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# Being Responsible Online: From Trolling to Online Negativity: Module Two

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# Being Responsible Online: From Trolling to Online Negativity

## Module Two: Information Reliability & Integrity

### Overview and Objectives

This was designed as a week-long online module for a 1-credit online information literacy course.

Activities in this module include:

- 2A: Codes of Academic Conduct (p. 3 - 4)
- 2B: What Are My Friends Sharing? (p.5 - 6)
- 2C: What Am I Clicking? (p.7)

Module content focuses on defining, evaluating, and identifying reliable information in the context of academic work and everyday life information use. By the end of this unit, students should be able to:

- Define plagiarism and misrepresentation as described in academic contexts
- Identify characteristics of credible & reliable online information sources
- Compare and contrast information use in academic and everyday life contexts
- Reflect upon personal online information consumption

Module content and learning objectives relate to the following Framework for Information Literacy for Higher Education Practices & Dispositions:

- Students give credit to the original ideas of other through proper attribution and citation. (Information has Value)
- Students respect the original ideas of others. (Information has Value)
- Students cite the contributing work of others in their own information production. (Scholarship as Conversation)
- Students are inclined to examine their own information privilege. (Information has Value)
- Students use research tools and indicators of authority to determine the credibility of sources. (Authority is Constructed and Contextual)
- Students understand the elements that might temper this credibility. (Authority is Constructed and Contextual)
- Students understand the increasingly social nature of the information ecosystem where authorities actively connect with one another and sources develop over time. (Authority is Constructed and Contextual)
- Students develop awareness of the importance of assessing content with a skeptical stance and with a self-awareness of their own biases and worldview. (Authority is Constructed and Contextual)
- Students decide where and how their information is published. (Information has Value)

- Students understand how the commodification of their personal information and online interactions affects the information they receive and the information they produce or disseminate online. (Information has Value)

Students must complete all items on the following list by the end of the module:

- 2A: Locate and read university/college misconduct policies and academic conduct policy or code for your home college. Pay particular attention to policy and code sections on plagiarism and misrepresentation.
- 2B: Compose and submit “What Are My Friends Sharing?” essay
- 2C: Compose and submit “What Am I Clicking?” essay

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## 2A: Codes of Academic Conduct

### Overview and Objectives

This activity prompts students to explore institutional definitions and policies related to plagiarism and academic integrity. By the end of this activity, students should be able to:

- Define plagiarism and misrepresentation as described in academic contexts.

*NOTE: The following content is provided to students enrolled in Being Responsible Online: From Trolling to Online Allyship at the University of Iowa. Content will need to be revised if presented to students at other institutions.*

### Student Handout

A number of policies govern academic misconduct at the University of Iowa. To get an understanding of these policies, please complete the following:

1. Please review Section II.C: Academic Misconduct in the "Policies & Regulations Affecting Students" on the Dean of Students website.
2. Read the relevant code or policy on academic misconduct for your college. As you read, pay close attention to the description of plagiarism & misrepresentation. You may want to take notes about these particular sections as you'll be asked to reflect on these definitions in your "What Are My Friends Sharing" essay. If the code or policy for your college does not describe plagiarism and/or misrepresentation, no worries. I'll ask you to reflect in other ways instead. If your college is not listed below, please let me know.
  - College of Liberal Arts and Sciences: <http://clas.uiowa.edu/students/handbook/academic-fraud-honor-code>
  - Tippie College Undergraduate Honor Code: [https://tippie.uiowa.edu/sites/tippie.uiowa.edu/files/documents/honor\\_code\\_and\\_judicial\\_board\\_procedures.pdf](https://tippie.uiowa.edu/sites/tippie.uiowa.edu/files/documents/honor_code_and_judicial_board_procedures.pdf)
  - College of Education Policy on Student Academic Misconduct: <https://education.uiowa.edu/coe-policies/student-academic-misconduct>
  - College of Engineering, Guidelines for Student Conduct: <http://www.engineering.uiowa.edu/current-students/academic-policies/academic-misconduct>
  - University College, Academic Misconduct: <https://uc.uiowa.edu/students/admitted-university-college-programs/academic-standards/academic-misconduct>
3. Once you have read the relevant codes and policies, respond to the "Codes of Academic Conduct Discussion Forum" prompts and respond to at least one other student comment.
  - Discussion prompts:
    1. Had you read these documents before? Have your instructors made it clear how they will deal with academic integrity issues, like plagiarism? In your own words, how

would you define academic integrity and plagiarism? Why do you think these two topics (academic integrity and plagiarism) are important in a college/university setting? Do you have unanswered questions about these topics?

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## 2B: What Are My Friends Sharing?

### Overview and Objectives

The goal of this reflective essay is for you to identify and describe the characteristics of credible and reliable online information, comparing and contrasting your approach to finding information in your day-to-day life with your approach to finding information for academic purposes.

In either a written essay of approximately 500 - 750 words OR a 3-4 minute video recording, please address the following:

1. Looking at your own social media feeds, find an informational article that someone has shared with you. It can be something your uncle posted to Facebook about 15 reasons to avoid eating avocados, or something your boss put on Twitter about the history of dogs as pets -- whatever piques your interest.
2. Evaluate the article. Come up with five reasons why you feel the article is or is not reliable and credible.
3. Write up your evaluation, as if you were writing a note to the original poster. How would you let them know that the source is a good one (or a lousy one)? How would you encourage and guide them to find a more reliable and credible source?
4. Scenario: You need to convince people of the value of getting a college education. Brainstorm 5 characteristics of what a "gold standard" article on that topic would look like. Who would write the content? How current would the content be? How would the author collect information about the topic?
5. Write up your "gold standard" evaluation. How reliable does an article need to be to share with family or friends? Are the standards different for a professional community? For an academic community?
6. Locate a reliable, "gold standard" article about the value of higher education that you would be comfortable sharing with family and friends via social media. Provide a citation for the article. It is up to you to choose the citation format you'd like to use for this (MLA, APA, Chicago), but you must choose one.

### Guidelines for a written reflection

Get in the habit of free-writing your written reflections to capture your thoughts, and then going back to proofread so you turn in a fairly polished piece of writing, free from most spelling, grammar, and punctuation errors. Remember that your writing is a reflection of you and your effort, and while your ideas are the most important part of reflection assignments, your writing will still impact your grade to a certain extent.

### Guidelines for a video reflection

Construct your video response in such a way that you are making sure to cover most of the prompts provided in the description of this reflection. If you need to use notes or cue cards, that is fine. This doesn't have to be fancy, but please make sure that the lighting and audio quality are good enough that you can be seen and heard easily.

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## 2C: What Am I Clicking?

### Overview and Objectives

The goal of this reflective essay is for you to identify and describe the characteristics of online information that catches your attention as you go about a typical day.

For at least 30-60 minutes, keep track of the posts you read as you scroll through your online social media sites, blogs, etc. In either a written essay of approximately 350 words OR a 23 minute video recording respond to what you've noted.

### Reflect on the following:

How do you decide which posts to look at and which to scroll past as you engage with social media (or other sites, if you don't use social media)? What types of posts tend to grab your attention? What types of posts do you tend to like? Use descriptive language in your reflection. Is it images associated with posts that catch your attention? If so, describe these images? Is it the number of likes the post has received? It is because a good friend shared it? Because it's at the top of your feed. The goal here is to get you to identify characteristics of online information that grab your attention and get you to click.

### Guidelines for a written reflection

Get in the habit of free-writing your written reflections to capture your thoughts, and then going back to proofread so you turn in a fairly polished piece of writing, free from most spelling, grammar, and punctuation errors. Remember that your writing is a reflection of you and your effort, and while your ideas are the most important part of reflection assignments, your writing will still impact your grade to a certain extent.

### Guidelines for a video reflection

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