

# **Information & Society | LIB 3040 Spring 2025 Syllabus**

*Cross-listed with COM 3040 and PAF 3040*

## **Contact Information**

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## **Course Description**

Information & Society is a course that examines the nature, production, value and uses of information in historical perspective; the latest development in information technology; the ways information is produced and disseminated and how they affect business, politics, media, science, arts and culture; the growth of the information society; and major information policy issues.

## **LIB 3040 Learning Goals**

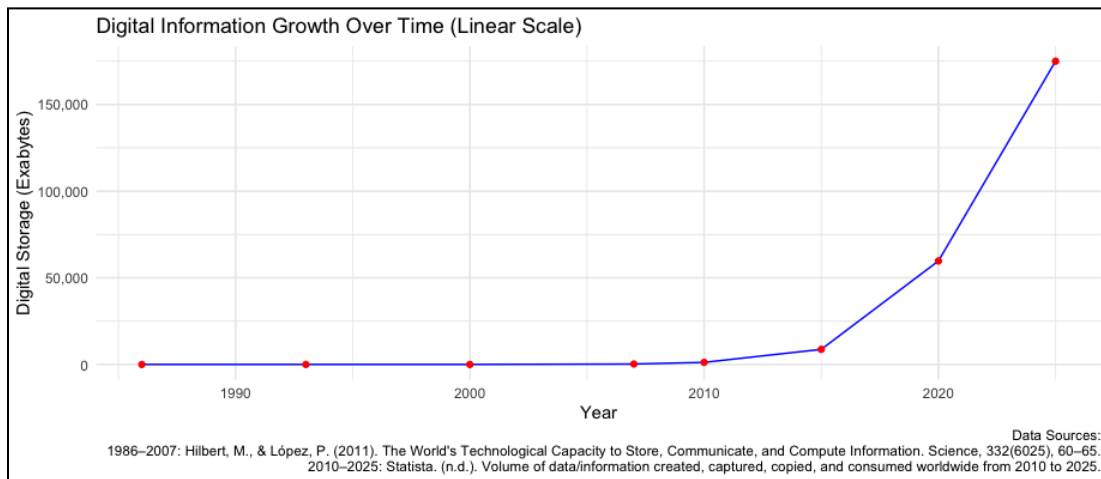
1. Identify the nature, value, and uses of information in the past and present
2. Describe the principles of the organization, production, and dissemination of information
3. Describe the impact of the latest developments in information technology on social, cultural, political, and economic institutions
4. Analyze the major issues in information policy and ethics
5. Be able to identify an information need, find and evaluate information, and use information for a specific purpose
6. Apply knowledge gained from coursework to write a "topic brief" report about an information-and-society topic and present it to the class.

## **Course Materials**

There is no textbook for this course. All readings, videos, and other media will be posted on Brightspace. Links to some course readings will connect you to Newman Library databases to access the materials or posted to Brightspace. When connecting to course readings in library databases while you are off campus, you may be asked to type your CUNY Login username and password.

## Course Introduction

The following is a visualization of the growth (measured in “exabytes”) in digital information since the late 1980s:



For reference, here are common digital consumer items and the their relationship to **one exabyte**:

Item	Approximate Quantity for 1 Exabyte
iPhone ( <b>512 GB</b> )	1,953,125 iPhones
PlayStation 5 storage ( <b>825 GB</b> )	1,212,121 PS5s
4K <i>Oppenheimer</i> (2023) ( <b>150 GB</b> )	6,666,667 movies
Laptop storage ( <b>1 TB</b> )	1,000,000 laptops
Netflix 4K Streaming ( <b>7 GB/hr</b> )	16,300 years of streaming

While representing information merely as "bytes occupied" is a debated perspective among information theorists, the exponential growth of digital information is undeniably a significant development of recent history and is deserving of thorough consideration and study.

### This leads to a few questions:

Who has access to this information?

Who decides what information is visible or promoted?

What systems or frameworks ensure that this digital information is organized?

Who teaches individuals how to navigate and explore this information landscape?

Who ultimately is responsible for preserving this information?

**Once you've thought about the above questions, consider:**

What are the broader societal implications of how information is managed?

Are society's current efforts sufficient? Or do we need to rethink our approach to both information management and also, how individuals process and interpret information, that is: "information literacy"?

 **Welcome to LIB 3040!** 

## Grading

Assignment & Point Values	
Labs (4)	20
Community Grade	20
Notebooks	30
Final Project	20
Final	10

## Grading Scale

93.0 - 100	A	73.0 - 77.0	C
90.0 - 92.9	A-	70.0 - 72.9	C-
87.1 - 89.9	B+	67.1 - 69.9	D+
83.0 - 87.0	B	60.0 - 67.0	D
80.0 - 82.9	B-	Below 60.0	F
77.1 - 79.9	C+		

## Assignment Breakdowns

### Labs (20%):

Throughout the semester, you will be tasked with exploring a central challenge in: information management, information retrieval or information technology. Labs will be

released and discussed in class. You will be given class time to work on lab assignments, but expected to finish all work outside of class.

### **Community Grade (20%):**

Your Community Grade reflects your active engagement with the course material, your contributions to class discussions, and your ability to connect the course content with your own experiences and perspectives. This grade evaluates the following:

- Are you thoughtfully engaging with the readings, discussions, and assignments?
- Are your reflections informed by a clear understanding of the course material?
- Are you actively participating in class discussions and group activities?
- Are you contributing ideas, questions, or insights that deepen the conversation?
- Are you incorporating your own experiences and opinions about your digital life into the course discussions?
- Are you thoughtfully connecting your digital experiences with the broader themes and concepts explored in the class?

Lateness and class absences are factored into your community grade.

### **Notebooks (35%):**

Every week, you will be assigned a “Notebook” - a collection of readings, summaries or chatbot prompts followed by a quiz. This material is important to review before that week’s content and to assess your engagement with the course’s relevant texts.

The quizzes will be a collection of multiple choice questions, open-ended short-answer questions, “mini-tasks”, or essay-based responses.

Recognize Notebooks, and their corresponding quizzes, are being used in lieu of traditional quizzes and examinations.

### **Final Project (25%):**

You will be given a choice of questions to explore for your final project.

The Final Project will be released a few weeks after the start of the course.

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## **Critical Thinking in LIB 3040**

While the importance of “critical thinking” is oft-cited in college-level pedagogy, there arguably is no universally agreed-upon definition.

In this course, I define critical thinking as follows:

1. **Recognizing complexity:** Acknowledging that functioning as a citizen in a democracy involves carefully considering competing views.
2. **Investigating perspectives:** Exploring diverging viewpoints and perspectives with an open mind.
3. **Arriving at informed conclusions:** Making logical, sound decisions that are supported by sourced research, journalism, and scholarly established schools of thought.

A critical thinker is someone who:

- Understands there may not always be a "right" answer, but instead, a range of points of view.
- Is able to engage fully and fairly with diverging perspectives without ideological bias or preconceptions.
- Recognizes that knowledge is dynamic and ever-changing, requiring adaptability and a willingness to revise one's views when new evidence emerges.

Below is a week-by-week outline of the course content. Pay close attention to the **"Focus Questions"** each week. These questions encourage you to think critically about the course's content and they ultimately form the foundation of LIB 3040's pedagogical goals.

**Your ability to critically engage with these questions will be the central focus of LIB 3040.**

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## WEEK 1

**Monday** (January 27) : Class introduction and syllabus overview.

**Wednesday** (January 29) : NO CLASS

### Focus Questions:

- What are the course expectations for LIB 3040?
- What assessments will be used to derive my final grade for this course?

### Readings:

Farrell, M., & Berjon, R. (2024, April 29). We need to rewild the internet. *Noema*.  
<https://www.noemamag.com/we-need-to-rewild-the-internet/>

Webster, F. (2006). *What is an information society?* In *Theories of the information society* (3rd ed., pp. 8–31). Routledge.

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## WEEK 2

**Monday** (February 3) : Conducting research at the Newman Library.

**Wednesday** (February 5): What is the Information Society? What are the different theories about the Information Society?

### Focus Questions:

- How do I conduct basic research at the Newman Library?
- What are the fundamental resources used in college-level research?
- What are the defining features of the Information Society?
- What are the dominant theories surrounding the Information Society and is there any one theory you identify with?
- What is “technological determinism” and how does it relate to how one views the Information Society?

### Readings:

Webster, F. (2006). *Post-industrial society: Daniel Bell*. In *Theories of the information society* (3rd ed., pp. 32–59). Routledge.

Webster, F. (2006). *Regulation School theory*. In *Theories of the information society* (3rd ed., pp. 60–97). Routledge.

Webster, F. (2006). *Network society: Manuel Castells*. In *Theories of the information society* (3rd ed., pp. 98–123). Routledge.

Webster, F. (2006). *Information and the market: Herbert Schiller*. In *Theories of the information society* (3rd ed., pp. 124–160). Routledge.

Webster, F. (2006). *Information and postmodernity*. In *Theories of the information society* (3rd ed., pp. 228–262). Routledge.

Wikipedia contributors. (2024, December 13). *Technological determinism*. In *Wikipedia, The Free Encyclopedia*. Retrieved December 13, 2024, from [https://en.wikipedia.org/wiki/Technological\\_determinism](https://en.wikipedia.org/wiki/Technological_determinism)

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## WEEK 3

**Monday** (February 10): How do I conduct historical and “current events” research at the Newman Library?

**LAB #1** Train a Google Notebook LM with library resources to answer a set of instructor-provided questions on historical topics.

**Wednesday** (February 12): **NO CLASS**

**Focus Questions:**

- What are the dominant resources used for historical research at the Newman Library?
- What challenges exist in researching historical newspapers?
- What is a Large Language Model (LLM) and how useful is it as an information resource? How do LLMs relate to Retrieval-Augmented Generation (RAG)?

**Readings (continued from previous week...):**

Sterling, B. (1996, December). The hacker tourist ventures forth. *Wired*.

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**WEEK 4**

**Monday** (February 17): **Baruch College Closed**

**Tuesday, February 18, Baruch College follows a Monday schedule**

**Tuesday** (February 18): What is information?

**Wednesday** (February 19): What is Information Management? Introduction to **LAB #2**.

**Focus Questions**

- What are the differing definitions of information?
- How does one’s view of information inform their attitudes towards the Information Society?
- What is LIB 3040’s “Information Management Framework”?
- How does the work of the Newman Library and its information professionals relate to LIB 3040’s Information Management Framework?

Kearney, C. (2019, October 11). Have you been to the library lately? *The Walrus*.

<https://thewalrus.ca/future-of-libraries/>

Newitz, A. (2024, August 19). Data archives, archeologists, and the future of TikTok: The race to save our digital past. *MIT Technology Review*.  
<https://www.technologyreview.com/2024/08/19/1096284/data-archives-archeologists-tiktok-future-wayback-machine/>

Shah, A. (2023, August 7). Are libraries the future of media? *Popula*.  
<https://popula.com/2023/08/07/are-libraries-the-future-of-media/>

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## WEEK 5

**Monday** (February 24): **LAB #2** Create a digital library.

**Wednesday** (February 26): From the Public Sphere to the Digital Sphere: Democracy in the Digital Age

### Focus Questions

- Historically, what is the public sphere and what is its relationship to democratic societies?
- Is the digital public sphere a revival of democratic participation or a fragmented space that undermines rational, respectful debate?
- Does the democratization of content creation strengthen the public sphere?
- Can digital platforms replace traditional institutions as a space for public discourse?

Foer, F. (2018, July 6). The death of the public square. *The Atlantic*.  
<https://www.theatlantic.com/ideas/archive/2018/07/death-public-square/564260/>

LaFrance, A. (2018, December 11). How do you recover after millions have watched you overdose? *The New York Times*.  
<https://www.nytimes.com/2018/12/11/us/overdoses-youtube-opioids-drugs.html>

Nyabola, N. (2022, November 15). Elon Musk doesn't understand Twitter's real value. *The Nation*.  
<https://www.thenation.com/article/world/twitter-elon-musk-social-movements/>

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## WEEK 6



**Monday** (March 3): Free Speech, Content Moderation and “Trolls”

**Wednesday** (March 5): Free Speech, Content Moderation

**Thursday** (March 6): Free Speech, Content Moderation

### Focus Questions

- Should social media platforms be treated like governments when it comes to free speech, or are they private companies with the right to moderate content as they see fit?
- How do we ensure content moderation is fair and transparent while still maintaining a safe online environment?
- Do social media platforms and other communication technologies of the Information Society showcase the best in people, or do they amplify our worst tendencies and antisocial behaviors?
- Should governments regulate content moderation on platforms, or is this state-controlled speech?

Mah, M. C. (2018, January 22). Bad faith backlash: Arguing online with everyone and no one. *Literary Hub*.

<https://lithub.com/bad-faith-backlash-arguing-online-with-everyone-and-no-one/>

Vox. (2021, October). How Twitter can ruin a life.

<https://www.vox.com/the-highlight/22543858/isabel-fall-attack-helicopter>

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## WEEK 7

**Monday** (March 10): Power, Privacy and Surveillance

**Wednesday** (March 12): Documentary, *FRONTLINE: United States of Secrets*

<https://www.youtube.com/watch?v=kaUemcqlQ-k>

### Focus Questions

- Does the economic benefit of data-driven services justify the erosion of personal privacy?
- Are users willfully ignoring risks to their personal privacy with their participation on certain tech platforms or are they manipulated into sharing data?
- As average users remain uninformed, is privacy a luxury only for the tech-savvy?
- Should governments and corporations be allowed to track citizens for "public safety," or is this an unacceptable invasion of privacy?

Hagerott, M., & Sarewitz, D. (2013, July 30). *Surveillance and the future: What sci-fi isn't telling us*. *Slate*.

<https://slate.com/technology/2013/07/surveillance-and-the-future-what-sci-fi-isnt-telling-us.html>

Klosowski, T. (2023, April 14). *Here's what you're actually agreeing to when you accept a privacy policy*. *Wirecutter*.

<https://www.nytimes.com/wirecutter/blog/what-are-privacy-policies/>

Zuboff, S. (2019, September 5). How Google discovered the value of surveillance. *Longreads*.

<https://longreads.com/2019/09/05/how-google-discovered-the-value-of-surveillance/>

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## WEEK 8

**Tuesday** (March 17): Algorithms of Influence

**Wednesday** (March 19): **LAB #3** Investigating Google Page Rank and Major Tech Platform Algorithms

### Focus Questions

- Are algorithms essential tools for managing the Information Society, or do they reinforce the concentration of power over information?
- Should algorithms be held accountable for biased outcomes, or are they inevitably reflections of social inequities?
- Can algorithms strengthen public knowledge, or do they weaken shared understanding by creating fragmented communities?
- Do tech platform algorithms create an “attention economy” that undermines high-quality knowledge?

Adams, J. (2021, February 18). The student and the algorithm: How the exam results fiasco threatened one pupil's future. *The Guardian*.

<https://www.theguardian.com/education/2021/feb/18/the-student-and-the-algorithm-how-the-exam-results-fiasco-threatened-one-pupils-future>

Estes, A. C. (2021, January 9). How algorithms and data are used to influence you. *Vox*.

<https://www.vox.com/recode/22250897/facebook-data-privacy-collection-algorithms-extratism>

Hayes, C. (2022, May 18). On the internet, we're always famous. *The New Yorker*.  
<https://www.newyorker.com/news/essay/on-the-internet-were-always-famous>

Hsu, T. (2018, April 17). Style is an algorithm. *Vox*.  
<https://www.vox.com/2018/4/17/17219166/fashion-style-algorithm-amazon-echo-look>

The Wall Street Journal. (2024). *How TikTok's algorithm figures you out* [Video].  
*YouTube*. <https://www.youtube.com/watch?v=nfczi2cl6Cs>

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## WEEK 9

**Monday** (March 24): Media Convergence, Media Bias: Who (Now) Controls the Narrative?

**Wednesday** (March 26): **LAB #4** "Bias Audit" of a popular press source

### Focus Questions

- How can journalism balance accessibility, quality, and financial sustainability in the digital era?
- Does the democratization of news empower society, or does it dilute credibility and trust in journalism?
- How have the major tech platforms transformed traditional journalism?
- Can you identify the many sources of bias in a news source or a news story?

Karaim, R. (2018, December 14). Local news under stress. *CQ Researcher*. CQ Press.  
<https://doi.org/10.4135/cqresrre20181214>

Socca, T. (2016, August 19). Gawker was murdered by gaslight.  
<https://www.gawkerarchives.com/gawker-was-murdered-by-gaslight-1785456581>

Sullivan, M. (2021, February 4). These local newspapers say Facebook and Google are killing them. Now they're fighting back. *The Washington Post*.  
<https://www.washingtonpost.com/>

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## WEEK 10

**Monday** (March 31): Case Study - Facebook and Meta Platforms

**Wednesday** (April 2): Documentary, *FRONTLINE: The Facebook Dilemma*  
<https://www.youtube.com/watch?v=T48KFiHwexM>

## Focus Questions

- Does Facebook enhance human connection, or does it exploit human psychology for profit?
- Should Facebook be legally responsible for the content it amplifies, or would this infringe on free speech principles?
- Should Facebook be regulated as a monopoly, or will new platforms invariably replace it?

Atkins, D. (2021, March 13). How Facebook is killing journalism and democracy. *Washington Monthly*.

<https://washingtonmonthly.com/2021/03/13/facebook-is-killing-journalism-and-democracy-we-should-do-something-about-it/>

LaFrance, A. (2020, December). Facebook is a doomsday machine. *The Atlantic*.

<https://www.theatlantic.com/technology/archive/2020/12/facebook-doomsday-machine/617384/>

Kang, C., Frenkel, S., Rosenberg, M., Nicas, J., & Confessore, N. (2018, November 14). Delay, deny and deflect: How Facebook's leaders fought through crisis. *The New York Times*.

<https://www.nytimes.com/2018/11/14/technology/facebook-data-russia-election-racism.html>

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## WEEK 11

**Monday** (April 7): Business Research at the Newman Library

**Wednesday** (April 9): The Digital Worker - Online Labor, Gig Work and Platform Economies

## Focus Questions

- What are the main components of business research and what resources are available at Newman Library related to these types of searches?
- Does the gig economy empower workers with flexibility, or does algorithmic control strip them of their autonomy and agency?
- Does work in the Information Society represent a break from the Industrial Society, or has traditional factory work been outsourced overseas into other countries or at home, into forgotten communities?
- Should gig workers be classified as employees, or does the digital economy require a new labor framework?

Coda Story. (2024, April 9). Silicon Savanna: The workers taking on Africa's digital sweatshops. <https://www.codastory.com/authoritarian-tech/kenya-content-moderators/>

Hao, K., & Hernández, A. P. (2022, April 20). The AI industry's ghost workers. *MIT Technology Review*.  
<https://www.technologyreview.com/2022/04/20/1050392/ai-industry-appen-scale-data-labels/>

Heller, N. (2021, August 16). Why are so many knowledge workers quitting? *The New Yorker*.  
<https://www.newyorker.com/culture/office-space/why-are-so-many-knowledge-workers-quitting>

Leonhardt, D., & Serkez, Y. (2018, May 21). Where the richest pay is soaring and the rest of us are falling behind. *The New York Times*.  
<https://www.nytimes.com/interactive/2018/05/21/upshot/marx-ratio-median-pay.html>

Meyer, E. L. (2016, March 18). The gig economy. *CQ Researcher*. CQ Press.  
<https://doi.org/10.4135/cqresrre20160318>

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## **WEEK 12**

**Monday** (April 21): Intellectual Property (Activity)

**Wednesday** (April 23): Intellectual Property (Activity)

### **Focus Questions**

- How can intellectual property laws balance the encouragement of innovation while ensuring public access to knowledge and culture?
- How should copyright laws adapt to the realities of digital media, AI-generated content, and online information sharing?
- Can open-access, Creative Commons, and open-source models provide a viable alternative to traditional IP protections?

Barlow, J. P. (1994, March 1). The economy of ideas. *Wired*.  
<https://www.wired.com/1994/03/economy-ideas/>

Darnton, R. (2017, April 12). The tragedy of Google Books. *The Atlantic*.  
<https://www.theatlantic.com/technology/archive/2017/04/the-tragedy-of-google-books/523320/>

Edwards, S. (2023, March 15). It's time to legalize sampling. *Slate*.  
<https://slate.com/culture/2023/03/de-la-soul-streaming-legalize-sampling-rap.html>

Gordon, A. (2018, March 5). Who owns tattoos? *Vice Sports*.  
[https://sports.vice.com/en\\_us/article/who-owns-tattoos](https://sports.vice.com/en_us/article/who-owns-tattoos)

United States Patent and Trademark Office. (2022, March). *Intellectual property basics* [PowerPoint slides]. U.S. Department of Commerce.  
<https://www.uspto.gov/about-us/events/trademark-basics-boot-camp>

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## WEEK 13

**Monday** (April 28): Information Crisis: Misinformation, Conspiracy & “Enshittification”

**Wednesday** (April 30): Information Crisis: Misinformation, Conspiracy & “Enshittification”

### Focus Questions

- Can information still be trusted in a digital age?
- Is the information society in decline due to platform degradation?
- Should platforms be more aggressive in combating misinformation, or does this risk alienating users?
- **Is information literacy the most effective defense against misinformation, or does it shift responsibility away from society and its institutions, unfairly placing the burden on individuals?**

Anderson, J., & Rainie, L. (2017, October 19). *The future of truth and misinformation online*. Pew Research Center.  
<https://www.pewresearch.org/internet/2017/10/19/the-future-of-truth-and-misinformation-online/>

Doctorow, C. (2023, October). The “enshittification” of TikTok. *Wired*.  
<https://www.wired.com/story/tiktok-platforms-cory-doctorow/>

Fisher, M. (2020, September 29). Even the best tools to fight disinformation are not enough. *The New York Times*.  
<https://www.nytimes.com/2020/09/29/world/europe/disinformation-tools.html>

Rowlands, C. L. (2021, January 12). The unlikely connection between wellness influencers and the pro-Trump rioters. *Cosmopolitan*.  
<https://www.cosmopolitan.com/health-fitness/a35056548/wellness-fitness-influencers-qa-non-conspiracy-theories/>

Zitron, E. (2024, April 23). The man who killed Google Search. *Where's Your Ed At*.  
<https://www.wheresyoured.at/the-men-who-killed-google/>

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## **WEEK 14**

**Monday** (May 5): Final Project Presentations

**Wednesday** (May 7): Final Project Presentations

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## **WEEK 15**

**Monday** (May 12): How to move forward: Information celebration? Information literacy? Digital detox? Re-evaluation of the Information Society?

**Wednesday** (May 14): How to move forward?

### **Focus Questions:**

- How can societies balance the need for open access to information with concerns about privacy, misinformation, and platform control?
- What role should individuals, institutions, and governments play in shaping the future of the Information Society?
- Does the Information Society need a cultural re-evaluation, with a move to prioritize human connection over technological advancement?
- In 10 years, what would a just Information Society look like, and how do we start building toward that future today?

Anderson, M. (2024, April 29). *How Americans view Big Tech in 2024*. Pew Research Center.  
<https://www.pewresearch.org/internet/2024/04/29/americans-views-of-technology-companies-2/>

Hern, A. (2022, September 4). The super-rich 'preppers' planning to save themselves from the apocalypse. *The Guardian*.  
<https://www.theguardian.com/news/2022/sep/04/super-rich-prepper-bunkers-apocalypse-survival-richest-rushkoff>

Rubin, P. (2024, May 3). I read everything Elon Musk posted for a week. Send help. *Mother Jones*.

<https://www.motherjones.com/politics/2024/05/i-read-everything-elon-musk-posted-for-a-week-send-help/>

Willenborg, A., & Detmering, R. (2024, July 17). Giving up the good fight?: Librarians and information literacy. *Choice* 360.

<https://www.choice360.org/libtech-insight/giving-up-the-good-fight-librarians-and-information-literacy/>

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## **Late Work**

**The following late work policy was agreed to in class:**

### **LABs:**

½ point if not in at the deadline

Turn-in 1 day after the due date? 1 point off

Turn-in 2 days after the due date? 2 points off

Sample: Due Date Sunday 5:00PM

-turn-in Sunday 7:00 pm? .5 point off

-turn-in Monday 12:01 am - Monday 11:59 pm? 1 point off

-turn-in Tuesday 12:01 am - 2 points off...

Brightspace portal for submission is closed 1 week after the due date

-any late work will be graded, probably won't get feedback

### **Notebooks:**

10% of points if not in by 11:59 pm of the due date

20% of points if not in by 11:59 pm of day-after due date

Brightspace portal for submission is closed 1 week after the due date.

Late work will be graded, probably won't get feedback

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**NOTE :** Content of weekly readings/ themes is subject to change at the instructor's discretion. All changes to the syllabus will be announced:

1. via Brightspace announcements
2. In class



## **Accommodation Statement**

Baruch has a continuing commitment to providing reasonable accommodations for students with disabilities. Students with disabilities who may need some accommodation in order to fully participate in this class should contact [Student Disability Services](#) as soon as possible at [disability.services@baruch.cuny.edu](mailto:disability.services@baruch.cuny.edu).

For additional information, please visit:

[https://provost.baruch.cuny.edu/facultyhandbook/disabilities\\_provostsmemo/](https://provost.baruch.cuny.edu/facultyhandbook/disabilities_provostsmemo/)

## **Non-Discrimination:**

All complaints under CUNY's [Policy On Equal Opportunity And Non-Discrimination](#) should be reported to Baruch's Office of Diversity, Compliance & Equity Initiatives at: [diversity@baruch.cuny.edu](mailto:diversity@baruch.cuny.edu).

## **Academic Integrity**

I fully support(s) Baruch College's policy on Academic Honesty, which states, in part:

"Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism, and collusion in dishonest acts undermine the college's educational mission and the students' personal and intellectual growth. Baruch students are expected to bear individual responsibility for their work, to learn the rules and definitions that underlie the practice of academic integrity, and to uphold its ideals. Ignorance of the rules is not an acceptable excuse for disobeying them. Any student who attempts to compromise or devalue the academic process will be sanctioned."

**Cheating** is the attempted or unauthorized use of materials, information, notes, study aids, devices or communication during an academic exercise. Examples include but are not limited to:

- Copying from another student during an examination or allowing another to copy your work
- Unauthorized collaborating on a take home assignment or examination
- Using unauthorized notes during a closed book examination
- Using unauthorized electronic devices during an examination
- Taking an examination for another student
- Asking or allowing another student to take an examination for you
- Changing a corrected exam and returning it for more credit
- Submitting substantial portions of the same paper to two classes without consulting the second instructor
- Preparing answers or writing notes in a blue book (exam booklet) before an examination
- Allowing others to research and write assigned papers including the use of commercial term paper services

**Plagiarism** is the act of presenting another person's ideas, research or writing as your own, such as:

- Copying another person's actual words without the use of quotation marks and footnotes (a functional limit is four or more words taken from the work of another)
- Presenting another person's ideas or theories in your own words without acknowledging them
- Using information that is not considered common knowledge without acknowledging the source
- Failure to acknowledge collaborators on homework and laboratory assignment

Academic sanctions in this class will range from an F on the assignment to an F in this course. A report of suspected academic dishonesty will be sent to the Office of the Dean of Students. Additional information and definitions can be found at

[http://www.baruch.cuny.edu/academic/academic\\_honesty.html](http://www.baruch.cuny.edu/academic/academic_honesty.html)

### **The Writing Center:**

The Writing Center offers free, professional writing support for all undergraduate and graduate students at Baruch, through one-to-one consultations, workshops, peer review groups, written feedback, online resources, and a journal of outstanding student writing. We support faculty through classroom visits, in-class workshops, referral forms, and workshop lesson plans, and we're always available for conversations about teaching and writing. More information is available at <http://writingcenter.baruch.cuny.edu/>, by calling (646-312-4012), or by emailing the Center at [writing.center@baruch.cuny.edu](mailto:writing.center@baruch.cuny.edu).

### **Campus Intervention Team:**

The Campus Intervention Team (CIT) works together as a support system to provide assistance to students in crisis. Any member of the college community can reach out to the CIT to report a concern about a student. Additional information is available at: <https://studentaffairs.baruch.cuny.edu/campus-intervention-team/>, or by contacting them at: [cit@baruch.cuny.edu](mailto:cit@baruch.cuny.edu) or 646-312-4570.

### **Marxe Advisement:**

A full range of academic advisement services are provided to Marxe students to ensure the successful completion of their degree programs. Visit their website at: <https://marxe.baruch.cuny.edu/academics/marxe-advisement/> or email them at: [mopia.advisement@baruch.cuny.edu](mailto:mopia.advisement@baruch.cuny.edu).

### **Career Services:**

Launching a career or transitioning into a new one is a journey—and the Marxe Career Services office is here to guide you. From career consultations to on-campus recruiting, the Marxe community gets access to individualized services to help land a dream job in the public sector. Career counselors are here to support you through every stage of your career, as you evaluate your professional goals, develop a plan, and pursue opportunities.

Visit their website at:

<https://marxe.baruch.cuny.edu/student-opportunities/career-services/> or email them at: [mopia.careerservices@baruch.cuny.edu](mailto:mopia.careerservices@baruch.cuny.edu).