Glimmer Press.

Sam's Variant: The fourth edition of the *Publication Manual of the American Psychological Association* suggests that you underline titles. I believe that the advent of modern desktop publishing and word-processing applications permits you to use italics for titles. I understand that the fifth edition of the publication manual follows the new convention. You should only underline titles when you cannot italicize them, such as in typewritten or hand-written manuscripts.

Articles

For articles, you often provide more of the date. The title of the article is not placed in italics, but the periodical that published the article is. Article titles should only have the initial word and proper names capitalized. You also provide the volume and number of the journal and the pages, where appropriate. In general,

Authors. (Date). Article title. *Periodical, Volume* (Number), pages.

If the magazine, journal, or newspaper lacks a volume or number, you can skip that part of the bibliography entry.

In newspapers only, you should precede the page numbers with "p." or "pp.".

Sam's Variant: It strikes me as silly that we use p. and pp. in some cases and not in others. I am comfortable if you use them in all cases.

Book Chapters

Authors. (Year). Article title. In Editors (Eds.), *Book Title* (pp. pages). Location: Publisher.

Write editors in "Initials Last Name" format. For example,

Rebelsky, S. A. (2003). Topics for further research. In J. Green and S. A. Rebelsky (Eds.), *Owning bits: Intellectual property in the information age* (Vol. 1), pp. 205-210. Grinnell, Iowa: Glimmer Press.

Variants of the Preceding

Most other kinds of works fit into the general format of the preceding. For example, a pamphlet entry looks much like a book entry and an article in an on-line publication looks much like an article in a journal. For particular details, refer to the APA guide.

Online Sources

Online sources are much like the preceding kinds of sources, except that you append the following to your entry.

Retrieved Month Day, Year, from Source.

Note that you should include the preceding phrase whenever you obtain something electronically, even if it is also available in traditional printed form.

In-Text Citations

Whenever you use a source in the text of your document (e.g., with a direct quote, paraphrase, or summary), you have a responsibility to cite that source. The most common form of citation takes the form **(Author, Date)**. You need only provide the last names of the authors, unless a first initial is necessary to distinguish bibliography entries.

If you use an author's name directly in your text, you need only put the date of the reference directly after the name. For example,

Green and Rebelsky (2004b) claim that even "authoritative" sources of information can contain inaccuracies.

Parts of larger sources (e.g., chapters in books, pages in articles) often provide the central basis for citation. When you use part of a source, you should include information about the part in your citation by adding a comma and the "name" of the part (e.g., p. 5, chap. 3) after the date. For portions of long electronic sources, use section number or paragraph number.

Reading

At Grinnell and in this Tutorial, you will do a lot of reading. You are likely to find that you have significantly more reading than you did in high school and that your faculty have different expectations of what you derive from your reading. In particular, when you read argumentative writing, you will likely need to have a good understanding of not only the claims authors make, but also the structure of their arguments. (I don't teach literature courses, but my impression is that you need an even more detailed understanding of texts for those classes, since you will be often asked in class to find portions of those texts that correspond to claims you or your colleagues make.)

Preliminary Processes

Before you begin reading any work, you should consider what kind of work it is and what that means about how your faculty will expect you to have read the work. I tend to classify work as argumentative (the author has a point to make), informative (although there may be a point in the work, the primary goal is to convey factual information), and literary. In my classes, we focus on argumentative and informative works, so my process points also emphasize those kinds of works.

Before you begin reading, you should also have some resources available. These include highlighters (to highlight key passages), pencils (to take notes in the book or on paper), paper or notecards (for notes), and a dictionary (printed or electronic).

I recommend that before undertaking a thorough reading, you should do a more cursory reading of that work that work to identify some key issues.

- You should see if there are some terms that are used regularly that you do not understand (or that you do not understand sufficiently well). You should, of course, look up those terms in a dictionary. If you find that the dictionary definition fails to enlighten you, you should ask your faculty member or colleagues.
- For argumentative works, you should try to identify a likely thesis. In most cases, you will find the thesis in the opening section.
- You should also look consider the structure of the work. (At some point, you should ask yourself why the author chose to structure the work in that way.)

Reading Argumentative Writing

This section was written after a wonderful lecture by Sandy Goldberg on talking to students about reading. Note that Sandy often assigns better writers than I do, so not everything may apply in all readings.

How should you read the argumentative work (those with a strong thesis) for this class? Carefully, accurately, repeatedly, and thoughtfully.

You should read each work *carefully*. Most authors have placed considerable effort and care into their writing, precisely structuring their arguments. You owe it to yourself and to the author to make sure that you understand the argument.

You should read each work *accurately*. Strive to understand what the author intends at each place. Note that most authors of argumentative texts will use a number of forms to support their arguments. These include

- the *claims* that they intend to prove;
- the *evidence* that they intend to use to support those claims;
- possible *objections* to their claims (the best arguments acknowledge such objections and attempt to refute them);
- *responses* to those objections;
- a *summary* of the current argument (longer arguments require regular summaries);
- *conclusions* that can be drawn from the evidence.

I expect that you will eventually be able to classify each part of any writing I assign. That is, I may choose a section of the writing (e.g., a sentence or paragraph) and ask you whether it is a claim, evidence, objection, response, summary, or conclusion. You should also understand the relationship of that piece of text to the larger argument.

When possible, you should read each work *repeatedly*. Often, it is not possible to understand a serious work on the first (or second or third) reading. Through repeated readings, you familiarize yourself with the author's perspective, the structure of his or her argument, and the ideas he or she raises.

Finally, you should read each work *thoughtfully*. Once you begin to understand a work, you should begin to consider its implications. As you read, you are likely to develop questions.

Outcomes

When you are finished reading an argumentative work, I expect you to be able to do many things when talking about the work. You can probably tell many of them from the description above, but I've found that it doesn't hurt to remind students of my expectations. In particular, you should be able to:

- State the central thesis (claim, point) of the work.
  - In the exact words the author used to make the claim.
  - In your own words.
- State any auxiliary theses (claims, points) the author makes.
- Define all the words used in the work.

I also expect you to understand the form of the argument, although perhaps in a little less detail. Ideally, you should be able to

- Describe the structure of the author's argument.
- Identify the role each paragraph plays in the larger argument.
- Explain why each paragraph is included.
- Raise questions about the claim or the argument.

Unfortunately, not all authors have carefully structured their works, so you may find some aspects of these latter requirements more difficult. Do the best you can.

Writing

How can you successfully write papers for this tutorial and elsewhere? This is a somewhat harder question than the related question about reading. Why is it harder? You are likely to do a variety of kinds of writing, for a variety of different audiences. There is also some fairly strong evidence that different writers successfully apply a variety of techniques.

Nonetheless, there are some basic techniques that hold no matter what you are writing and who you are writing for. In particular, you should make sure that you understand your topic and your audience, that you have a clear thesis, and that you write early, often, and with support.

You cannot successfully write about a topic unless you know that topic well. It is also inappropriate to make strong claims about a field in which you have little background. Make sure that you've identified and read both primary and background readings, and that you've understood them well. For many topics, you will also need to do some independent research to find out what others have said, or to find more information to support your points.

You cannot write to an audience unless you understand that audience. Different papers have different audiences. What you would write to convince an expert in the field is different than what you would write to convince a novice; the main thrust of the argument might be similar, but the particular evidence and possible objections you raise are likely to be quite different. Make sure that you've thought about your audience, what they know, and what they don't know.

You cannot write about most topics unless there is a strong thesis that grounds what you are writing. A thesis is not "I am writing about X". A thesis is a claim that you make, a claim that you will need to support through proper argument in your paper. A thesis also provides an entry to your paper. If your thesis statement is weak or uninteresting, you stand little chance of attracting and convincing readers. If you are unsure about your thesis, you should certainly talk to me. You should also read (or reread) Williams' and McEnerney's "Another key feature of college writing: what's your point?" and "But what's a *good* point?" (Williams and McEnerney, n.d., pp. 4-6).

You cannot write well the first time you write. Evidence shows that few writers can create beautiful and convincing prose on the first try. (Yes, some can. Such people are rare.) Williams (2003, p. 5) suggests that you should not focus on writing well the first time you write; you should instead focus on getting the ideas down. You should expect to need to rewrite everything at least once, and often many times. At least one rewrite is likely to be significant: You will need to change the structure of your argument, discard some prose, and introduce new prose. It can be difficult to throw away things you write, but there is little benefit to keeping extra writing that doesn't support your thesis. At times, I may show you pieces of my writing and how they changed as I revised them.

You cannot write well by yourself. By allowing others to read and critique your writings, you give yourself the opportunity to learn how someone else interprets and misinterprets what you've written. Experience also shows that others are often better at finding mistakes, both large and small. Build a support group of friends with whom you are comfortable sharing your writings and who can give you useful feedback on those writings. I hope that your tutorial colleagues will provide some members of that group.

You cannot write well unless you revise, and you cannot revise unless you start writing early. Successful revision includes giving yourself some time away from the paper, to both reflect on the topic and to let yourself "forget" a little bit of the paper. If you write early, you also give yourself time to show your paper to others. To encourage early writing, I often require rough drafts before papers are due.

References:

Williams, J. M. (2003). *Style: The Basics of Clarity and Grace*. New York: Longman.

Williams, J. M. & McEnerney, L. (n.d.). Writing in college. Electronic document retrieved August 21, 2005 from
`http://www.cs.grinnell.edu/~rebelsky/Courses/Tutorial/2005F/Readings/Williams/writingincollege.pdf.`

On the Grading of Writing

As you progress through Grinnell, you will find that different faculty members have different perspectives on how to grade writing and what makes a particular essay deserve a particular grade. This short document is my attempt to describe my own perspective and to prepare you for the comments and grades you will soon receive.

When I grade your essays, I tend to look for three things: syntax, style, and substance. An ideal essay has correct syntax, elegant style, and powerful substance. Average essays (B or so) tend to be adequate in all three categories. Weak essays fail to satisfy me in at least one category. Outstanding essays have correct syntax and excel in style, substance, or both.

When I evaluate your *syntax*, I consider how well you adhere to the conventions and customs of the English language. While English is fairly malleable, there are limitations to this malleability. By staying close to conventions, you make your writing clearer and easier for your readers.

When I evaluate your *style*, I consider how well your essay flows. I tend to emphasize the structure of your argument and the transitions you make between parts of your essay. I also do my best to consider whether you have addressed your audience appropriately. As the semester progresses, I will also look for the various stylistic components that Williams discusses in *Style*.

Of course, a correct, elegant essay is nothing without some underlying *substance*. That is, I want to see an appropriate and interesting thesis, some good ideas, careful analysis of the texts we've read, and even a convincing argument. When I evaluate your substance, I often consider how well you've met the requirements of the assignment (if the assignment had particular requirements).

To help me evaluate your essays consistently, I will often rely on a *rubric*: a check-list of points to evaluate. The rubric helps me make sure that I have considered all of the appropriate points in your essay. Of course, I do not treat rubrics as limiting. I feel free to add other points even if they are not covered by the rubric at hand.

I prefer to make my comments electronically. If you email me documents, I am likely to insert them within the document. I will give you printed comments and email you a my comments.

Like most of the faculty at Grinnell, I am a fairly strict grader. To earn an A on an essay, you must typically excel in at least one of the latter two categories. That is, you must either have excellent ideas and express them relatively well, or have particularly eloquent prose and reasonably good ideas. In all cases, your grammar must be correct. Particularly weak grammar, ideas, or style may give you a lower grade than you or I would like.

Discussion Procedures

At Grinnell (and elsewhere), you will regularly engage in serious discussions and arguments about a number of topics. You will find that some discussions are both successful and enjoyable while others are painful and irritating. What makes a discussion good or useful?

- Better discussions often focus on a *central claim* or idea.
- Better discussions demonstrate a *continuity* of ideas: each comment or claim is linked, explicitly or implicitly, to prior comments and claims.
- Better discussions rely on *evidence* (most typically, from the readings).

For now, we will emphasize continuity. That is, each statement you make should *connect* to a prior statement or statements. Here are some of the connections you might make. When we first discuss, I'd like you to explicitly state what kind of connection you're making (and I'll try to put a list on the board).

- You can stake a *claim*. Typically, we will begin our discussions with a single claim. Once a claim has been made, you should not stake another claim until we have exhausted the first claim.
- You can provide further *evidence* or examples to support or refute a claim.
- You can suggest or question the *warrant* that relates evidence to a claim.
- You can raise an *objection* to the claim.
  - This objection could be a possible flaw in the claim.
  - This objection could be a possible counter-claim.
- You can *refine* or *correct* the claim.
- You can *distinguish* between parts of a claim, often in conjunction with other connections.
  - For example, you might say something like "Jack has claimed that X, which is really a combination of Y and Z. While Jack is certainly correct in claiming Y, Jane has already disproven Z".
- You can *summarize* the discussion up to the present point.
- You can *relate* two or more earlier statements.
- You can comment on the *structure* or *procedures* of the discussion. For example, "Joe's last comment seems to be bringing us further away from Jane's and Jack's earlier points".
- You might request clarification of the prior statement or related issue.
  - Could you rephrase that claim?
  - Are you really saying ___?
  - What warrant connects that evidence to the claim?
  - What evidence do you have for that claim?

III. More About Selected Course Components

Your Tutorial Project

Based on the experience of a colleague, Roger Vetter (R. Vetter, Personal Communication, ca. 2002), I have decided to adopt a format for Tutorial in which each student in this Tutorial selects a particular issue or topic of interest early in the semester and uses that issue or topic as the focus of their work throughout the semester.a You will each select a topic by week 3 of the semester. Once you have selected that topic, you will then

- Create and manage a portion of the class Wiki on that subject.
- Create a potential bibliography and an annotated bibliography on the subject.
- Select a few papers on the subject for your fellow students to read.
- Lead a half-hour discussion on the topic that focuses on the sources.
- Write a moderate-length (2000-3000 words) paper on the subject.
- Present the paper to the class.
- Edit some of your colleague's papers.
- Write an introduction to *Owning Bits (and Beyond), Volume 2: Onerous Ownership?*, the collection of essays that will serve as the final product of this Tutorial.

Although you will not choose your topic until the third week of the semester, I hope that you will start thinking about potential topics of interest immediately.

Scholars' Convocation

Six or seven times each semester, Grinnell College hosts a *Scholars' Convocation* in which a distinguished scholar lectures to the campus on a topic of general interest. (At one time, Scholars' Convocation was held weekly, or as close to weekly as we could come.) Each Convocation is held at 11:00 a.m. on Thursday, usually in Herrick Chapel.

In theory (at least in my theory), Scholars' Convocation provides a central underpining for the Open Curriculum. Since students at Grinnell are unlikely to have common texts, Convocation provides a common body of knowledge that all Grinnellians can draw upon in analysis and discussion.

I require students in my Tutorial to regularly attend Scholars' Convocation. We use the Convocation lectures for two primary purposes. First, the content of the lectures often serve to support discussion in tutorial. Second, we deconstruct the style of the lectures as preparation for the students' own public presentations.

In preparation for these two uses, I also require my students to write short (one paragraph) reflections on each convocation.

On weeks when no Convocation is held, I expect my students to attend another public lecture in the Convocation time slot.

Schedule

1 September 2005 (Convocation)
    President Russell Osgood: Opening Convocation
8 September 2005
    Victoria Brown: Jane Addams Becomes a Christian Humanist
15 September 2005 (Convocation)
    (Rosenfield Speaker): The U.S. Media and Politics
22 September 2005 (*Tentative*)
    Gene Gaub: Beethoven Piano Sonatas I (Performance)
29 September 2005 (Convocation)
    James Cuno: (Sponsored by the Art Department)
6 October 2005 (Convocation)
    Elisabeth Schuessler Fiorenza: (Sponsored by the Lilly Program)
13 October 2005
    Open
27 October 2005 (*Tentative*)
    Gene Gaub: Beethoven Piano Sonatas II (Performance)
3 November 2005 (Convocation)
    (Rosenfield Speaker): Weapons of Mass Destruction
10 November 2005 (Convocation)
    (Humanities Speaker): Intolerance
17 November 2005 (Convocation)
    Claude Steele: Stereotype Threat

Links

- Scholars' Convocation Front Door
- College Calendar List of Convocations

Your Editing Portfolio

As part of your work in this class, you must regularly edit the work of your colleagues. In part, I require this editing because I want you all to see what it's like to edit someone else's work (with a hope that you'll provide better work to your own editors). In part, it's because I believe that peer editing should be a central part of Grinnell's culture, and I want you to start forming that culture early. In part, I think that peer editing will help you learn the many lessons we consider about style and writing.

How will I grade your editing? I expect you to put together an *editing portfolio*. This portfolio will contain most, if not all, of the editing you do in class this semester. Among other things, this expectation means that

- Whenever other students edit your paper, you must return that paper to them when you are done considering the comments that they have provided.
- When you receive back the editing you have done, you will need to keep it so that you may submit it as part of the portfolio.

The portfolio will also include a short reflective essay on your editing work this semester. I will make my expectations for that essay (which will be under one page) available late in the semester.

Wiki Work

Starting in about the second or third week of the semester, I will ask you to start posting a variety of work on a class Wiki. Wikis are collaborative online writing systems. Each of you will post topical notes, reflective notes, and essays to the Wiki. Once you have decided on your central research topic, you will be responsible for a section of the Wiki on that topic. Since Wiki's permit collaborative editing, I also encourage each of you to feel comfortable making changes and adding to the work of others.

When we begin the Wiki work, I will distribute more detailed information on my expectations for your Wiki work as well as instructions for using the Wiki. The course guidebook currently contains blank pages for that information.

Although I will assign the Wiki early in the semester, I will not grade your Wiki work until the end of the semester. As in the case of your editing portfolio, I will also ask for a short stagement about the work at the end of the semester.

Guidelines for Wiki Work

This page intentionally left blank.

This page intentionally left blank.

Instructions for using the Wiki

This page intentionally left blank.

IV. Grading Rubrics

A Rubric for Editing Writing

Using this form: First fill in short answers. Then answer the longer and more reflective questions. On the short questions use the following: plus for *outstandingly*; check for *adequately*; minus for *poorly*.

A. Date Form Completed:

B. Author of Paper:

C. Title of Paper:

D. Your Name:

What's the Point?

E. What, in your view, is the *central point* of the paper? You may copy a sentence from the paper if you find it appropriate to do so.

F. How well do the opening passages announce that central point? _____

G. How well do the closing passages leave the reader with a clear sense of the central point? _____

H. How well does the paper maintain a "unity of focus"? _____

I. How well does each paragraph in the central body advance the claim or intensify the focus? ____

Basic Skills

J. How well does the author use appropriate skills in grammar, punctuation, spelling and idioms? _____

K. How well does the author use information to support the paper's central claim? _____

L. How well does the author choose appropriate formats (e.g., quotations, footnotes, figures) to present that information? _____

Author's Voice

M. How well does the writing reveal a narrative voice that is engaged intellectually with the topic of the paper? _____

N. How well does the writing acknowledge and grapple with the complexity of the material? _____

Narrative Assessment

O. What is the strongest aspect of this paper?

P. What is the weakest aspect of this paper?

Q. Please enter any other comments you have here, including explanations for low ratings on the first side. You may also comment directly on the paper.

_____

Many numeric questions on this form are modified from the Grinnell College Writing Assessment Rubric.

Sortor, Marci, et al. (2003). Grinnell College Writing Assessment Rubric. Unpublished document, available from The Office of the Academic Dean, Grinnell College.

This modified rubric is available on the Web at
`http://www.cs.grinnell.edu/~rebelsky/Courses/Tutorial/2003F/Handouts/writing-rubric.pdf.`

Evaluation Form: Discussion Leader

This is an evolving tutorial discussion evaluation form for discussion leaders. A good leader should (1) choose readings that will inspire discussion; (2) make sure that we reflect on those readings; (3) run a discussion that helps us learn; and (4) keep the discussion participants on task. Good leaders will also do a variety of other things.

Leader	
Evaluator	
Date	
Use and Choice of Readings	
Did I Learn?	
On Task	
Other Strengths	
Other Weaknesses	
Overall Evaluation	

Evaluation Form: Discussion Participant

This is a draft version of a tutorial discussion evaluation form. We may revise it after we've tried using it.

Participant	
Evaluator	
Date	
Amount	
Kinds of Comments	
Strengths	
Weaknesses	
Overall Evaluation	

A Rubric for Evaluating Presentations

Using this form: First fill in short answers. Then answer the longer and more reflective questions. On the short questions use the following: plus for *outstandingly*; check for *adequately*; minus for *poorly*.

A. Date Form Completed:

B. Presenter:

C. Evaluator:

What's the Point?

D. What, in your view, is the *central point* of the presentation?

E. How well did the opening announce that central point? _____

F. How well did the closing leave the reader with a clear sense of the central point? _____

G. How well did the presentation fit that point into a clear structure? _____

Basic Skills

H. How well did the speaker demonstrate appropriate skills in grammar? _____

I. How well did the speaker manage his or her time? _____

J. How well did the speaker modulate his or her tone to keep interest? _____

Mastery

K. How well did the speaker demonstrate a mastery of the matter? _____

L. How well did the speaker handle questions? _____

Materials

M. How well did the speaker use accompanying materials? _____

N. What other materials, if any, would you suggest that the speaker use?

Narrative Assessment

O. What were the strongest aspects of this presentation?

P. What were the weakest aspects of this presentation?

Q. Please enter any other comments you have here, including explanations for particularly low or high ratings on the first side.

This document is available at
`http://www.cs.grinnell.edu/~rebelsky/Courses/Tutorial/2003F/Handouts/presentation-rubric.pdf`.

V. Writing Assignments

Writing Assignment 1: Copyright and Links

Summary: In this assignment, you will write a short essay arguing a side of the question *Should intellectual property law limit the links an author can make on the Web?*

Due: 8:15 a.m., Thursday, 25 August 2005

To Turn In: Fourteen printed copies of your essay (double-spaced, please). Please email me a copy of your essay, too.

Purposes: I intend this assignment and your work for the assignment to provide a variety of benefits. In particular, I expect that they will

- start you thinking about intellectual property issues,
- help you relate general intellectual property issues to the digital domain,
- remind you that writing is important,
- give me an early opportunity to gauge your level of writing, and
- prepare us for in-class discussions.

Background: The World Wide Web is an online collection of information written by many different individuals, with different documents (pages) hosted on different computers. The Web permits authors to include "live links" to other pages in their own pages. As readers browse Web pages, they may select a link in one document and immediately obtain the linked document.

The Issue: Some authors of Web pages object to having others link to their pages. To ground their objections, these authors often claim that such links violate their intellectual property rights. Other authors claim a right to link freely to any document.

Essay Topic: Write a short essay either supporting or opposing the claim that links violate page author's intellectual property rights. You may rely on your own opinions, on appropriate writings you identify, on court cases, and on the U.S. Code. Your your claim will necessarily be more specific than simply "Web links do (do not) violate IP law". It is up to you what more specific claim you make.

Assigned Perspectives: On this assignment, I ask you to take a particular general perspective. You do not have a choice on your perspective. The assignments are as follows:

- Arguing that links violate IP: Austin, Conlon, Cooper, Freedom, Gerpheides, Kim, Mackenzie
- Arguing that links do not violate IP: McIntyre, Montemore, Munoz, Oliveri, Srivastava, Tape

Length: 300-600 words.

Audience: You are writing for the typical Web reader. Your reader has probably used links and heard of intellectual property, but has not thought deeply about implications of links or about intellectual property law. Your goal is to convince the reader of your assigned perspective.

I expect to post your essays on the Web, so your readers really will be typical Web readers.

Suggested Structure: Because this is a relatively short essay, I suggest that you follow the 'five paragraph essay" format. Here's my version of that format.

- A paragraph that sets the stage and presents your central point or thesis.
- An optional paragraph that provides background information for the reader.
- One or two paragraphs that support your point.
- One paragraph that provides evidence against the opposing point.
- One concluding paragraph.

You should refer to the Williams and McInerny essay as you work on your introductory and concluding paragraphs.

Some Potential Sources:

- The United States Copyright Office, `http://www.copyright.gov`.
- The United States Patent Office, `http://www.uspto.gov`.
- Dan Wallach's Dilbert Pages, `http://www.cs.rice.edu/~dwallach/dilbert/` (note that an included image is not the same as a link)
- The Politech Archives: `http://www.politechbot.com`.
- Seach Engine Watch (9 July 2003):
  `http://www.searchenginewatch.com/searchday/article.php/2160281`.
- Our class texts. (I've intentionally left that vague; you can decide what to look at.)

Citing Sources: I expect you to use at least one source within this document. List the source at the end in APA format.

Writing Assignment 2: IP and Links, Revisited

Summary: In this assignment, you will revise a short essay arguing a side of the question *Should intellectual property law be interpreted as restricting the links an author can make on the Web?*

Due: 8:15 a.m., Thursday, 1 September 2005

To Turn In:

- Give printed copies of your essay (double spaced) to Mr. Rebelsky.
- Give the copy of your essay that he marked up with you to Mr. Rebelsky.
- Give the version of your essay your colleagues edited back to your colleagues.
- Send your essay via email to Mr. Rebelsky.

Purposes: I intend this assignment and your work for the assignment to provide a variety of benefits. In particular, I expect that they will

- continue your thinking about intellectual property issues,
- give you experience rewriting essays and thinking about editing comments, and
- prepare us for in-class discussions.

Background: In writing exercise 1, you wrote a short essay that argued whether or not intellectual property law should be interpreted as governing links on the World Wide Web. A colleague from class provided some comments on that essay and I separately suggested some ways in which you could improve the essay. In addition, you have now received essays from your colleagues, some of which argue the opposite point.

Assignment: Revise your essay to incorporate the suggestions. When possible (given the restrictions on length) you should strive to incorporate opposing views and your counter-arguments to those opposing views.

Length: 300-600 words.

Audience: You are writing for the typical Web reader. Your reader has probably used links and heard of intellectual property, but has not thought deeply about implications of links or about intellectual property law. Your goal is to convince the reader of your assigned perspective.

I expect to post your essays on the Web, so your readers really will be typical Web readers.

Citing Sources: I expect you to use at least two sources within this document. Again, please put a list of references at the end, using APA format.

Writing Assignment 3: Introduction to Research Paper

Summary: In this assignment, you will write a draft of your introduction to your research paper.

Due: 8:15 a.m., Thursday, 22 September 2005

To Turn In:

- Bring fifteen printed copies of your essay (double-spaced, please) to class. If it is difficult to obtain fifteen copies of your essay, please get me one copy of your essay by noon on Wednesday, and I'll make the copies for you.
- Please email a copy of your essay to Mr. Rebelsky.
- On one copy of your essay, highlight the four ways you used sources. (See below for more information.)

Purposes: I intend this assignment and your work for the assignment to provide a variety of benefits. In particular, I expect that they will

- help you organize your thoughts about your research topic;
- help you formulate a thesis for your research paper;
- prepare us for in-class discussions; and
- help you reflect on proper use of sources.

Essay Topic: Write a draft introduction to your research paper. It is a "draft" primarily in that you should expect to change it. Your introduction should be clear, exhibit correct grammar, and demonstrate your mastery of the principles of style.

Special Characteristics: Your introduction should include

- at least one block quotation;
- at least one short quotation;
- at least one paraphrase of another writing;
- at least one citation of any idea not covered by the previous three cases.

Length: 300-600 words.

Audience: You are writing for the typical Web reader. Your reader has probably used some information technology and heard of intellectual property, but has not thought deeply about implications about intellectual property law or its relationship to information technology. Your goal is to entice the reader to continue with the paper.

Citation Guidelines: I prefer APA style, although I am also content if you use MLA style, Chicago style, or any reasonable alternative.

FAQ

I don't have a thesis yet. What do I do?

> I realize that we are fairly early in the research process. However, I also know from experience that most students more successfully study a topic if (1) they begin with some reasonable thesis and (2) they are prepared to revise that thesis if the materials guide them in a different direction. Hence, you must come up with a thesis for this introduction.

Why do I have to use sources in four different ways?

> The college expects every Tutorial professor to give his or her tutees an assignment in which they write a paper that demonstrates the four kinds of use. I'd rather have you use materials in context than do an independent exercise.

Why are you having us turn in fifteen copies? Do we have to do another editing exercise?

> Of course.

I've never had to write a multi-paragraph introduction before. What do I do?

> There are many kinds of successful introductions. I'd suggest that you start by writing a prospective outline. That outline will suggest some things that you might find it helpful to include in your introduction. (No, I would prefer that you not include the wonderful "In Section 2, we will discuss ...".) Your introduction lays the groundwork for the rest of your paper, so you may find it helpful to provide some background information and to raise some issues of conflict. (Hmmm ... note that quotations will help.)

You love vague advice, don't you?

> Okay. You want more specific advice? Here's more specific advice: Read section 21 of *The College Writer's Reference*: Strong Openings.

I don't own it.

> Buy it.

I don't want to spend $40.00.

> Borrow your roommate's.

My roommate doesn't have a copy.

> Borrow mine.

It wasn't helpful.

> Visit the writing lab.

Why does it matter whether or not my reader knows about links?

> It doesn't. Welcome to the wonders of copy, paste, forget-to-edit. I've fixed that part of the assignment.

Won't we want to drop the quotations, paraphrase, and such from the final version of the introduction?

> Not necessarily. A well-chosen group of quotations can set up an interesting conflict or position and thereby draw the reader in.

Writing Assignment 4: Annotated Bibliography

Summary: In this assignment, you will create a bibliography that includes not just sources, but critical commentaries on the sources.

Due: 8:15 a.m., Thursday, 6 October 2005

To Turn In:

- Bring fifteen printed copies of your bibliography to class. If it is difficult to obtain fifteen copies, please get me one copy of your bibliography by noon on Wednesday, and I'll make the copies for you.
- Please email a copy of your annotated bibliography to Mr. Rebelsky.

Purposes: I intend this assignment and your work for the assignment to provide a variety of benefits. In particular, I expect that they will

- help you further organize your thoughts about your research topic;
- give you the opportunity to visit your sources in more depth;
- encourage you to revisit the notion of an "authoritative" source; and
- give you experience in a different kind of writing.

Background: Bibliographies serve many purposes. They ground your work in a broader community. They tell your readers that you've read widely on your subject matter. They remind you to read widely on a subject matter. They can even provide reading lists for those interested in a subject.

Those who use bibliographies as reading lists appreciate more than a simple citation as they decide where to read further. In particular, they benefit from your comments. When you add short comments to a bibliography, you produce a work we might call an *annotated bibliography*.

On the subject of annotated bibliographies, the *Chicago Manual of Style* says

> When a bibliography is intended to direct the reader to other works for further reading and study, an annotated bibliography is useful. This is a list of books (sometimes articles as well) in alphabetical order with comments appended to some or all of the entries. The comments may be run in ... or set on separate lines.

Sample Bibliography Entries: *Forthcoming.*

Assignment:

1. Pick eight authoritative sources that you anticipate using for your research paper.

2. Read each of those sources carefully.

3. Write a moderate-sized paragraph about each source. The paragraph should discuss the type of source (e.g., is it a journal article, newspaper article, opinion piece, etc.), point of the source, the authority of the source (e.g., background on the authors that might not be otherwise apparant), limitations of the source,

and any other potentially interesting aspects of the source.

Audience: You are writing for your classmates. Your reader is generally interested in the subject of intellectual property, but perhaps not in your particular subarea.

Reference Guidelines: Please use APA-style references.

References Used: In writing this assignment, I referred to the following sources (not all of which I agree with).

Fischer, Gayle V. (2000). Web Project: Why Do Women and Men Wear Different Clothes? A World History Sourcebook: Annotated Bibliography. Online resource availablel at (last modified 29 August 2002; visited 24 September 2003).

University of Chicago Press (1993). *The Chicago Manual of Style: The Essential Guide for Writers, Editors, and Publishers*, 14th Edition. Chicago, IL: University of Chicago Press.

Williams, Owen (undated). Writing an Annotated Bibliography. Crookston Library, University of Minnesota, Crookston. Online resource available at `http://www.crk.umn.edu/library/links/annotate.htm` (last modified 7 March 2003; visited 24 September 2003).

Warning! Some online examples of annotated bibliographies repeatedly use the word 'I' in the annotations. I would prefer that you keep yourself out of these paragraphs.

Writing Assignment 5: Reflections on Discussion Skills

Summary: In this assignment, you will reflect on your skills as a discussant in Tutorial.

Assigned: Tuesday, 27 September 2005

Due: 8:15 a.m., Tuesday, 25 October 2005

To Turn In:

- Bring five printed copies of your essay (double-spaced, please) to class.
- Please email a copy of your essay to Mr. Rebelsky.

Purposes: I intend this assignment and your work for the assignment to provide a variety of benefits. In particular, I expect that they will

- help you reflect on your skills as a discussant;
- give you the opportunity to write a different kind of paper; and
- provide resources for another editing exercise.

Background: A focus of weeks five, six, and seven of our Tutorial is *discussion*. During those weeks, you will be discussing a number of articles that you and your colleagues have selected. You and your colleagues will also take turns leading discussion.

Essay Topic: In a short essay, reflect on your strengths and weaknesses as a discussion participant and discussion leader. You should also reflect on an aspect or aspects of your work in discussion that you would most like to improve. You might also reflect on how you have changed in the seven weeks since the start of the semester.

Warning: Like all good essays, your essay should have an identifiable point.

Supporting Resources: Your first resource is *yourself*. You should be prepared to reflect on how you have participated in our topical discussions. Because I consider it useful for you to have external comments, I will regularly ask your classmates to comment on your skills as participant and leader in discussions. I may also provide you with my own comments.

Length: 300-600 words.

Audience: You are writing for someone who will be teaching you next semester. This person should know about your current skills and will want to know what areas you need to improve.

Citation Guidelines: Use any reasonable format.

Writing Assignment 6: Draft of Research Paper

Summary: In this exercise, you will write a good draft of a moderate-length essay about the topic you have chosen to focus on.

Purposes: To give you the opportunity to organize what you have learned and what you have concluded about your chosen research topic. To give us sources for further discussion and writing. To help you prepare for your presentation.

Due: 8:15 a.m., Tuesday, 1 November 2005

Final Version Due: Tuesday, 22 November 2005

To Turn In:

- Bring fifteen printed copies of your essay (double-spaced, please) to class on Tuesday, 1 November 2005. If it is difficult to obtain fifteen copies of your essay, please get me one copy of your essay by noon on Wednesday, and I'll make the copies for you.
- Please email a copy of your essay to Mr. Rebelsky. I prefer plain text, HTML, or Microsoft Word .doc format.

Background: Each member of this Tutorial has selected a particular issue or topic that relates to the relationship between intellectual property and information technology. We have already used these topics as an incentive to identify resources and to discuss these topics. It is now time to bring your work to fruition.

The Assignment: Write a moderate-length (3000-4000 word) argumentative paper on the topic you have chosen. As is the case with any good argumentative paper, your paper should have a central point and provide a wealth of supporting evidence for that point. In supporting your point, you should draw upon the sources that you have identified in prior assignments and upon other sources you have discovered. You may also want to reflect upon the reactions and comments of your colleagues during the discussion of the topic.

Using This Work: You will present your work to the class in a number of ways. First, you will distribute your work to the class as a whole on Tuesday, 1 November 2005. We will edit and discuss your papers on Thursday, 3 November 2005. You will present your work orally on one of the four classes between Tuesday, 8 November 2005 and Thursday, 17 November 2005. You will provide the class with a final version of your research paper on Tuesday, 22 November 2005. Your colleagues will then use the papers for preparing their next writing assignment (an introduction to the collection).

Further information about presenting your work will be available in the near future. Expect to have about fifteen minutes to present and ten minutes for questions and answers.

About the Term "Draft": Although the work due on Tuesday, 1 November 2005 is designated as a "draft", it should be a substantial draft. That is, it should contain grammatical sentences, a logical flow of reasoning, and a substantial point. You should have had another person edit it at least once. A weak draft will give your colleagues little opportunity to suggest interesting improvements, so the quality of your final paper will depend substantially on the quality of this draft.

Writing Assignment 7: Final Verison of Research Paper

Summary: In this exercise, you will revise a moderate-length essay about the topic you have chosen to focus on.

Purposes: To give you the opportunity to polish the work you have previously written for publication. To give us "stuff" for future assignments.

Due: Tuesday, 22 November 2005

To Turn In:

- Bring fifteen printed copies of your essay (double-spaced, please) to class on Tuesday, 1 November 2005 and Tuesday, 22 November 2005. If it is difficult to obtain fifteen copies of your essay, please get me one copy of your essay by noon on Wednesday, and I'll make the copies for you.
- Please email a copy of your essay to Mr. Rebelsky. I prefer plain text, HTML, or Microsoft Word .doc format.

Warning! This version of your paper is intended to be the final version. Please don't turn in something that will clearly require a second rewrite. Remember: Copies of this will be going to a variety of people (including President Osgood and the staff of the Writing Lab).

Writing Assignment 8: Introduction to Owning Bits and Beyond, Volume 2

Summary: In this exercise, you will create a potential introduction for *Owning Bits and Beyond Volume 2: Onerous Ownership? Intellectual Property in the 21st Century*.

Purposes: To give you the opportunity to reflect on the topics we have covered in the class. To give you a final opportunity to write for this class.

Assigned: Tuesday, 22 November 2005

Due: 8:15 a.m., Thursday, 1 December 2005

Length: An order of the essays plus three-four pages of narrative introduction.

Turning it in:

- Bring three printed copies of your work to class (two for Sam, one for Jen).
- Email me an *anonymous* version of your work so that I may distribute it to the class.

Background: Each member of this Tutorial has selected a particular issue or topic that relates to the relationship between intellectual property and information technology. You have now had the opportunity to read drafts of the essays and to see them presented. You will soon receive final versions of the essays.

We are now ready to organize the essays into a book. There are two aspects of organizing essays. You must decide on an appropriate order for the essays (including, perhaps, organizing them around particular themes). You must also introduce the group of essays.

The Assignment: Write a short (three-four page) introduction to *Owning Bits*. Your introduction should create a context for the essays and should describe each within that context. In particular, your introduction should try to describe a coherent path of ideas through the essays.

Your introduction should also demonstrate that you've thought broadly about the role of intellectual property law in our technological society and that you understand the work of your colleagues.

Choosing the Best: I will distribute all of twelve or so introductions electroncially and anonymously. We will all read these anonymous introductions and rank them. The one that is ranked the best will be used as the introduction for the final version. (The author of that introduction will receive some special bonus, although I'm not sure what it is.)

VI. Miscellaneous Assignments

Miscellaneous Homework 1: Orientation

Summary: A number of things you should do before we meet next.

Purpose: To encourage you to attend sessions you should attend.

Due: 7:00 p.m. Monday, 22 August 2005

1. Attend the **Research Survey** at 9:00 a.m. Monday, 22 August 2005 in ARH302.

2. Attend **Using Free Software** at 9:45 a.m. in Science 2417. (We will be discussing free software this semester, so this session will provide some useful background.)

3. Email me one key point from that session.

4. Attend **Getting the Most from Your Academic Experience** at 10:45 in the Forum South Lounge.

5. Email me three key points from that session.

Miscellaneous Homework 2: Course Planning

Summary: In this exercise, you will answer a number of questions and take notes about possible courses for the next semester and beyond.

Purpose: To get you think about course planning, both the particulars and the process.

Due: 8:15 a.m., Tuesday, 23 August 2005

Course planning at Grinnell is sometimes a more complex task than you would expect. In part, this complexity is due to different departments' perspectives on how one should progress through a major. In part, this complexity is due to a variety of prerequisite structures. In part, this complexity is due to the wide variety of courses we make available.

1. Talk to three upper-level students. From each, obtain a list of the two courses they would most recommend to others. Be sure to understand why they would recommend those courses. Be prepared to share these recommendations with your Tutorial colleagues.

2. Pick between two and four potential majors that you might choose at Grinnell.

3. For one of those majors, map out a four-year plan that ensures that you meet all of the requirements of the major.

4. Pick three upper-level (200-level and above) courses you'd like to take before you graduate from Grinnell. I'd prefer that you pick one from each division. For example, you might pick Computational Linguistics from Computer Science, The Craft of Argument from English, and Critical Approaches to Theories of Teaching and Learning Quantitative Literacy from Education.

5. Determine how you will meet the prerequisites for those courses. For example, in order to take Computational Linguistics (an alternate year course) in fall of your second year, you'll need to take LIN114 and CSC151 before the course is offered. In this particular case, you should think about taking both courses this spring.

6. Pick one language course that you would like to take next semester. (I recommend that students continue their study of foreign language in their first semester, since we often forget other languages quickly.)

7. Pick one mathematics course that you would like to take next semester. (I recommend that students continue their study of Mathematics in their first semester, since we often forget mathematical methods quickly. The math curriculum is also designed for people to start in the fall. Many majors benefit from mathematical knowledge.)

8. Pick three other courses that you would like to take next semester.

9. Create a sample schedule that has the language course, the mathematics course, and one of the other courses. (If you really prefer not to take math or a language, your sample schedule need not include that course. However, you will need to write a one-paragraph rationale for the exception.)

10. Prepare at least one alternative schedule, in case you don't get your first choices. (Math and language tend to take all comers, so the primary course to worry about is the open course.)

Miscellaneous Assignment 3: About College Work

Summary: Read the long handouts. Summarize key points.

Purpose: To help you think more about what Tutorial and college entail.

Due: 7:00 p.m., Wednesday, 24 August 2005

1. Read *Writing in College* by Joseph M. Williams and Lawrence McEnerney (distributed to the class).

2. Email me five important lessons from Williams that you think would be useful to share with colleagues in other Tutorials.

3. Read sections I-III of *(Not Quite) Everything You Need to Know to Survive SamR's Tutorial* (including all my various notes).

4. Email me three important lessons from the that document that you think your colleagues in Tutorial who skipped this assignment would benefit from.

5. Make sure to write your name on the index card, too.

Miscellaneous Homework 4: Course Syllabi

Summary: In this exercise, you will gather information on your current courses in preparation for advising discussions on Thursday, 1 September 2005.

Purpose: To get you think about planning your semester.

Due: 8:15 a.m., Thursday, 1 September 2005

1. Gather the syllabi from each of your courses this semester, including the due dates of any homework assignments and exams. If your instructors have not provided you with a list of assignments and exams, ask them for that information. (Ask in a polite way, since they may not have that information available yet.)

2. For each category of work, make a list of the major assignments and their due dates. (You need not include daily readings and such.) Indicate how much time you expect each to take.

3. Summarize your expected regular work in each class. Indicate how long you expect that work to take.

Miscellaneous Homework 5: Select A Topic

Summary: In this exercise, you will select a topic that you explore in Tutorial for the remainder of the semester.

Purpose: To begin your topic-based work.

Due: 8:15 a.m., Tuesday, 13 September 2005

The Assignment: Identify two or three subjects that you expect will reveal interesting connections between intellectual property law and information technology. You may focus on a particular kind of IP law (e.g., copyright, fair use, patents, trademarks) or on IP law in general. Similarly, you can focus on a particular kind of technology (e.g., Web links) or upon information technology in general. You should feel free to phrase your subject as a question, as a statement, or even as a sequence of ideas.

Some Selected Starting Sites:

You can (and perhaps even should) start your exploration for this assignment by talking to people. Who should you talk to? Mr. Rebelsky and Ms. Bonath (our Tutorial's librarian) are good resources. Your colleagues in Tutorial are also good resources.

You might find it useful to search newspaper archives (ask a librarian for assistance) to see if there are recent cases that you find surprising or worth investigating in more depth.

A number of books cover these kinds of topics in depth. Feel free to ask Mr. Rebelsky or Ms. Bonath for help finding one. The books for our class (particularly Green & Rebelsky and McLeod) are also good starting points.

You might consider one of the following Web sites:

- The Electronic Frontier Foundation, `http://www.eff.org`.
- Wired Magazine Online, `http://www.wired.com`.
- Politech, `http://www.politechbot.com`.
- The American Library Association, `http://www.ala.org` (mostly a resource on copyright).
- GigaLaw, `http://www.gigalaw.com`.

Miscellaneous Homework 6: Bibliography

Summary: In this exercise, you will create a bibliography of *potential* sources for your research topic.

Purposes: (1) To provide you with sources you can use to develop your research topic in more depth. (2) To give you experience using a research librarian and other library resources. (3) To remind you of the relative import of different kinds of sources.

Due: 8:15 a.m., Thursday, 22 September 2005

Background: In order to write an interesting and compelling essay (and lead a productive discussion) on your chosen topic, you will need to identify sources that can help you think about the topic and that can support the conclusions you reach. Finding sources clearly requires multiple steps. Most scholars find that its best to begin by making a bibliography of potentially useful sources. You don't find the sources themselves at this point; you simply list them. Once you've identified a large list of potential sources, you decide which you want to explore in more depth (and which you can actually get), find them, peruse them, and make a further selection. The process is also somewhat cyclic. As you read sources, you will also find more potentially useful sources.

Assignment: Create a bibliography of at least **twenty-four** potentially useful sources for studying your selected topic. You need not obtain all of these sources at this point, but you will find it useful to obtain some of them.

- At least three of your sources should be articles from the popular press.
- At least three of your sources should be rulings for cases that pertain to your topic.
- At least three of your sources should be articles from law journals.
- At least three of your sources should be opinion essays posted to the Web.
- At least three of your sources should be some other kind of source.

Please list your potential sources in APA format.

Where to Start

I'd strongly recommend that you make an appointment with a research librarian for help. I'd prefer that the librarian be Ms. Bonath. When you make the appointment, you should let the librarian know your topic. You should also let him or her know the details of this assignment, which is available on the World Wide Web at
`http://www.cs.grinnell.edu/~rebelsky/Tutorial/2005F/Homework/misc.05.html`.

You may also want to use the various techniques we discussed in class. You can also meet with me to discuss possible sources (although I will admit that I am much worse at identifying these kinds of sources than the librarians are).

Miscellaneous Homework 7: papers for Discussion

Summary: In this exercise, you will obtain materials relevant to your research topic that you would like your colleagues to read.

Purposes: (1) To help you think more carefully about your sources. (2) To give the class more background information. (3) To provide the basis of discussion.

Due: 8:15 a.m., Thursday, 22 September 2005

Background: Starting on Tuesday, 27 September 2005, the class will be spending three weeks discussing your various research topics. In order to successfully discuss those topics, we must read materials relevant to those topics.

Assignment: Identify a few sources that can serve as the basis of a half-hour discussion of your proposed research topic. You can choose as many or as few sources as you like. However, the total length of the sources should be between fifteen and thirty pages (enough to provide your colleagues with some background, not so much that you'll overwhelm them).

To Turn In: One copy of your suggested readings.

Miscellaneous Assignment 8: Discussion Diagram

Summary: In this assignment, you will draw visual representations of class discussions.

Learning Goals:

- To consider more carefully the structure of discussions and the kinds of utterences that are made during discussions.
- To encourage you to listen more carefully to classmates.
- To give you experience thinking in a different form (visually, in addition to verbally).

Assignment:

Observe and prepare a *diagram* that represents the first forty utterences from your assigned class discussion (see below for assignments of students to discussions). The diagram should represent the flow of ideas in the discussion. Your diagram should have the following characteristics:

- Draw a 'bubble' for each non-trivial utterence. That bubble should document the key point of the utterence and the type of utterence. (question, fact, expansion of prior idea, etc.) You should represent the point textually. It is up to you how you represent the type of utterence; you might use shape, color, text, or something else.
- You can choose whether or not to represent utterences from students and from the instructor differently.
- Connect utterences in sequence by a solid line.
- When an utterence does not directly relate to the immediately previous utterence, draw an X through the solid line.
- Connect utterences that build upon earlier utterences by a dotted line.
- When possible, annotate these connections with the relationship between the two points.

Preparation:

On your assigned day, you will act as an observer, rather than as a participant, in discussion. Your goals as observer will be to listen carefully to the discussion, to record the key points of the discussion, and to gather any other information you need to draw the diagram described above.

Turning It In:

Please turn in your diagram on the class day that immediately follows the discussion.

Collaboration:

Each student should draw his or her own diagram. You may not consult with your colleagues about the content of the discussion or about design decisions in the diagram.

Followup:

In class on Tuesday, 25 October 2005, we will post the diagrams on the wall, examine them, and discuss any implications we see in them.

Grading:

- Content [4 points]: Does the diagram accurately reflect the content of the discussion and the speakers?
- Analysis [4 points]: How well does the diagram reflect the variety of kinds of utterences that were made during the discussion? Are appropriate connections represented? Are threads of ideas clear (and correct)?
- Format [2 points]: How well does the diagram use visual cues to represent different kinds of information?

Assignments

- TOPIC (Thursday, 6 October 2005): STUDENT_1, STUDENT_2, STUDENT_3, STUDENT_4
- TOPIC (Tuesday, 11 October 2005): STUDENT_5, STUDENT_6, STUDENT_7, STUDENT_8, STUDENT_9
- TOPIC (Thursday, 13 October 2005): STUDENT_10, STUDENT_11, STUDENT_12, STUDENT_13

Miscellaneous Homework 9: Tentative Schedules

Summary: You will develop a tentative schedule for next semester.

Purposes: (1) To give you the opportunity to reflect upon your education; (2) To prepare you for preregistration; and (3) To provide us with fodder for discussion.

Due: Thursday, 3 November 2005

To Turn In: Fourteen copies of the information that I have requested below (list of potential majors, interesting special topics course, tentative schedule, rationale, alternatives).

Background:

From Monday, 7 November 2005 to Thursday, 17 November 2003, Grinnell permits students to *preregister* for courses. Students should reflect upon the purposes of their education and their academic and non-academic plans, choose courses for the next semester, discuss their course selections with their advisors, and turn in their course selections to the registrar. The registrar will then present class lists to faculty who may then choose to eliminate students from over-enrolled classes.

As the previous description suggests, Grinnell intends preregistration to be a *reflective* process, a time in which students carefully consider the purposes and means of their education. Such reflection is particularly important at Grinnell because Grinnell emphasizes an open curriculum rather than particular requirements.

Assignment:

Since the primary goal of preregistration is that students reflect on their education, you should first reflect on your plans and goals for Grinnell and beyond. Since such information is likely to be personal, you need not share it. When you have reflected sufficiently, prepare the following:

1. a list of tentative majors you might pursue;
2. the name of a special topics course for next semester that you deem interesting;
3. a tentative schedule of four courses you would prefer to take next semester;
4. a short (one paragraph, informal) rationale for that selection of courses.
5. a list of three alternate courses that you might select if your first choices fill.

Suggestions:

- If you are currently in a foreign language, you should plan to continue that language.
- If you are currently in a Mathematics course and anticipate enrolling in a Mathematical discipline, you should plan to continue in Mathematics.
- You should explore disciplines that might provide you with a major of interest.
- You should begin to think about the prerequisites for upper-division courses. If there are upper-division courses you anticipate taking next year, plan to take prerequisites next semester.
- Most students find that they benefit from taking a variety of courses. A good starting point is to plan one from each division.
- If you have not taken Computer Science at Grinnell, you should consider taking Computer Science

151 or 153.

Requirements:

Phi Beta Kappa has a huge list of requirements. Please review them if you would like to be considered.

If you plan to go abroad (and you should), you need to ensure that you have taken three courses in each division by the end of your second year. Note that Tutorial traditionally does not count for divisional credit.

Use:

I expect to break the class into small groups to discuss your selections. We will then reconvene as a group to discuss the general strengths and weaknesses of your schedules and your ideas for special topics.

In our regular meetings this week, we will discuss your schedules and iron out any final details.

Miscellaneous Homework 10: Editing Essays

Summary: You will have the opportunity to edit your colleagues' drafts of their research papers with an expectation of making those papers even strong.

Purposes: (1) To give you further opportunity to reflect on writing; (2) To provide evidence for your editing portfolios; (3) To help your colleagues improve their essays so that the final versions are excellent; (4) to provide us with fodder for an activity.

Assigned: Tuesday, 1 November 2005

Due: Thursday, 3 November 2005

To Turn In: Return an evaluation form and a marked-up copy of the essay to each of two colleagues. Give a photocopy of those two documents to me.

Assignment:

Using our standard evaluation form, the metrics that Williams has suggested, and your own reflective abilities, edit the work of two colleagues (as assigned below).

Groupings:

To be determined.

Note:

In conferences, most of you have noted that you like to see more than just 'this could be better' or 'this is wrong'. In particular, you'd like to see suggestions of how to improve your writing. As editors, you might consider it appropriate to provide such advice.

Miscellaneous Assignment 11: Presentations

Summary: You will present your research paper to the class in whatever fashion you deem appropriate.

Purposes: (1) To give you the opportunity to exercise and build your presentation skills; (2) To give the class the opportunity to learn more about your subject; (3) To help you reflect on what makes a good presentation; (4) To give you a chance to work on your evaluation skills.

Assigned: Thursday, 3 November 2005

Schedule:

- Tuesday, 8 November 2005:
- Thursday, 10 November 2005:
- Tuesday, 15 November 2005:
- Thursday, 17 November 2005:

Background:

As scholars, we regularly generate new ideas, new information, new perspectives, and new theories. It is our responsibility as citizens of a greater community to share this new knowledge with other people. We share knowledge in a wide variety of ways, including informal conversation, formal discussion, essays, and notes. One particularly important way of sharing information is by presenting the information in spoken form.

As we have noted in class, a good presentation shares many characteristics with a good essay. A good presentation is targeted at a particular audience. A good presentation has a point. A good presentation helps the audience learn something. A good presentation engages the audience. A good presentation coheres. A great presentation encourages the audience to explore the topic further.

At the same time, a good presentation may differ in many ways from an essay. For example, some successful presentations use a much less formal tone than do typical essays. (Some successful presentations use a formal tone.) A good presentation makes explicit the varying tones that may be less obvious in an essay. A good presentation may incorporate a wider variety of media.

Assignment

Prepare and give a fifteen-minute presentation on your topic of choice. Plan an additional five minutes for questions and answers. Your colleagues will have another five to ten minutes to fill out evaluation forms.

Format

You are welcome to give your presentation in whatever form you deem best. You might read directly from your essay. You might use note cards to guide your general direction. You might ad lib.

You also have freedom in the use of extra materials. You might use PowerPoint. You might demonstrate something on the Web. You might provide handouts.

I do, however, ask, that you present your topic in a way that compels and teaches the audience.

Evaluation

Your classmates and I will evaluate your speech using an associated rubric. All evaluations will serve primarily to help you reflect upon and improve your presentation skills. Your classmates' evaluations may also serve as part of their editing portfolio. My evaluation will also provide you with a grade for the work.

Warning

I intend to invite guests to your talks. You may also invite your own guests. Experience shows that we generally get at least one member of this department and at least one of the library faculty as guests.

Miscellaneous Assignment 12: Time Log

Summary: In this exercise, you will gather information on how you spend your time. Such information can be useful in predicting your future workload and in helping you think about how to schedule your time.

Purpose: To help you think about planning your time.

Due: 8:15 a.m., Tuesday, 29 November 2005

Preparation: Grab a few sheets of paper. Make columns that read *Date*, *Activity*, *Start Time*, *End Time*, and *Notes*.

Activity: Record all the things you do for the weeks ten and eleven (Saturday, 22 October through Friday, 4 November) in rough detail (approximately half-hour units). Feel free to describe things that are too personal or that you don't want to share as 'miscellaneous'.

FAQ:

Q: You don't really expect me to record all the things I do each day, do you?
    A: Yes, I really do.
Q: Why are you asking me to complete this exercise? Are you simply a sadist or a voyeur?
    A: Because there's some fairly good evidence that recording how you spend your time is a good first step in finding ways to better manage your time and reduce stress. Because we'll need to predict how long some activities will take in the future, and we need some data on those activities now.
Q: Why two weeks? Why not one week or just a few days?
    A: Two weeks is enough time to record a variety of activities and kinds of days. Less time is usually not enough.
Q: Who will see this time log?
    A: You will. I will. We two are the only people who have to see it. If you choose to share it with your colleagues in Tutorial, you may, but you are certainly not required to do so. If you find yourself under time pressure, you may find it useful to share with academic advising. If you choose to post it on the Web, lots of people will see it, but I'm not sure why they'd want to.
Q: Have you done this exercise?
    A: "Those that can't do, teach." However, I will also try this exercise at the same time that you are doing it.
Q: Come on. This assignment is really just another of your experiments in "Will my Tutees really do everything I tell them to?" Isn't it?
    A: While I am regularly astounded by your willingness to do the things I ask, I have assigned this task because I firmly believe that you will benefit from it and some followup work. My first set of Tutees recommended the exercise and my second set of Tutees recommended putting it late in the semester.

Miscellaneous Assignment 13: Assessment of Introductions

Due: 8:15 a.m., Tuesday, 6 December 2005

This assignment is not yet available.

Miscellaneous Assignment 14: Editing Portfolio

Due: 8:15 a.m., Tuesday, 6 December 2005

This assignment is not yet available.

VII. Miscellaneous Documents

The SamR FAQ

Since I learn a lot about my Tutees from their folders, I consider it only appropriate that I provide some similar information to them. I have expressed that information in the form of a FAQ, even though some of these questions are rarely, if ever, asked.

Basic Personal Information

Where were you born?
    Boston, MA
When?
    17 June 1964
What is your marital status?
    Married. My wife prefers not to have her name on the Internet.
Do you have children?
    Yes, I have three wonderful boys.
Outside of work, what do you do for fun?
    Mostly spend time with the kids. I also like to read. I'm enough of a geek that I sometimes program for fun. My wife and I like to play cards, but we don't seem to have enough time to do so. This summer, we also started to learn to golf, and I like playing with my kids.

Parents

What are your parents' names?
    Freda and Bill Rebelsky
What degrees did they receive and from where?
    Freda received a B.A. (I'm not sure in what), a second Bachelor's degree in law, and a Master's degree in psychology from the University of Chicago. She received her Ph.D. in psychology from Harvard. She recalls being asked when applying to Harvard (approximately), "What guarantee can you give us that you won't have children and waste your degree?"
Bill did lots of coursework at the University of Chicago, but never received a degree. (I'm not sure he ever got a high-school degree, either.)
What did they do?
    Freda was a professor of psychology at Boston University.
    Bill was an executive at Polaroid. At the time he died (1979), he was a vice-president of some sort.

High School

Where did you go to high school?
    Newton North.
What was your g.p.a.?
    I do not recall.
What was your class rank?
    32 out of about 1000. (32 is one of my favorite numbers, so that's easier to remember than my g.p.a.)
What extracurricular activites did you particpate in?
    Hmmm ... Math club ... Geology club ... probably not much else.

Did you work in high school?

> Certainly. I worked in a large newstand as a stock boy for a few years and then worked in New England Mobile Book Fair, an awesome book store, for senior year.

What were your SAT scores?

> 640 verbal, 780 math. This was before the scale changed.

Did you take any advanced placement exams?

> I know that I took math; I can't remember if I took any others.

College and other Higher Education

Where did you go to college?

> I attended the University of Chicago, where I majored in mathematics.

What was your g.p.a. at UofC?

> I don't recall. I made dean's list every semester but one, but I think that only required a 3.2 or so.

What was your lowest course grade?

> I got a C in my second quarter of Physics. I remember doing less well than I would have liked in "Greek Thought in Literature", but I can't recall whether I got a B or a C. (My grades are not currently close at hand.)

What led you to apply to Chicago?

> Both parents went there, and I think there's a rule that you need to sacrifice your first-born to The College if you don't stay in Hyde Park for at least a decade. I'd been to a Math camp there between junior and senior years of high school and really liked it. I actually didn't think too much about the applicaiton process: I applied to Chicago, Yale, MIT, and B.U. Everyone but Yale accepted me, and I decided that Chicago was the best bet (father from home than MIT or B.U., more well rounded than MIT, better ranked than B.U.).

What extracurricular activities did you do in college?

> I was very active in DOC, the primary film group on campus. I played some ultimate frisbee, but not very well. I worked a lot.

What work did you do?

> I was a tutor for calculus and computer science. I worked as an attendant in the central user computing site.

How many hours per week did you work?

> About twenty.

Where did you go to graduate school?

> I cleverly stayed at the University of Chicago.

When did you get your Ph.D.?

> 1993.

Grinnell

When did you first hear about Grinnell?

> When I was searching for jobs and saw the name in an ad. The ad sounded interesting. (I was looking primarily for small liberal arts colleges.

What about Grinnell seemed intersting?

> I can't recall. I was applying to a lot of places (50+).

Where else did you apply?

Yeah, right. I have very little memory of that many places. I remember U. Maine Farmington, DePauw, Willamette, Creighton, and, um, a few more.

Why did you choose to come to Grinnell?

The students were among the best I encountered, particularly in their interest in learning for the sake of learning. The senior CS faculty were (and are) great. I loved the design of the introductory curriculum. I thought it was great that I was interviewed by a variety of faculty.

When did you come to Grinnell?

1997.

What do you at Grinnell (other than teaching)?

I chair the technology studies concentration. I advise lots of students. I serve on too many committees (including the Committee for the Support of Faculty Scholarship (CSFS), the Faculty Organization Committee (FOC), the Tutorial Committee (no acronym), and the Interdisciplinary Studies Interim Advisory Board (which I refer to as ISIAB). I also try to do research on Web technologies.

Miscellaneous

What did you do between 1993 (when you got your Ph.D.) and 1997 (when you started at Grinnell)?

Mostly taught at Dartmouth.

What should we do if we have other questions?

Send them to me and see if I respond or add them to the FAQ (or both). Note that I won't necessarily respond to all questions.

Getting the Most From Your Academic Experience

On Monday, 22 August 2005, Grinnell College hosted a session for new students entitled "Getting the Most From Your Academic Experience". That session, staffed by second-year students, third-year students, and seniors (or so I understand), is intended to provide first-year students with a wealth of advice. Although that sessions is not required of all Grinnell students, I require my Tutorial students to attend and to record three key points. You will find these points below. The words are often the students, but I will admit that when students had similar answers, I often combined answers and that I also took other liberties with their writings.

Points recorded by: Trevor Austin, Alex Conlon, Ted Cooper, Azul Freedom, Chris Gerpheide, Scott McIntyre, Matthew Montemore, Emmanuel Munoz, and Sam Tape.

Students not listed were excused from this assignment.

- Don't be embarrassed to ask questions of upper classmen [sic] or professors. [x4]
- Take advantage of the resources Grinnell provides to help you in your classes, especially the math and writing centers. [x5]
- Take advantage of the resources Grinnell provides to help you explore subjects more deeply outside of class, such as internship and research grants and study abroad options. [x3]
- Even if you know what you want to study, take classes in all of the disciplines (or outside of your primary interests) because you may be surprised by how much you like another subject. [x4]
- Balance your work load and make sure you develop good time management. [x2]
- Students are expected to succeed, which is why they were accepted in the first place.
- Engagement and participation in class is completely necessary for getting the most from a class and its professors. [x2]
- Variety of classes and activities is very important to one's Grinnell experience. [x2]
- The NSO Committee is a volunteer organization run by students that organizes new student orientation activities.
- Classes at Grinnell will truly make you think, rather than absorb facts like you most likely did in High School.
- When you need a tutor for a class, the College will provide one for you. The tutor will be paid by the College.
- You actually have to study now, so expect to make time for it.
- Unnecessary anxiety is unnecessary. Don't spread yourself too thin, don't prejudge your professors (it's silly not to keep an open mind).
- Grinnell will change how you think.
- Find what you love.

Lessons from the Free Software Session

On Monday, 22 August 2005, John David Stone of the Department of Mathematics and Computer Science hosted a session for first-year students on free software. Although that sessions is not required of all Grinnell students, I required my Tutorial students to attend and to record one key point each. You will find these points below. The words are often the students, but I will admit that when students had similar answers, I often combined answers and that I also took other liberties with their writings.

Points recorded by: Trevor Austin, Alex Conlon, Ted Cooper, Azul Freedom, Chris Gerpheide, Scott McIntyre, Matthew Montemore, Emmanuel Munoz, Siddarth Srivastava, and Sam Tape.

Students not listed were excused from this assignment because of other commitments.

- The differences between free software and proprietary software are more political than operational.
- Free software succeeds only with the support and participation of its users, who are responsible for creating, sharing, and improving the software.
- Free software, as used in MathLAN, enables the ability to run customizable programs and use those programs to study and/or share with others.
- The free software movement began in 1984 when Richard Stallman created the program emacs. [Sam notes that emacs existed long before 1984, but that the first free version was created about then.]
- Free software is really cool and EULAs suck.
- Mathematics and Computer Science have their own LAN where things are run on their own terms.
- Mr. Stone is a dedicated, privately apt dude.
- The Internet and newsgroups were the vessel that carried the free software movement to where it is today.
- Microsoft is evil and greedy.
- Free software doesn't mean that the software costs no money per se, but that it is unrestriced. However, this often means that one can get the software for no cost.
- The word "free" in this particular case, suggests not only the conventional monetary meaning of the word, but also introduces the concept of "free rights" for the user.
- Free software provides many rights, including the right to copy and the right to improve.