Developing your Superpower – Writing for Action

Writing 2: Rhetoric and Inquiry (5 units)

Summer 2023 with Mrs. Osborne or Professor Tina (she/her/hers)

Course Description

The pen is mightier than the sword. Now prove it!

Let's examine, explore, practice, and play with the power, skill, and art of writing in order to take action to improve the state of our world, help a friend, and empower ourselves. Through an inquiry-based approach into how writers of various genres have helped effect change, we will explore the power of key rhetorical concepts. We will develop our skills, as writers, learners, and leaders, by compiling a writer's notebook in which we analyze writing strategies, articles, and discussions throughout our time together. Finally, you will design your own battle of the pen by producing an annotated bibliography which will lead to a well-developed research paper to fight a struggle facing someone you know.

- This is an online course, which means we will not be meeting in person.
- We will be meeting several times via recommended Zoom group community meetings to discuss materials to a deeper level, answer questions, clarify concepts, and analyze examples and student writing, while we will use Canvas to access materials, analyze ideas through online discussions, peer review our work, and submit assignments.

Course workload:

This is a five-unit, fully online course. You are expected to spend **fifteen** hours per week on this course. You will spend about 4 hours reading, 6 hours writing, and 5 hours reflecting and contemplating. If you are spending significantly more time than this and are unhappy, please see me. If you are spending less time than this, please contact me via email immediately.

Required texts and supplies:

1. Reliable access to Canvas. Readings, videos, discussions, assignments, and announcements will all be provided via Canvas throughout the 10 weeks we are together.
2. You will be reading the FREE book, *College Writing* by Susan Oaks. The book is available online through our Canvas course in thanks to Open Educational Resources (OER) Commons - See the website College Writing. We are also using chapters and sections from various other free online sources.

3. A writing handbook, like *Easy Writer* or *Rules for Writers*, from a prior UCSC Writing course. If you don't have one already, the [Purdue Online Writing Lab (OWL),](#) is a free web source that has similar content. You are expected to use these resources to build your mechanical and technical writing skills that are expected of college-level writers but that are not covered in the course.
4. Access to Peerceptiv (~$14). Please watch for information to sign up for this [peer review platform](#). We will not need this until week 5, but if you want a sneak preview - check out [Peerceptiv introduction.](#)

Other:

1. a willingness to expand and deepen your thinking about writing.
2. a good attitude towards our class and each other.

Class Format and Meetings

The official format of our class is Online Asynchronous (meaning we will not meet in person) but we will have several online group community meetings (with the whole class including the professor interacting via Zoom).

This asynchronous format requires time management skills, planning, and persistence. Email me if you need help! You have the freedom to set your own hours but you must complete the work by the deadlines - generally Tuesdays at 11:59 pm and Thursdays at 11:59 pm. Major projects are generally due Mondays but you have the opportunity to turn them in early for extra credit. We will have several optional zoom sessions throughout the semester. Please do your best to attend them or at least view the recording after.

"Rules" we'll follow to guide participation

1. Check in and interact in the course at least three times a week (Put this in your planner now).
2. Participate in all parts of the discussions and complete all assignments in a timely manner.
3. Connect with me beforehand if you are going to be disconnected from the course for more than 5 days.
4. If you do not participate for 2 weeks in a row, you may be dropped from the course.

Learning Outcomes:

At the end of Writing 2, students will be able to:

1. Compose in more than one genre by responding to rhetorical situations and genre conventions according to readers' expectations and writers' purposes.
2. Ask questions and be guided by a strategic exploration of those questions in order to generate research topics and sustain meaningful inquiry.
3. Locate relevant source material, evaluate its credibility, and cite it appropriately.
4. Analyze and synthesize ideas in source material to produce projects that interpret and evaluate their own ideas and assumptions, as well as those of other writers.
5. Apply strategies when composing, revising, or evaluating their own work that enable them to follow conventions of professional English, such as arrangement, language use, mechanics, or documentation style.
6. Reflect critically on how to apply their processes for writing and analysis to writing projects in other contexts, within and outside the university.

Writing 2 Provides declarative knowledge about writing, with a special focus on writing from research, composing in multiple genres, and transferring knowledge about writing to new contexts. Prerequisite(s): College 1 and satisfaction of the Entry Level Writing; or College 80A, 80D, or 80F and satisfaction of the C1 requirement. Enrollment is restricted to frosh, sophomore and junior students. Enrollment limited to 25. (General Education Code(s): C.).

Enrollment Conditions:

Successful completion of College 1 and Entry-Level Writing Requirement (ELWR) are prerequisites for students' enrollment in the C course (Writing 2). Enrollment is restricted to frosh, sophomore and junior students.

The purpose of UCSC's two-quarter composition sequence is to help students develop critical reading, thinking, and writing habits that will allow them to be versatile, flexible writers who communicate effectively in a variety of writing situations and disciplinary fields. These courses introduce students to writing knowledge and practices, such as developing strategies for composing and reflecting on their work; using and applying rhetorical concepts; identifying and adapting genre conventions, including those of their discipline(s); finding and evaluating source material; and editing and revising their own work.

Writing 2 satisfies the Composition (C) GE requirement. Writing 2 provides declarative knowledge about writing, with a special focus on writing from research, composing in multiple genres, and transferring knowledge about writing to new contexts. Students must successfully complete Writing 2 before the seventh quarter of enrollment.

Major Course Requirements

You will complete minor writing assignments and participate in canvas discussions/activities to help you prepare and submit four major writing projects based on the texts that I assign and your own independent research. You must thoughtfully complete and actively engage in all assignments by their due dates and plan to check in and interact in our Canvas course at least three times a week.

Overview of Major Projects

Each major project must be completed in passing quality in order to pass the class; you will be able to revise non-passing assignments until they reach passing standing if you choose. Late assignments will not generally be accepted unless you request and are granted an official extension before the due date. The request must be in writing with a plan for turning it in including a new date and acknowledging that you will lose 2% of the points per day that it is late.

All essay drafts must be prepared according to MLA guidelines unless otherwise indicated. In general, you must use a conventional font (Times New Roman, or Times, 12-point font only), double-spaced, with margins no greater than one inch. Pages must be numbered and you will put your name, course and section number, date, and title on the first page of each essay. Also, you will write reflective paragraphs for you to reflect on your writing and communicate with me on each of the four major projects. All work will be submitted through Canvas.

Project 1: Analyze the Powers! (Genre analysis) - with a Partner

Choose a genre – poems, lyrics, speeches books, articles, posters – anything that has had "power" over you or inspired you. Then choose **one** specific piece of text from **this genre** that has influenced you, inspired you, moved you emotionally, or made you view the world in a different light. Write a 2 to 4-page analysis essay with an inquiry into your inspiration through an evaluation of your chosen text. In the essay, use concepts from our class and quotes from the text to respond to the rhetorical situation of your piece in order to explain why it is so inspirational.

Course Objective focus: Compose in more than one genre by responding to rhetorical situations and genre conventions according to readers' expectations and writers' purposes.

Final Draft due Tuesday of Week 3 (Or Monday of week 3 for extra credit)

Project 2: Choose your battle; assemble your helpers (Annotated Bibliography)

After receiving approval to pursue your "battle", your self-selected line of inquiry, you will prepare an annotated bibliography (essay) that summarizes, analyzes, and contextualizes three separate sources.

Course Objective focus: Locate relevant source material, evaluate its credibility, and cite it appropriately.

Final Draft due Tuesday of Week 5 (Or Monday of week 5 for extra credit)

Project 3: Fight Your Battle! (Research Essay)

Based in part on the research you conduct for Project 2, you will compose an analytical essay that introduces your research question and its complex "answer" to non-specialist readers. Describe what your concern is and what superpower is needed to help a specific individual.

Course Objective focus: Ask questions and be guided by a strategic exploration of those questions in order to generate research topics and sustain meaningful inquiry.

Final Draft due Thursday of Week 9 (Or Tuesday of week 9 for extra credit)

Project 4: Developing your Power (Writer's Notebook)

You will create a writing journal to analyze the growth of your superpower – and to record what you have learned about writing this quarter. In this self-directed, ongoing assignment, you will become more aware and in control of your own language choices and you will develop a personalized approach to writing as an everyday practice. You will write 15 entries about course readings and class discussions, 10 entries about writing studies that are interesting and helpful to you, 5 entries about great writing examples, and a conclusion about what you learned about writing in this assignment and in our class.

Course Objective focus: Analyze and synthesize ideas in source material to produce projects that interpret and evaluate their own ideas and assumptions, as well as those of other writers. Reflect critically on how to apply their processes for writing and analysis to writing projects in other contexts, within and outside the university.

Final project due Thursday of Week 10 (Or Tuesday of week 10 for extra credit)

Final:

You will complete an online final asking you to review and reflect on the material you learned this quarter. The format of the final will be many multiple-choice questions based on the weekly quizzes and several open-entry questions focused on how you will apply concepts from this class to future writing projects.

Course Objective focus: Reflect critically on how to apply their processes for writing and analysis to writing projects in other contexts, within and outside the university.

Group work:

Some weeks you will work with a small group of your classmates to complete a low-stakes group assignment to compose group paragraphs. You can pick your individual roles in these assignments and it is up to your group if you work synchronously through Zoom or asynchronously through email, shared Google doc, or a different platform. Contact me if you are having trouble with your groups. Projects 2 and 3 can also be completed with a partner if you so desire.

Course Objective focus: Ask questions and be guided by a strategic exploration of those questions in order to generate research topics and sustain meaningful inquiry. Locate relevant source material, evaluate its credibility, and cite it appropriately.

Peer-Reviews:

This class is based upon a workshop approach; we will have many discussions and peer-review sessions to assist one another with writing and revision. Participating and actively engaging can help you in two major ways: you can get ideas and feedback from your peers about what's working and what's not working in your essay so that you know what to do in a revision, and you learn more about writing by being a reader of others' work and providing feedback. Participating in essay workshops can also be scary at first: it's not easy to share your writing—especially your not-yet-polished writing—with an audience. Please plan to be a respectful reader and collaborator, and please expect your peers to be equally respectful when they respond to your work. We will use both Canvas and [Peerceptiv](#) to peer review.

Revision:

Revision - meaning rethinking, rewriting, and redrafting our work - is an essential part of our course. Revision allows us to incorporate feedback from others as well as the new levels of understanding we achieve through discussion and readings. We will work to identify the strengths and opportunities for improvement in our own work and in our peers' work and to incorporate this feedback, cultivating multiple drafts of assignments that will ultimately lead to a stronger piece of writing.

Permission:

I would like your permission to share your writing (anonymously!) with other writing teachers, administrators, students and your peers. Your work might also be needed for assessment of the Writing Program and writing courses. If you have any objection to this please notify me.

Time Management

Time management is a critical skill and a daily challenge for all us! Remember that writing is a *process*. This means it does not get done all in one or two or even three sittings. There are many steps to attend to along the way in order to produce a complete, clear, engaging essay. Give yourself the best chance to succeed by allowing plenty of time to brainstorm, outline, create one paragraph at a time, and complete the process. I suggest adding due dates to your academic calendar. Your essays should be fully written **three days *before*** the due date so you have the time to seek help, revise, proofread, and edit your draft before submitting your best work. Since I am also requiring peer review drafts of all the major projects, it is in your best interest to have complete work ready for your partner to analyze and respond to.

Timeline

While some courses are self-paced, this course follows a weekly schedule. Each week you'll interact with your peers in weekly discussions and complete a series of activities and assignments. The weekly schedule allows us to learn from one another, and it keeps everyone on a path toward our learning goals. My recommendation is for you to schedule at least 3 time slots in your week when you will dedicate your life to our class. At this time, give your phone to someone else, and focus on the work required for our class!

Each week, start by scrolling through the module to see what we will be working on and what you will be required to do. Then read the articles or chapters and view the videos. Annotate and take notes on the important parts in your Writer's Notebook (Project 4).

Then, either Tuesdays or Thursdays, contribute to our weekly discussion. Weekly discussions give you an opportunity to reflect on the readings, brainstorm with your classmates, receive feedback on your work, share the progress of your major projects, and interact with your classmates. Most discussion posts are awarded **5 points** and require complete, correct sentences in the original post and the replies. Everyone can skip one discussion with no penalty. Make sure to post, respond to your classmates, and then check back for their responses and mine! I will respond to most posts; this is key feedback that can help you with your projects, writing, and understanding of key concepts.

When you are ready, take the weekly quiz. Quizzes are based on articles, books, and videos; are mainly multiple-choice and matching; and are due on **Thursdays**.

Every week, you will work on one of the major writing projects by submitting an outline or a draft for peer review or my final response. For the peer reviews, drafts are due on **Tuesdays.** A response to 2 classmates, based on 5-10 questions about their drafts, is due the **Thursday** after. An evaluation of the feedback you received is due the **Sunday** after that. The final draft of the first two projects are due on **Mondays** and the last two are due on **Tuesdays**. (There will be extra credit available if you turn them in early)

Modules will guide you

We will work on one module every week and every module follows a similar organization and timeline. In each module, you will see

- many pages with information for you to read or short videos for you to watch. Take good notes on these. Yes, take notes on a separate piece of paper! Clear, complete notes will help you on your final, on quizzes, on discussions, and with your essay. Project 4 also requires you to turn in notes on some of your readings. Plan to spend about 3 hours per week reading this material and another 3 hours writing and reflecting on it.
- at least one quiz checking your comprehension of the main points of the readings and videos. You can use your notes and you can refer back to the reading when taking these quizzes which should take about an hour per week.
- about 1-3 discussions per week. All discussion posts should be responded to with 5-7 full, complete, correct sentences. Each discussion assignment has multiple parts that must all be completed. You can skip one discussion assignment without losing any points! However, points will be deducted if the reply or the response is late and responses more than 3 days late may not be given any points. These are practice writing sessions and low-stakes but all writing needs to be seen as writing - meaning proofread it and check it a second time before you press the save button. Reading, posting to these discussions, and reflecting on them should take about 3 hours per week.
- one writing assignment related to the essay due each week (generally an outline, a peer review draft, and a final draft). These are the BIG assignments and plan on spending about 5 hours per week on them.
- There might also be partner or group work, conferences through zoom, and other activities as indicated in the modules.

Organization within the Modules

- The section, "**Articles, Books, Videos - Please read, watch, or listen; annotate and take notes in your journal**" has articles, chapters, and videos for you to review.
- The section, "**Extra Information about Specific Topics**" contains pages with more short videos and texts for you to focus on in preparation for the writing project. Every module has one quiz based on these pages and on the reading materials and videos.
- The section, "**Discussions - Please post, read, and respond**" has discussions and wikis (collaborative writing) for you to complete.

- The section, **"Writing Tasks"** has assignments and information related to our major projects.

Late Work

Submission dates and times are firm. Due to the nature of this course, late work for the peer reviews and the 4 major projects is generally not accepted. If you must turn in a project late, you must email me a request with a plan for turning it in including a new date and acknowledging that you will lose 2% of the points per day that it is late. I may or may not accept your plan depending on the situation and your performance in this class. If you have a medical emergency or family crisis, please contact me **immediately** for guidance as to how to proceed with this course. I will do my best to accommodate crisis situations, and support your success in this class.

Stay caught up!

Your participation is an important part of the success of this course, but I also recognize that we each have our own work, family, and friends, and, because we're human, sometimes we're just swamped or under the weather. If you've reached a point where you can't meet a deadline, please contact me--we'll work together to make a path to success.

Grading and Evaluation

Your final grade will reflect your performance on 4 major writing projects, quizzes, discussions, peer-reviews, and the final. The final course grade is based on a percentage of points divided into various categories. Extra credit is given periodically.

Grade Overview	
Estimated Grade Breakdown	**Final Grade:**
	· **97-100% of the final points = A+**
· **4 Projects: 55% of your final grade**	· **93-96.99%= A**
○ **Project 1: 150 points**	· **90-92.99%=A-**
○ **Project 2: 200 points**	
○ **Project 3: 350 points**	· **87-90.99%= B+**
○ **Project 4: 100 points**	
	· **83-86.99%= B**
· **Discussions: 12% of your final grade**	
(1 discussion will not count)	· **80-82.99%=B-**

· **Peer-Reviews: 20% of your final grade**	· **77-80.99%= C+**
· **Quizzes: 10% of your final grade**	· **73-76.99%= C**
· **Final: 3% of your final grade**	· **70-72.99%=C-**
	· **67-70.99%= D+**
	· **63-66.99%= D**
	· **60-62.99%=D-**
	· **below 60%=F.**

It is your responsibility to keep track of your grade though I will post and update it regularly on Canvas. Please email me if you have questions or concerns.

Note: The final grade of C-minus in Writing 2 grants credit towards graduation, but it does not satisfy the Composition (C) General Education Requirement. Students who receive a grade of C-minus or lower must repeat Writing 2 to satisfy the C requirement.

Evaluation:

All assignments, discussions, and projects have rubrics that outline the criteria needed for success in order for students to understand what their grades are based on. Make sure you review those before turning in or completing an assignment. Students earn full points when they include all the elements required as indicated in the assignment. Points will be taken off for all work that is late and it is your responsibility to contact me if you miss a deadline and wish to still submit an assignment or a discussion (after a certain point, I cannot accept late work).

Technology Help:

- [How do I view my grades in a current course?](#)
- [How do I approximate my assignment scores using the What-If Grades feature?](#)
- [How do I view my grades in a concluded course?](#)

A little about me (Tina)...

I am originally from Hamburg, Germany. I moved to the United States when I was eight years old and spoke only a few words of English. I grew up in Cupertino when it was still apple orchards. I then went to UCSC to study Biology and to surf. Oh those were the years. Yes - I was a student here and I was a science major first. Upon graduation, I worked as a Research Assistant for a year, and then after a romance on a trip to Machu Picchu, I decided that I should

be pursuing my passion - teaching. I started teaching English as a Second Language (ESL) in a library in Campbell, and I still remember my first students. I loved teaching, so I returned to school to get a Masters in Teaching English and a certificate in teaching Composition at SFSU. I then taught ESL for various adult schools and started teaching Composition at Cabrillo in 2003. I started teaching writing at UCSC in the spring of 2020.

I also have a lot of experience with online teaching. I even taught my English classes remotely from Antarctica in 2010; my students were able to interact with the scientists and engineers from my expedition while improving their writing skills. After many classes in how to teach online, I received a certificate in [Online Teaching and Design](#) from the Online Network of Educators in May of 2020 and I completed the [Integrated Course Design for Remote Instruction](#)course through UCSC in July of 2020.

I love other cultures. I've lived in Germany, Ecuador, and Spain and I've traveled to many places such as most of Europe, Mexico, Honduras, Peru, India, Thailand, New Zealand, and Egypt. I was even on an expedition to Antarctica which you can read about on https://www.polartrec.com/expeditions/antarctic-seafloor-ecology.

Something somewhat unique about me is that I am a triplet. I have two sisters - two "wombmates" - who were born one and two minutes before me. I also have an older brother who escaped his sisters to go live in New Zealand. Right before Covid, I took my family to see him and tour his beautiful country. I am married and have two rambunctious little munchkins - Denali, my sporty little boy, and Skylar, my sassy, adventurous little girl.

In my spare time, I love to be with my kids, read, swim, and run. In 2018, I ran the Big Sur Marathon. I didn't train as hard as I should have and was stoked to finish strong, with a smile, in five hours and 48 minutes - 12 minutes before they would have stopped me.

Connecting with me

I am a participant in this class too! I'll be responding in discussions and in peer reviews, and I'm available to you via email, phone, or zoom. Please ask if you are ever unclear or uncertain about anything. I'm here for you, but it is also your responsibility to reach out to me to get help. I don't bite and I love getting to know you students, so please try to reach out at least once.

- **Email:** Email me at beosborn@ucsc.edu or through the Canvas mail system. Usually I will respond within 48 hours if not much sooner.   If I have not responded, please try again, potentially with the other email or throughCanvas in case your email got sorted into my Junk folder.
- **Phone:** You can call me at 831-420-7846 though I don't answer my phone very often. Leave a message and I will call you back within 48 hours. Texting is faster and I should respond within 24 hours.
- **Office Hours:** Check the announcements to links that I will send out so you can teleconference with me. I have designated hours on Tuesdays and Thursdays from 9-10:30 but I'm also here for you at times that work best for you. Send me an email and we'll connect.
- **Announcements:** I will send 1-3 announcements per week regarding reminders of what's due, on and off-campus events that are relevant to this class, extra credit opportunities, and any changes that occur in the calendar or class should they arise. These are critical. Make sure you set your notification so that the announcements get sent to your email. (See how to set up your notifications)
- **Discussion Posts and assignment text boxes**: Like you, I will respond to assigned discussion posts. I will also regularly leave comments regarding assignments in the speed grader. Look for my comments and ask if you don't understand something.

- **Pronunciation of names:** Please call me Mrs. Osborne or Professor Tina and I go by she/her/hers.

If you have technical challenges, please use the **Help icon** in the global navigation to:

- Access the Canvas Guides
- Call the Canvas Helpline at **1-844-865-2568.**

Writing is Creative!

My goal is to help you succeed. What does success mean to me as an instructor? I will work to alleviate fears or myths about the writing process so you develop confidence in your ability to express your own thoughts and ideas clearly on the page. Writing, even in college classes, is a creative endeavor. Within grammatical "rules" and academic approaches to writing, there are many opportunities to think for yourself, to respond in writing to what you read and experience in a unique way, the way *only you* can respond.

Learning Differences

Difference is what makes our culture and our class unique and interesting. We all learn differently, and this class is designed with a variety of learners in mind. I've tried to ensure that all material is accessible in multiple visual and auditory formats. That said, you may need additional accommodation to be successful in this class. Please do not hesitate to contact me if a resource or website is not accessible.

Inclusion and Diversity Statement:

As an instructor, I seek to address the learning needs of all the students in this course. I also believe that the diversity of student experiences and perspectives is essential to the deepening of knowledge in a course. Dimensions of diversity can include race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. Course reading and assignments are designed to create a positive climate for diversity by explicitly centralizing historically marginalized groups and perspectives and collectively creating ground rules to guide our discussions and interactions. Creating a positive climate for diversity includes being sensitive to our pronoun use: asking students to identify the specific pronouns they self-identify with and remaining mindful of this throughout the course.

Any suggestions that you have about other ways to include the value of diversity in this course are welcome. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement please notify me as soon as possible.

Disclosure Statement

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the Campus Advocacy Resources & Education (CARE) Office by calling (831) 502-2273. In addition, Counseling & Psychological Services (CAPS) can provide confidential, counseling support, (831) 459-2628. You can also report gender discrimination directly to the University's Title IX Office,

(831) 459-2462**.** Reports to law enforcement can be made to UCPD, (831) 459-2231 ext. 1. For emergencies call 911.

Faculty and Teaching Assistants are required under the [UC Policy on Sexual Violence and Sexual Harassment](#) to inform the Title IX Office should they become aware that you or any other student has experienced sexual violence or sexual harassment.

Accessibility

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, I will receive an Accommodation Authorization Letter from the Disability Resource Center (DRC). I encourage you to contact me so we can discuss ways I can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu.

Academic Integrity and Plagiarism

What is academic integrity?

Academic integrity means honesty in academic work. All of your coursework should be a result of your own efforts. You may feel pressured and overwhelmed by the demands of school, work, and personal commitments. But you are expected to approach your work with honesty and integrity. Please read the [Academic Integrity page from the Office of the Registrar](#) for more information.

Do

- Trust your own intellect.
- Demonstrate your own achievement and abilities.
- Do original work for each course.
- Undertake research honestly and credit others for their work.
- Ask for help from your instructor, or for more time if you need it!

Don't

- Copy ideas or wording without citing your source.
- Copy answers from another student.
- Ask someone else to do your work for you.
- Take an exam or complete an assignment for another student.
- Purchase papers or have someone write a paper for you.

For resources on how to properly cite documents, see the Library. or the Purdue Online Writing Lab.

ChatGPT

All assignments, discussions, and drafts etc. must be your own original work, created for this class. You cannot reuse work written for another class. You MAY NOT use paraphrasing software ("spinbots") or AI writing software (chatbots like ChatGTP) without citing them and checking in with me before you use them. See ChatGPT for more specifics and please ask if you are unclear about what constitutes plagiarism, cheating, or academic dishonesty.

Academic Dishonesty:

The two most common kinds of academic dishonesty are cheating and plagiarism. Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive or fraudulent means (see examples below). Plagiarism is representing the work of someone else as your own and submitting it for any purpose (see examples below). It is your responsibility to know what constitutes academic dishonesty. Interpretations of academic dishonesty may differ among individuals and groups. However, as a student at UCSC, you are expected to refrain from the behavior outlined below. If you are unclear about a specific situation, speak to your instructor or see our misconduct policy (https://ue.ucsc.edu/academic-misconduct.htmlLinks to an external site.).

The following list exemplifies some of the activities defined as academic dishonesty:

Cheating:

1. Copying, in part or in whole, from someone else's test;
2. Submitting work presented previously in another course,
3. Altering or interfering with grading;
4. Using or consulting, during an examination, any sources, consulting others, use of electronic equipment, including cell phones and PDAs, or use of materials not authorized by the instructor; or
5. Committing other acts that defraud or misrepresent.
6. Using AI to do the work for you.

Plagiarism:

1. Incorporating the ideas, words, sentences, paragraphs or parts of another person's writings, without giving appropriate credit, and representing the product as your own;
2. Representing another's artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawings or sculptures as your own;
3. Submitting a paper purchased from a research or term paper service, including the internet;

4. Undocumented Web source usage.
5. Online tools exist and may be used to check for plagiarism.

Other Specific Examples of Academic Dishonesty:

1. Purposely allowing another student to copy from your paper during a test;
2. Giving your homework, term paper or other academic work to another student to plagiarize;
3. Having another person submit any work in your name;
4. Lying to an instructor or college official to improve your grade;
5. Altering a graded work after it has been returned, then submitting the work for re-grading;
6. Stealing tests;
7. Forging signatures on other college documents; or
8. Collaboration without permission of instructor.

Consequences of Academic Dishonesty:

Academic and/or administrative sanctions may be applied in cases of academic dishonesty. Academic consequences may include:

1. Receive a failing grade on the test, paper or exam;
2. Have your course grade lowered;
3. Drop from the course.

Administrative consequences may include:

1. Be placed on disciplinary suspension; or
2. Be expelled.