

RHETORIC
RHET:1030: 0027
9:30 -10:20 am Monday-Thursday 7 EPB
Spring 2015
The University of Iowa
The College of Liberal Arts and Sciences
Department of Rhetoric
clas.uiowa.edu/rhetoric

COURSE TEXTS

Required Texts (available at the University Book Store)

- Steele, Claude M. *Whistling Vivaldi*
- Spiegelman, Art. *Maus I*
- Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*

Supplementary Readings (available on ICON)

- Additional texts will be provided as links in the content section of our class ICON page

RHETORIC COURSE GOALS

Rhetoric is a foundational course in the General Education curriculum. The course prepares you for engaged participation in University life through practice in critical thinking, reading, writing, listening, speaking, and research skills that future courses will build upon, regardless of major. Sound academic literacy skills are broad in scope and promote academic and professional success, as well as responsible citizenship in a democracy.

The curriculum is grounded in the premise that consequential questions of public import generate diverse responses. The sequence of assignments begins with description and rhetorical analysis of those responses, taking into consideration purpose, medium, occasion, and audience. The sequence ends with students crafting informed and well-considered presentations/compositions that take into account the interests and concerns of intended audiences.

SECTION THEMES AND GOALS: IDENTITY AND IDENTIFICATION

Persuade me.

Rhetoric is all about the first word of the sentence above; rhetoric is the study and practice of the art of persuasion. Yet the course texts and assignments of our section of Rhetoric 1030 also intentionally focus on the second word in that sentence: “me.” Our many identities as rhetors and citizens of the world inform the ways we create, ingest, and analyze arguments. This semester, our readings and class assignments

will engage with the following questions concerning *identity* and *identification* (along with the many more that we, as a class, will raise):

- How do our social, political, religious, gender, racial, and sexual (etc.!) identities—the ways we each define and are defined as “me”—shape how we persuade and are persuaded?
- How do rhetors invoke these identities to persuade us?
- How and when can social identity be harmful and oppressive?
- How do we use social identity rhetorically as a powerful catalyst for change?
- Why do we identify with an argument, a story, an image or cause?
- How can we encourage our readers and listeners to identify with our arguments or to otherwise embrace or listen to them?

GRADING

Final grades will be determined on the University’s A-F grade scale, with A as the highest possible grade. There is no final examination in this course. Course grades depend mainly on a series of major writing and speaking assignments. The rest of your grade depends on engaged and respectful participation, a co-led class facilitation, and informal assignments (see more details below).

All Major Assignments for your GER Rhetoric course **MUST** be completed satisfactorily for you to receive a passing grade in the course. Your instructor determines what constitutes satisfactory completion of the Major Assignments. If you have any questions or concerns about what “satisfactory completion” means in this context, please discuss this with your instructor well in advance of the assignment due date. Satisfactory completion of all Major Assignments is necessary, but it is not the only requirement you must meet to receive a passing grade.

Final Grade Percentages:

- 15% Speech #1
- 15% Essay #1
- 20% Speech #2
- 20% Essay #2
- 10% Engaged and respectful daily participation
- 10% Co-led class discussion and facilitation
- 10% Informal assignments, reading notes, and workshops

Accessing Grades:

Grades for major assignments will be posted on ICON under “Grades” approximately two weeks after the due date. Your participation grade and your grades on informal assignments will be posted at the end of the semester.

If you have a question or concern about a grade on a particular assignment, please observe the 24/7 rule: wait 24 hours to contact me about the assignment, but do not contact me 7 days after I returned the assignment with a final grade.

Grading Rationale:

A: To earn an A in this course, you must excel consistently, producing polished, well-crafted work that demonstrates mastery of new techniques and skills. You must use the revision process strategically to shape your work for your audience and take an active thoughtful leadership role in the classroom.

B: To earn a B, you must exceed all of the requirements of a C by producing proficient work that shows good evidence of revision and attention to audience considerations. You must be an active and constructive participant in the classroom and complete all activities thoroughly and with care.

C: Earning a C in this course signifies an average performance. To receive a C, you must produce competent, college-level work, completing all projects satisfactorily and on time, contributing positively to the classroom environment, giving basic attention to revision, and showing improvement.

D or lower: Earning a D or lower indicates that you have not shown consistent effort, have not met the minimum class standards in some way, or have hurt your grade by plagiarizing, not turning in work, or failing to participate.

COURSE POLICIES AND EXPECTATIONS

DEFINING “ENGAGED AND RESPECTFUL PARTICIPATION”

Students are expected to be present each class, on time, and engaged in the fullest sense. This means that students should listen actively and respectfully while also making helpful, substantive contributions to workshops, peer review, in-class writing activities, and discussion.

There are no “off-limits” topics, words, or opinions in this class. This means that we all bear the responsibility of maintaining a congenial classroom environment where every student feels comfortable voicing his or her ideas and convictions. Respectful communication in the classroom, then, necessitates particular attention to language, tone, and attitude. Even more importantly, respectful communication entails practicing genuine and generous listening to all of your classmates. While respectful (and even impassioned) disagreement is welcome, inconsideration for and intolerance of others’ positions is not.

I am aware that cultural power differences may empower some students to speak more comfortably than others in the space of the classroom. More participation is not better participation. It is students' responsibility to balance out classroom airtime—drawing out others, checking yourself if you're talking too much, and challenging yourself if you are reticent or reluctant to speak.

CRITICAL READING AND INFORMAL ASSIGNMENTS

An important goal of this class is to develop practices for critical and active reading. Reading, in this course, requires not simply an ingestion and regurgitation ideas expressed in texts but rather an interaction and critical engagement with authors. I suggest that you mark up your text—underlining, writing down questions and responses in the margins, paraphrasing important arguments—in a way that allows you to personally engage with an author and come to class prepared for lively discussion.

I will check your reading notes for completion frequently. If you do not feel comfortable writing in your books, you can opt to write page-specific comments on a separate sheet of paper, but I prefer that you mark up the texts instead.

We will also occasionally complete informal reading responses, writing activities, and analytical projects in class. Your completion of these, along with the aforementioned reading notes, will contribute to 10% of your final grade. *If you have an unexcused absence, you cannot make up points for that day's reading notes or any informal in-class activities or assignments completed during that class period.*

ABSENCES

You ought to be in class and on time every day. Absences cause you to miss out on instruction, learning time, and thinking opportunities. Consequently, absences, excused and unexcused, damage your learning experience and will negatively affect your grade. Assignments, directions, homework, and due dates will be updated in class and posted to ICON. If you are absent, do not email me asking me what you missed until you have checked ICON for updates and assignments. As mentioned above, you cannot earn points for reading notes, participation, or in-class activities on days when you have an unexcused absence. This includes peer workshops that contribute to your grades on major assignments.

If you plan to be absent for any reason, please contact me *before* the day you plan to miss. If your absence is unexpected, notify me as soon as possible. If you are absent for any reason, be sure to return prepared for the next day's lesson. **Before emailing me to ask what you missed in class, contact a classmate for notes and check ICON for information on assignments and updates to the syllabus. If you are still unclear as to assignment details, please stop by during office hours and speak with me.**

TIME MANAGEMENT AND LATE WORK

With four major assignments and three course texts, this class's course schedule is stuffed to the brim, and consequently, we will all have to make a concerted effort to complete readings and projects both thoroughly and on time. I have designed the course with less reading near project deadlines and busy times of the semester. Our class meets Monday through Thursday, but I have intentionally not made readings due each day. Instead, I've assigned large readings for fewer days in the week. I know that schedules can be variable, and this allows you the freedom to plan ahead and do reading when you have time. However, this arrangement does require skillful time management and personal accountability. Consequently, you will need to plan ahead and space out your reading time in order to thoroughly and attentively read the required text. *Note: Rhetoric is a 4 credit hour course. Therefore, students are expected to work at least 8 hours outside of class per week (two hours/credit hour) per University standards.*

Unless other arrangements are made (this includes excused absences) **late work must be turned in within 24 hours of the due date to receive partial credit. When turned in after the due date and time but within 24 hours, the assignment will receive a grade reduced by half of a letter grade.**

Assignments turned in after 24 hours may not be accepted. Late work, including work turned in using the "24-hour rule," is acceptable only by arrangement with me, and it may not be logistically possible for you to make up a public oral presentation even if an absence is excused. I will try to accommodate you but if class is unable to accommodate an audience for your speech, you may not be able to meet the requirement for public presentation of the speech.

COMMUNICATION WITH ME

As the instructor of this course, I look forward to fostering and participating in an environment of respectful and thoughtful idea exchange. I also hope to be a resource for each of you as you develop your critical writing, reading, speaking, and listening skills, both in class and during one-on-one appointments during my office hours (or a pre-arranged meeting outside of my office hours, if necessary).

I strongly encourage students to make an appointment or stop by my office hours to ask for clarification on assignments, raise concerns or discomforts, request help on papers and speeches, or discuss any issue relevant (or irrelevant!) to this class. Attending my office hours shows commitment to this course and demonstrates accountability for your learning.

If, for any reason, you find it necessary to email me (in regards to absences, time-sensitive questions, etc.), I will do my best to respond to your email within 24 hours during the weekdays and 48 hours during the weekends. If I do not respond within these parameters, resend the email.

TECHNOLOGY IN THE CLASSROOM

I expect that you will turn off/silence and put away all of your electronic devices (cell phones, iPads, iPods, etc.) before class begins. This includes laptops and e-readers unless otherwise specified. Inappropriate use of electronics during class time will negatively affect your participation grade. If, for any reason, you have a particular need for iPads, cell phones, or laptops during class time, please come talk to me during office hours.

There will be class periods, activities, and peer review sessions for which I allow and often encourage technology use. I will notify you of these moments as necessary.

CALENDAR OF COURSE ASSIGNMENTS AND EXAMS

This is a tentative calendar and is **subject to change**. Updates will be posted to ICON and/or shared in class. Students are responsible for tracking course activities, readings, and assignments as the semester progresses.

SPRING 2015 COURSE SCHEDULE

Week 1: Jan 20-23		Monday, Jan 19 is Martin Luther King, Jr. Day. No Classes. This week is Martin Luther King, Jr., Human Rights Week.
Tuesday, January 20 th : Welcome to Rhetoric!		
Wednesday, January 21 st :		Read: "How to Mark a Book," Adler (ICON) "Rhetorical Situation" (ICON)
Thursday, January 22 nd : Assign: Speech #1		Read: <i>Whistling Vivaldi</i> 1-15 Bring "Life in a Bag"
Week 2: Jan 26-30		Monday, Jan 26: Last day to add or drop courses without a \$12 charge. Tuesday, Jan 27: \$12 charge for each course added or dropped effective.
Monday, January 26 th :		Due: Speech #1 Topic and Artifacts
Tuesday, January 27 th :		Read: <i>Whistling Vivaldi</i> 16-43
Wednesday, January 28 th :		Read: Logical fallacies handout (ICON)
Thursday, January 29 th :		Read: <i>Whistling Vivaldi</i> 99-133
Week 3: Feb 2-6		Monday, Feb 2: Last day to add or drop courses without a W.
Monday, February 2 nd :		Read: <i>Whistling Vivaldi</i> 134-152
Tuesday, February 3 rd :		

Student-Led Discussion Day	
Wednesday, February 4 th : Speech Rehearsals and Workshops	Due: Rough Drafts of Speech #1
Thursday, February 5 th :	Read: <i>Whistling Vivaldi</i> 152-190
Week 4: Feb 9-13	
Monday, February 9 th : Speech Presentations	
Tuesday, February 10 th : Speech Presentations	
Wednesday, February 11 th : Speech Presentations	
Thursday, February 12 th : Speech Presentations	
Week 5: Feb 16-20	
Monday, February 16 th : Assign: Essay #1	Read: <i>Whistling Vivaldi</i> 191-219
Tuesday, February 17 th : Student-Led Discussion Day	Read: <i>Maus</i> 1-41
Wednesday, February 18 th :	Due: Essay #1 Prewriting Assignment
Thursday, February 19 th :	Read: <i>Maus</i> 42-95
Week 6: Feb 23-27	
Monday, February 23 rd :	Read: <i>Maus</i> 96-129 Bring an interesting page of <i>Maus</i> to analyze
Tuesday, February 24 th : Student-Led Discussion Day	Read: <i>Maus</i> 129-End
Wednesday, February 25 th :	Due: Essay #1 Outline
Thursday, February 26 th :	Read: <i>Writing to Change the World</i> excerpts (ICON)
Week 7: Mar 2-6	
Monday, March 2 nd :	Due: Rough Draft of Essay #1 Bring 3 Hard Copies
Tuesday, March 3 rd : Film: <i>Miss Representation</i>	
Wednesday, March 4 th : Film: <i>Miss Representation</i>	
Thursday, March 5 th :	Due: Polished Draft of Essay #1 Bring 2 Hard Copies
Week 8: Mar 9-13 Wednesday, March 11 Midterm	
Monday, March 9 th :	Due: Essay #1 Uploaded to

	ICON by 6:30 pm
Tuesday, March 10 th :	Read: <i>Henrietta Lacks</i> 1-26
Wednesday, March 11 th : Rhetoric in the “Real World”	
Thursday, March 12 th : Assign: Essay #2	Read: <i>Henrietta Lacks</i> 27-62
Week 9: Mar 16-20 Spring Break	
Week 10: Mar 23-27 Classes Resume	
Monday, March 23 rd :	Read: <i>Henrietta Lacks</i> 63-86
Tuesday, March 24 th : Student-Led Discussion Day	
Wednesday, March 25 th : Information Literacy	
Thursday, March 26 th : Information Literacy	Read: <i>Henrietta Lacks</i> 89-117
Week 11: Mar 30-Apr 3	
Monday, March 30 th : Integrating Research	Due: 4 Quotes from Sources
Tuesday, March 31 st : Student-Led Discussion Day	Read: <i>Henrietta Lacks</i> 118-143
Wednesday, April 1 st : Rhetoric in the “Real World”	Due: Essay #2 Outline Bring 1 Hard Copy
Thursday, April 2 nd :	Read: <i>Henrietta Lacks</i> 144-176
Week 12: Apr 6-10	
Monday, April 6 th : Peer Review Workshops	Due: Rough Draft of Essay # 2 Bring 3 Hard Copies
Tuesday, April 7 th : HeLa Debate	
Wednesday, April 8 th : HeLa Debate	
Thursday, April 9 th :	Due: Polished Draft of Essay # 2 Bring 2 Hard Copies
Week 13: Apr 13-17 Summer and Fall Early Registration	
Monday, April 13 th :	Due: Essay # 2 Uploaded to ICON by 6:30 pm
Tuesday, April 14 th :	Read: <i>Henrietta Lacks</i> 180-190
Wednesday, April 15 th :	Read: <i>Henrietta Lacks</i> 191-217
Thursday, April 16 th :	Read: Excerpts from <i>Writing to</i>

Assign Speech #2	<i>Change the World and Creative Confidence (ICON)</i>
Week 14: Apr 20-24 Monday, April 20: Last day to withdraw entire registration.	
Monday, April 20 th : Brainstorm Workshop	Due: Speech topic brainstorming worksheet
Tuesday, April 21 st :	Read: <i>Henrietta Lacks</i> 218-249
Wednesday, April 22 nd : Rhetoric in the “Real World”	
Thursday, April 23 rd :	Read: <i>Henrietta Lacks</i> 250-278
Week 15: Apr 27-May 1	
Monday, April 27 th :	Read: <i>Henrietta Lacks</i> 279-213
Tuesday, April 28 th : Student-Led Discussion Day	
Wednesday, April 29 th : Speech Rehearsals and Peer Workshops	Due: Rough draft of Speech #2 for rehearsal
Thursday, April 30 th :	Read: <i>Henrietta Lacks</i> 311-End “The Immortal Life of Henrietta Lacks, the Sequel” (ICON)
Week 16: May 4-8 Close of classes on Friday, May 8	
Monday, May 4 th : Final Speeches	
Tuesday, May 5 th : Final Speeches	
Wednesday, May 6 th : Final Speeches	
Thursday, May 7 th : Final Speeches	

The attached Common Policies and Practices document constitutes part of this syllabus.

**RHETORIC DEPARTMENT
COMMON POLICIES AND PRACTICES
FOR ALL GE RHETORIC COURSES:
RHET:1030 RHET:1040 RHET:1060**

The University of Iowa
The College of Liberal Arts and Sciences
Department of Rhetoric
clas.uiowa.edu/rhetoric

Department Chair: Steve Duck, 164 EPB. Call 319-335-0186 or email steve-duck@uiowa.edu
Department Main Office: 170 EPB. Call 319-335-0178 or email rhetoric@uiowa.edu

ADDITIONAL INSTRUCTION

To help your transition to university-level scholarship, The Rhetoric Department provides free, individualized instruction and assistance with both writing and public speaking

The Writing Center (110 EPB; phone: 319-335-0188) offers suggestions and feedback on all sorts of writing, including course papers, articles intended for publication, theses and dissertations, creative writing, and multimedia projects. (<http://writingcenter.uiowa.edu>)

The Speaking Center (412 EPB; phone: 319-335-0205) offers one-on-one and small group tutoring and consultation to students and instructors on campus who would like to work on any aspect of oral communication. (<http://clas.uiowa.edu/rhetoric/speaking-center>)

Both Centers provide instruction and assistance to all University of Iowa students, staff and faculty to improve and practice these important academic and career skills.

GRADING

Final grades will be determined on the University's A-F grade scale, with A as the highest possible grade. There is no final examination in this course. The majority of your grade depends on a series of four major assignments. The rest of your grade depends on other activities: informal speeches, responses to reading, peer response workshops, and other class participation.

Earning a C in this class signifies an average performance. You are producing competent college-level work, completing all projects satisfactorily and on time, contributing positively to the classroom environment, giving basic attention to revision, and showing improvement across the semester. (Note: you cannot earn higher than a C without giving consistent, effective attention to the revision process.)

To earn a B, you must exceed the aforementioned requirements. You do this by producing proficient work that shows good evidence of revision and attention to audience considerations, by being an active, constructive participant in the classroom, by completing all activities thoroughly and with care, and by showing preparation, organization, and improvement in every area.

To earn an A, you must excel consistently. This will include producing polished, well-crafted work that demonstrates mastery of new techniques and skills, using the revision process strategically to shape your work for your audience, and taking an active, thoughtful leadership role in the classroom.

Earning a grade of D or lower means that you have not shown consistent effort, have not met minimum class standards in some way, and/or have hurt your grade by plagiarizing, not turning in work, or failing to participate. Students most often get D and F grades because they are not talking in class or not completing the steps of the major assignments on time.

Grades are calculated according the following scale:

The top grade is A	B+: 87-89	C+: 77-79	D+: 67-69	F: 59 and below
A: 93-100	B: 83-86	C: 73-76	D: 63-66	
A-: 90-92	B-: 80-82	C-: 70-72	D-: 60-62	

NOTE: All four Major Assignments for Rhetoric courses must be completed satisfactorily for a student to receive a passing grade overall.

ATTENDANCE, PARTICIPATION, EFFORT, & ACADEMIC EXCELLENCE

This course is performance-based, emphasizing learning through daily class activities and homework. You are expected to attend every class meeting and to actively participate in discussions, exercises, and other class work. Each assignment prepares you for the next; thus to miss class or skip an assignment will lower the quality of your overall performance, limiting your learning and your grade in the course.

For a 4 credit hour course, you are expected to work on average at least 8 hours outside of class per week (i.e. 2 hours per each credit hour per week). If you are taking four courses for 13 credit hours then you are expected to be spending 26 hours per week, outside of class, preparing, reading, writing and researching. The link at <http://clas.uiowa.edu/faculty/teaching-policies-resources-student-workload-guidelines> explains this more fully. Many students, especially first-year students, believe that studying "a lot" can be defined as around 12 hours a week, but being a student at UI involves much more than that.

Rhetoric is not an "easy A". To demonstrate "excellence" in the Rhetoric class, you must attend regularly and excel consistently. This will include producing polished, well-crafted work that demonstrates mastery of new techniques and skills, using the revision process strategically to shape your work for your audience, providing useful feedback to your peers, carefully and energetically preparing in advance for each class, and taking an active, thoughtful leadership role in the classroom.

EXCUSED ABSENCES & LATE WORK

According to University policy (please refer to <http://clas.uiowa.edu/faculty/teaching-policies-resources-student-absences> for a detailed explanation of this policy), absences from class are excused in the following circumstances:

- Illness or injury.
- Family emergencies.
- Mandatory religious obligations—must be documented and arranged **in advance**.
- Authorized University activities—must be documented and arranged **in advance**.

If you have a conscientious objection to course material covered on a given day, you may choose not to come, and may be asked to complete an alternative assignment or activity. See UI Operations Manual III.15.2f). Your instructor may require you to complete the Registrar's "Explanatory Statement for Absence from Class" form, which is available at <http://www.registrar.uiowa.edu/Student/FormsforStudents/tabid/79/Default.aspx>.

Late work will be credited only by arrangement with the instructor, and it may not always be possible to make up an oral presentation even if an absence is excused.

Falsifying excused absences, including on Student Health self-reports, is a violation of the Code of Student Life and as such will be reported to the Associate Dean for Undergraduate Programs & Curriculum, who can impose University sanctions.

ADDS/DROPS & TRANSFERS

All section changes are handled on-line, unless your advisor requires a signed add/drop slip. Add/drop slips are valid only if signed by the DEO of the Rhetoric Department—your instructor does not sign add/drop slips. No Adds are permitted after the first Friday of the Fall semester and after the first Monday of the Spring semester. Transfer students are placed in this course based on transcripts. Contact the Rhetoric Office with any questions.

UI POLICIES & PROCEDURES

ADMINISTRATIVE HOME

The College of Liberal Arts and Sciences is the administrative home for Rhetoric. Different colleges may have different policies. Please refer to the CLAS [Academic Handbook at http://clas.uiowa.edu/students/handbook](http://clas.uiowa.edu/students/handbook).

DIVERSITY & INCLUSION

The University of Iowa prohibits discrimination in employment or in its educational programs and activities on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or associational preference. No acts of discrimination will be tolerated in this class. Formal policies around diversity are built into the syllabus template, and more information is at <http://diversity.uiowa.edu/eod/>.

UNDERSTANDING SEXUAL HARASSMENT

Sexual harassment subverts the mission of the University and threatens the wellbeing of students, faculty, and staff. We share a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See [Part II.4 of the Operations Manual](#) at <http://www.uiowa.edu/~our/opmanual/ii/04.htm> for assistance, definitions, and the full University policy.

ACCOMMODATIONS FOR DISABILITIES

A student seeking academic accommodations must register with [Student Disability Services](#) (please refer to <http://www.uiowa.edu/~sds/>) and meet with the instructor privately to make particular arrangements.

ELECTRONIC COMMUNICATION

You are responsible for all official correspondences sent to your standard University of Iowa e-mail address (@uiowa.edu). Check your account frequently.

ACADEMIC FRAUD

Any instance of a student falsely presenting work that is not their own (e.g. plagiarism, cheating) is academic fraud and is taken seriously by the College. The instructor reports any suspicion of fraud to the department and follows procedures outlined <http://clas.uiowa.edu/faculty/teaching-policies-resources-academic-fraud>. Consequences may include failure of the assignment or course, suspension, or expulsion.

Resubmitting work for which academic credit has already been given is fraud. It does not matter where or when the work was previously submitted. Any student who has previously submitted work for grading in Rhetoric and who resubmits that work in another class is committing academic fraud. For that reason, if you are repeating Rhetoric for a second grade option or for any other reason, you must submit work that is new or that has been substantially revised in terms of effort and extension of thought and quality.

MAKING A SUGGESTION OR A COMPLAINT

You and your Rhetoric instructor may not always see eye to eye. If there is a problem, please speak to your instructor first. Often you and your instructor can resolve the issue without need for further action. Your instructor may consult with the course supervisor for advice. If matters are still unresolved, feel free to speak with Carol Severino (carol-severino@uiowa.edu), the department officer charged with dealing with student concerns. If she cannot resolve the issue, then it goes to Steve Duck, the Rhetoric DEO. Complaints must be made within six months of the incident. Please refer to the [CLAS Academic Policies Handbook](#) at <http://clas.uiowa.edu/students/handbook>.

REACTING SAFELY TO SEVERE STORMS

In severe weather, you should seek shelter in the lowest, innermost part of the building, away from windows. The class will continue if possible when the event is over. Please refer to

[Operations Manual, II.22](#) or <http://emergency.uiowa.edu/content/severe-weather> and be sure to sign up for <http://hawkalert.uiowa.edu/>.

CLARIFYING STUDENT COLLABORATION

Some of your work may be collaborative. Each student on a research team is expected to complete a similar amount of work and to contribute equally to the project. Each student will complete a self-evaluation and a group evaluation, describing this equality or the lack of it during the group's work. For more information, see the assignment sheet, the grading rubric, and the self-evaluation form for the project. Students who misrepresent themselves as equal partners in this collaborative project but who are actually letting others do the bulk of the work will be reported to the College for academic dishonesty. If you have questions, it is your responsibility to ask them.