

Tutorial 100-04: Contagion

Instructor Information

- Professor Eikmeier, Assistant Professor of Computer Science
- She/Her/Hers Pronouns
- Office: Noyce 3809
- Office Hours: TBD
- Book appointments: calendly.com/eikmeier

Course Information and Partners

Time: Tuesdays and Thursdays, 8:00am – 9:50am Location: Noyce 1245

Writing Mentor: Marisa Goffman, goffmanm@grinnell.edu

Library Partner: Kevin Engel, engelk@grinnell.edu

Writing Lab Partner: Erin Todey, todeyerin@grinnell.edu

CLS Partner: Katie Kuch, kuchkatie@grinnell.edu

Academic Advising Partner: Belinda Backous, backousb@grinnell.edu

Short Description

In a global pandemic, how does a virus spread across the world? In the information age, how does “fake news” turn into wide-believed facts? How do social justice movements such as #BlackLivesMatter and #MeToo take hold? Each of these questions can be answered with *Networks*: relationships of people and things. This tutorial will explore how various things (diseases or ideas) spread, through the lens of Network Science. We will study classical ideas of Network Science through modern applications, to better understand the world around us. This tutorial will have an analytical component.

Learning Objectives

In Tutorial, first year students explore a topic of interest in a small group, with the goal of illuminating methods of inquiry. We will focus particularly on writing, critical reading, and oral communication. In addition, this course will initiate the process of planning for a liberal arts education at Grinnell.

By the end of the tutorial, you can expect to:

1. Be introduced to college-level writing
2. Develop critical thinking skills through close reading of texts and analysis of materials
3. Become familiar and adept in oral communication through class discussions and/or prepared presentations
4. Know how to use the resources in the library, such as the databases, audiovisual tools, and the librarians themselves
5. Understand academic honesty policies and practices in Grinnell
6. Foster a good relationship with your tutorial instructor, who will serve as your academic adviser

Class Requirements

Attendance and Participation

Your attendance and participation in class is an integral part of your learning. On each day of class, you will either be marked as *satisfactory (S)* or *not-satisfactory (NS)*. You may obtain an *S* each day by meeting the following requirements:

- Arrive on time for class, do not leave early
- Arrive prepared for class activities by having completed the required reading or other pre-class preparation
- Actively engage and participate in all small group work
- Ask a question *or* provide an answer in full group discussion/lecture

You may be excused for a class under certain situations. Excusable reasons to miss class include college sponsored sports absences, religious holidays, family emergencies, and illness. In most of these cases you should email me in at least a week in advance of your planned absence. In the case of illness, I may request documentation from SHAW or another medical provider. Please do not attend class if you suspect you may have COVID-19. If you are excused from class, then you will receive an *S* for the day.

Exploratory Assignments

Throughout the course of the semester, I will ask you take notes in a Journal, and complete smaller writing or presentation assignments. These will be graded for completion and aim to contribute to the learning objectives in a low stake way. To receive a grade of *completed*, your work should show clear evidence of engagement with the assignment but may be less polished.

Journal entries should be completed before class on the day that the reading is due (note that this is most days). Submit a journal by opening Pweb, clicking "Journal" on the left menu, and creating a new entry. In addition to reading journals, the exploratory assignments include:

- Literary Narrative, Due 8/31
- What is ...?, Due 9/7
- Area of Study Presentations, Due 11/2
- Who do you want to be on graduation day?, Due 11/9
- Tentative 4-year plan in Self-Service, Due before your individual advising appointment

Papers

You will write three formal papers this semester. Each paper will be marked as *satisfactory (S)* or *not-satisfactory (NS)*. In order to receive an *S* you will need to follow instructions carefully. Though the assignments vary, each will require a process of brainstorming, writing, and revision over the course of several weeks. It is usually evident when students do not put in the required time and thought.

- Paper 1: Due 9/28
- Paper 2: Book Review Due 10/14
- Paper 3: Research Paper Due 11/23

Revisions

For any exploratory assignment or paper which you turn in and receive a grade of *NS* you may resubmit it for no penalty. You may not resubmit an assignment which you did not turn in. Resubmissions are due during finals week but may be turned in at any time. Revisions should be turned in under my office door (not on Pweb). Any revised assignment must include the following components stapled together:

- 1) A copy of the first submission, including any feedback given by the instructor
- 2) A reflection which includes a summary of what you worked on for the resubmission, including if you sought help from the writing lab or mentor
- 3) A copy of your new submission

Letter Grades

Letter grades for the entire course will be assigned using a variation of *specifications grading*. In this course, you must satisfactorily complete material to earn progressively higher grades. If you do not satisfactorily complete an assignment the first time, you may revise and resubmit. Resubmissions will be due at the end of the semester and will require additional writing to elaborate on what has changed in the revision (see section above).

To receive a C

- Satisfactory Attendance & Participation on 20 days (out of 26)
- Completion of 65% of Exploratory Assignments (13 out of 21)
- Satisfactory on one paper

To receive a B

- Satisfactory Attendance & Participation on 22 days (out of 26)
- Completion of 85% of Exploratory Assignments (17 out of 21)
- Satisfactory on two papers

To receive an A

- Satisfactory Attendance & Participation on 24 days (out of 26)
- Completion of 92% of Exploratory Assignments (19 out of 21)
- Satisfactory on all three papers

A D will be given for meeting two of the three requirements for a C. An F will be given for meeting zero or one of the requirements for a C.

To move from a *B* to a *B+* or a *C* to a *C+*: you must have completed the requirements of the lower tier (*B/C*) and meet the requirements of at least one of the components of the higher tier (*A/B*).

To move from a *B* to an *A-* or a *C* to a *B-*: you must have completed the requirements of the lower tier (*B/C*) and meet the requirements of at least 2 components of the higher tier (*A/B*).

Class Materials

Required Texts

The following texts are required; however, they are available online for free. You may choose to purchase paper copies of the first two books if you prefer.

- *The Misinformation Age* by Cailin O'Connor and James Owen Weatherall. Available for free online through Grinnell college library: <https://www-jstor-org.grinnell.idm.oclc.org/stable/j.ctv8jp0hk>
- *#HashtagActivism* by Sarah J. Jackson, Moya Bailey, and Brooke Foucault Welles. Available for free online through the the Grinnell college library: https://grinnell.primo.exlibrisgroup.com/permalink/01GCL_INST/1ek0oud/alma991011163069704641
- Grinnell College Guide to Reading, Writing, and Speaking [Grinnell College Guide to Writing, Research, and Speaking.pdf](#)
- Various academic articles, which will be linked in Pweb

Resources

- Access our course materials and submit your assignments: [PWeb](#) (<https://pioneerweb.grinnell.edu>)
- Databases, journal articles, and more: [Grinnell Library](#) (<https://www.grinnell.edu/academics/libraries>)
- Receive Assistance with strengthening your writing: [Grinnell Writing Lab](#) (<https://www.grinnell.edu/academics/centers-programs-and-resources/writing-lab>)
- Health and Wellness: [SHAW](#) (<https://www.grinnell.edu/about/offices-services/student-health>)
- Purdue OWL. Carefully maintained and regularly updated. Students most often know it for its citation guides, but there's much more to the OWL than that, including advice and exercises on virtually any topic related to writing clearly, concisely, and correctly in various genres. [[available online](#)]

Course & College Policies

Attendance

I highly encourage you to attend all class sessions. Attendance in class will contribute to your grade (see the course requirements section of the syllabus). In tutorial, we will talk about what it means to come prepared for class and to be a positive contributor to the classroom environment. Your active participation is a requirement for this class as well as most classes you'll take at Grinnell. If you know that you need to miss class, I appreciate knowing in advance.

Late Policy

All assignments are to be turned in electronically by 10:30pm Central Time on the day they are due. I am aware that there are several things outside of your control that may affect your ability to complete work on time. If possible, please let me know if you plan to turn in work late. Assignments turned in more than three days late, without prior approval of the instructor will not be graded. Additionally, if you turn in something late you should expect that I may not be able to return it to you in a timely manner.

Please refer to the Student Workload statement below, to emphasize that you should attempt to follow the posted deadlines.

Incomplete Grade Policy

All work for the course is due by 5:00 pm on the last day of finals (12/17/2021). In exceptional circumstances, incomplete grades can be granted. Talk with me if you think you might need an incomplete to complete all the requirements of the course.

Student Workload

You can expect to spend 12 hours per week on this course, including all in-class and out of class time. This number is based off of the Grinnell Guidelines for credit-hours. I would not expect you to be able to complete things last minute, so we will work together on planning and organization.

Academic Honesty Statement

[Grinnell College's Academic Honesty policy](#) is located in the online Student Handbook. It is the College's expectation that students be aware of and meet the expectations expressed in this policy. In addition, in this course, it is my expectation that students may collaborate to form ideas, however your collaboration must be attributed. It is my expectation that all written material will be produced independently.

If you have questions about how a particular assignment relates to the College's policy, or how to attribute your collaboration, I will gladly consult with you in advance of the assignment's due date.

Religious Observance

I encourage students who plan to observe holy days that coincide with class meetings or assignment due dates to consult with me in the first two weeks of classes so that we may reach a mutual understanding of how you can meet the terms of your religious observance and the requirements for this course.

Students with Disabilities

I encourage students with documented disabilities, including invisible disabilities such as chronic illness, learning disabilities, and psychiatric disabilities, to discuss appropriate accommodations with me. You will also need to have a conversation about and provide documentation of your disability to the Coordinator for Disability Resources, located on the ground level of Steiner Hall (641-269-3124).

Inclusion Statement

It is my intention that students from all backgrounds and perspectives will be well served by this course, and that the diversity that students bring to this class will be viewed as an asset. I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, socioeconomic background, family education level, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class. Your suggestions are encouraged and appreciated.

Take care of yourself

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available through campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, I strongly encourage you to seek support. Student Health and Wellness (SHAW) is here to help: call [641-269-3230](tel:641-269-3230) and visit their website at <https://www.grinnell.edu/about/offices-services/student-health>. Consider reaching out to a friend, faculty, or family member you trust for help getting connected to the support that can help.

If you or someone you know is feeling suicidal or in danger of self-harm, call someone immediately, day or night:

- Need to Talk Line: 641-269-4404 (available 24/7 for counseling needs)
- 24/7 Suicidal Hotline: 1-800-273-8255
- **If the situation is life threatening, call 911**

Acknowledgements

- The inclusion statement has been taken verbatim from <https://lgbtq.asee.org/resources/ally-resources/>
- The Take Care of Yourself Section has been taken verbatim from <https://www.cmu.edu/teaching/design/teach/design/syllabus/syllabussupport.html>
- The grading system based on specifications grading was developed by Peter-Michael Osera and adapted to the needs of this course.

Calendar

	Date	Topics/Skills	Readings and Deadlines
1	8/26	How to read a Syllabus Appropriate Correspondence Think-Pair-Share	
2	8/31	Fundamentals of Network Science	Reading: Grinnell College's Academic Honesty booklet, Part 1 (pages 1 – 15)
		Academic Honesty Note-taking and asking questions during lectures	Due: Literary Narrative
	9/2	Epidemiology on Networks Note-taking while reading Citation	Reading: Grinnell College's Academic Honesty booklet, Part 2 (pages 17 – 33)
3	9/7	Vaccines in networked populations	Reading: Vaccination and epidemics in networked populations – An Introduction
		How to do class discussions Initiating our writing journey	Due: "What is...?"
	9/9	What is truth? Guest: Erin Todey from the writing center, paper 1 workshop	Reading: The Misinformation Age, Introduction and Chapter 1
4	9/14	Polarization and Conformity Paraphrase, Quotation, & Analysis	Reading: The Misinformation Age, Chapter 2
	9/16	Networks of Social Interactions Paper 1 workshop	Reading: Reactive School Closure weakens the network of social interactions and reduces the spread of influenza

	9/21	The evangelization of peoples Guest: Erin Todey from the writing center, peer review	Reading: The Misinformation Age, Chapter 3 Due: Smooth draft of paper 1 in class
5	9/23	The snowball effect Book Reviews, audience	Listen: Hidden Brain, the snowball Effect https://hiddenbrain.org/podcast/the-snowball-effect/ Reading: Twice Toward Justice, two review articles
	9/28	How even good intentions can go wrong Guest: Erin Todey, Paper 2 workshop	Reading: The Misinformation Age, Chapter 4 Due: Paper 1
6	9/30	Wrapping up Misinformation Age Guest: Belinda Backous from academic advising	
	10/5	Modes of communication	Reading: Twitter Thread on Vaccines
7	10/7	Peer review of Paper 2 Modes of Social Justice	Due: Smooth draft of paper 2 in class Reading: #HashtagActivism, Introduction
	10/12	Athletic Day	
8	10/14	Movie Day	Due: Paper 2
	10/19	Fall Break	
	10/21	Fall Break	
	10/26	Women Tweet on Violence Brainstorming final research topics	Reading: #HashtagActivism, Chapter 1
9	10/28	Ethics of Network Science Research Guest: Kevin Engel from the Library, Finding sources	Reading: Ethical and Strategic Issues in Organizational Social Network Analysis

10	11/2	Presentations on areas of study	Due: Area of Study Presentation Reading: #HashtagActivism, Chapter 3
	11/4	Guest: Kevin Engel from the Library, Source Evaluation	Due: Paper 3 Topic Proposal
11	11/9	Building a 4-year plan	Due: Who do you want to be on graduation day?
	11/11	Pre-registration Instead of class we will have individual advising appointments.	Due at time of your appointment: Tentative 4 year plan in Self-Service
12	11/16	Pre-registration Instead of class we will have individual advising appointments.	Due: Annotated Bibliography
	11/18	The networked case for black lives Guest: Katie Kuch from the Center for Careers, Life, and Services	Reading: #HashtagActivism, Chapter 5
13	11/23	Scavenger Hunt Wellness	Due: Paper 3
	11/25	Thanksgiving Break	
14	11/30	How to give a presentation Digital Allyship	Reading: #HashtagActivism, Chapter 6
	12/2	TBD	
15	12/7	Presentations	
	12/9	Presentations Course Evaluations	
	12/14	Finals Week	Due: All Revisions