Paper #2 "... Anonymous"

Professor Coy

English 125:CD4

November 7, 2017

Avoid personal pronouns

On the internet,   … Anonymous

~~In the realm of the World Wide Web~~ there are millions of places ~~you~~ can go, without

leaving the comfort of ~~your~~ own home or wherever ~~you~~ may be, the internet is only one click

away. With the internet comes options, mostly people use the internet for gathering information,

watching videos, writing blogs, or going on social media. Some people choose to remain who

they are on and off the internet, and on the other hand people also choose to remain anonymous.

Anonymity is refraining from showcasing ~~your~~ identity on the internet, meaning ~~you~~ can

comment, post, write, or do anything on the internet without someone figuring out who ~~you~~ are.

Hillary Clinton's speech on "Internet Rights and Wrongs" gives examples on how anonymity

can affect the wide population of those on the internet, while also understanding that privacy

should be important as long as it doesn't affect said others. Mona Eltahawy's piece

"Twitterholics Anonymous" showcases how important social media platforms are and how they

can impact people's lives. "On the Internet, Nobody Knows you're a Dog" written by Kimberly

M. Christopherson member of the department of psychology at University of North Dakota

[💬 8] Grand Forks explains ~~"The positive and negative implications of anonymity in internet social~~

~~interactions"~~ meaning how good being anonymous can be, and also how equally bad. Being

trolled online or even being a troll online can not only affect others on the internet but it can also

lead to changing ~~your~~ own identity. The internet is changing who we are by providing a blanket

of anonymity on social platforms for people to do or say things they wouldn't otherwise do if

their identity was exposed.

The idea that we volunteer a minimal amount of information about of real life selves on social media can be embedded elsewhere.

The social media platforms on the internet gives you the option to make a profile meaning you're able to choose your screen name, and your age, whether or not you want to add pictures, or even add a bio for yourself. (Bio meaning a gist of who you are and a few things about yourself.) Those same platforms also allow you access to the profiles of other people or organizations using that website. With this being said there are people on the internet that choose not to enter their own personal information and may choose to enter someone else's information to create a fake page, or make something up out of random either for use as a pseudonym.

Twitter is a popular social media platform for the masses. Mona Eltahawy expresses that her use of twitter has manifested into an unhealthy obsession even going as far as to saying she needs to be a part of "Twitterholics Anonymous" for her addiction. She says, "Twitter is my lifeline to the world. Twitter is the bane of my existence. Twitter connects me to everything I care about and Twitter is ruining my life." Eltahawy uses the term "Twitterholics Anonymous" as a parody on how people with drug addictions would go to Narcotics Anonymous or how alcoholics would go to Alcoholics Anonymous. Eltahawy's life basically revolves around twitter so much so that that is the only thing she does. She also says, "Here are the places I tweet: In bed (when I wake up in the middle of the night, I'll reach out for my iPhone and check in on the Twitterverse). In the bathroom (don't ask). On the street. At bookshops. Standing in line to pay at the grocery store. You get the idea." Most of her time goes into tweeting, and reading tweets. Eltahawy can literally write what she chooses to write from her account and no one would know whether it was her or someone else posing as her and vice versa. The fact that she doesn't know who is who on the internet but spends most of her time reading these tweets that takes so much time out of her day and affects what she's doing is showing how much her identity is being taken away and being replaced from what she calls the "Twitterverse."

This is conjecture and not supported by the text.

The internet can't always be the escape that Eltahawy paints a picture of. Social media can prove to be a dark place along with the rest of the internet. Because people never know who they're talking to it leaves them open to the wide range of predators hidden by that same anonymous blanket. Hillary Clinton states in her speech "Internet Rights and Wrongs" that "Human traffickers use the Internet to find and lure new victims. Child pornographers use the Internet to exploit children." These human traffickers and child pornographers disguise themselves as just regular people on the internet looking for "friends" or someone to "hang out" with while shielding their true intensions. Hillary proposed a few solutions to these issues in her speech. She explained that although the government cannot control what's said by who or done by who on the internet, they can help in ways that stay within our rights on the internet. She says, "In our vigorous effort to prevent attacks or apprehend criminals, we retain a commitment to human rights and fundamental freedoms. The United States is determined to stop terrorism and criminal activity online and offline, and in both spheres we pursue these goals in accordance with our laws and values." Clinton's solution sounds like a great idea, but at the end of the day it's hard to limit criminal activity and catch the people who shouldn't be doing what they're doing because the internet is so good at providing security to those who use it, and especially for those who use it well.

Anonymity on the internet isn't all bad, there are also positive affects to being on the internet. The internet can also help people express the selves they would otherwise have to hide from the rest of the world. Some groups on the internet provide a feature on the internet to remain anonymous, for example a lot of LGBTQ support groups are anonymous to protect them from hate, or even to protect them from being outed to family members. Even in some cases students use being anonymous on the internet to feel free from what the expectations society has

on them. In Christopherson's article she writes, "One participant explained how the anonymity of the Internet allowed him to pick and choose who he wanted to talk to without any negative social consequences." The participant felt free to be himself on the internet without him actually having to reveal his actual identity. He got to enjoy the benefits of saying the things that he wanted to say that he otherwise wouldn't say if he was in a face to face conversation with someone.

In summation the blanket that being anonymous on the internet provides can either this and useless or warm and comfy. How people use the option of being anonymous can't be controlled even though it affects people personally. Your identity can be formed from trying to figure out who you are just by exploring your options on the internet. The trolls, catfishers, twitterholics, or even the people that are just themselves on the internet are greatly affected by each other because the internet is such a free space. As Hillary Clinton also said in her speech, "We all shape and are shaped by what happens there." You can either stay true to who you are or be someone else, and you'll always be affected by it.

Works Cited

Christopherson, Kimberly M. "The Positive and Negative Implications of anonymity in Internet

social interactions: 'On the Internet Nobody Knows You're a Dog." Computers in

Human Behavior 23, 2007,

http://www.sciencedirect.com/science/article/pii/S0747563206001221?via%3Dihub

Clinton, Hillary. "Internet Rights and Wrongs." Electronic Frontier Foundation,

https://www.eff.org/document/secretary-clintons-internet-rights-and-wrongs-choices-and-

challenges-networked-world-speech

Eltahawy, Mona. "Twitterholics Anonymous." HighBeam Research,

https://www.highbeam.com/doc/1P2-27957993.html

Paper #2 "... Anonymous"

FINAL GRADE

80/100

GENERAL COMMENTS

Instructor

98-100: A+

94-97: A

90-93: A-

87-89: B+

83-86: B

80-82: B-

77-79: C+

73-76: C

70-72: C-

67-69: D+

63-66: D

60-62: D-

59-0: F

Subtotal: _____80_____

Total Score: _____80_____

Letter Grade: **B-**

Notes:

The thesis statement is much improved from Paper #1. For the last paper, be sure to be more specific with your topic sentences and thoroughly connect your analysis to your overall argument.

Remember that every body paragraph needs to be supported. If it is merely background information, then it does not need to stand on its own and can be incorporated into another paragraph.

QM **Avoid personal pronouns** | ⊞ Grammar: 10p

Avoid using personal pronouns, especially "I" and "you."

The convention in much academic writing is to write with minimal reference to yourself as an author ("I") and your reader ("you") The reason for this lies in a tradition of needing to present your work "objectively", as the work of a dispassionate and disinterested (that is,unbiased) researcher. So, one of the features of academic writing is a general absence of the first person pronoun "I" and the second person pronoun "you".

Text Comment. On the internet,

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Strikethrough.

Strikethrough.

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💬 **Comment 8** | 🏢 Evidence:25p

Do not quote in the introduction. This is especially unnecessary since you summarized the quote immediately afterward.

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Strikethrough.

Text Comment. The idea that we volunteer a minimal amount of information about of real life selves on social media can be embedded elsewhere.

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QM **Frag.**
Fragment:
A sentence fragment is a phrase or clause that is in some way incomplete. Such fragments become problematic when they attempt to stand alone as a complete sentence. The most common version of this mistake occurs when a writer mistakes a gerund (a verb that acts like a noun) for a main verb, as in the following sentence: "In bed reading Shakespeare from dusk to dawn."

Strikethrough.

Strikethrough.

Missing "," | ▦ Grammar: 10p

Missing comma:

Though it may not always be grammatically necessary, a comma can often help to prevent a misreading. When a sentence opens with an introductory element (a phrase, clause or word that is logically related to another phrase or clause in the same sentence), it is a great help to your reader to place a comma after that introductory element. Such phrases will often begin with words like "because," "while" or "although," as in the following example: "While everyone was fighting, the bear wandered away." As you can see, without the comma, the sentence would be confusing.

Strikethrough.

Strikethrough.

💬 **Comment 20** | ▦ Evidence:25p

Most of this information is not cited and unnecessary. This paragraph also illustrates the problem with using the word "you." This paragraph is full of unverified generalization. As soon as we activate the "you," we make the assumption that the reader is going to agree with a *generalization*.

💬 **Comment 21** | ▦ Structure:15p

This is a definition of Twitter, not a topic sentence.

💬 **Comment 22**

no comment

Improve T.Sentence

Topic sentence needs work.

💬 **Comment 23** | ▦ Evidence:25p

The first part of this paragraph does not connect to your thesis. In particular, this last section does not support your overall argument. Eltahawy is a well-known journalist whose Twitter account is verified. If it is hacked, that is a separate issue of cyber-security. Nothing in the source text even hints at identity issues. On the contrary, she solidifies her real life identity on Twitter by referencing her fellow journalists as personal, real life friends.

Text Comment. This is conjecture and not supported by the text.

Improve T.Sentence | ▦ Structure:15p

Topic sentence needs work.

Additional Comment

Merge into one sentence. I.e, "Under the protective guise of anonymity, predators can ruin the idyllic picture Eltahawy paints of the internet.

| QM | **Avoid personal pronouns** |

Avoid using personal pronouns, especially "I" and "you."

The convention in much academic writing is to write with minimal reference to yourself as an author ("I") and your reader ("you") The reason for this lies in a tradition of needing to present your work "objectively", as the work of a dispassionate and disinterested (that is,unbiased) researcher. So, one of the features of academic writing is a general absence of the first person pronoun "I" and the second person pronoun "you".

Strikethrough.

| QM | **Commonly Confused** |

Commonly Confused Words:
Words that have similar sounds but different meanings often cause trouble for student writers. Please watch for such confusions in your writing.

Some of the more common of these common confusions include:
Accept (to receive) and except (to leave out)
Affect (toinfluence) and effect (result or to accomplish)
Allusion (an indirect reference) and illusion (a false perception)
Its (possessive form of "it") and it's (contraction of "it is")
Their (possessive form of "they"), there (indication of location, and they're (contraction of "they are")
Then (next or at that time) and than (used in comparisons)
To (toward), too (also or excessively) , and two (number)
Your (possessive form of "you") and you're (contraction of "you are")

| QM | **C/S** |

Comma splice:
A sentence must have both a subject and a main verb in order to be complete, but it cannot have more than one subject or main verb. A comma splice is a variety of run-on sentence that occurs when two complete sentences, each with its own subject and verb, are joined mistakenly by a comma. There are generally three methods of correcting this problem: 1) Replace the comma with a stronger mark of punctuation such as a period or semicolon, 2) use a coordinating conjunction ("and," "but," "or," "nor") to join the two constructions, or 3) make one of the two sentences a dependent construction by linking it to the other with a subordinating conjunction ("if," "when," "so that," "although," "because") or relative pronoun ("that," "which," "who," "whom," "whose").

Comment 25

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Strikethrough.

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THESIS:50P 40 / 50

SCALE 5 (50)	Has a strong, precise thesis that makes an original claim; identifies thoughtful, even intriguing points of analysis that can be well supported by information from sources. All claims and observations made advance the thesis.
SCALE 4 (40)	**Has a strong thesis that makes a claim; identifies points of analysis that can be supported by information from sources. Most claims and observations made advance the thesis.**
SCALE (30)	Has a thesis that makes a claim, but it may be too general; identifies some points of analysis that can be supported by information from sources. Claims and observations made are not thoroughly connected to the thesis.
SCALE 2 (20)	Has a thesis that describes or observes rather than making a strong claim; identifies only one or two points of analysis that are partially supported by information from the sources. Claims and observations are partially connected to the thesis.
SCALE 1 (10)	Has no thesis; does not identify points of analysis. May make unrelated claims and observations.

EVIDENCE:25P 15 / 25

SCALE 5 (25)	Interprets quotations and paraphrases from all sources accurately and connects them effectively to support every claim.
SCALE 4 (20)	Interprets quotations and paraphrases from all sources accurately and connects them effectively to support some or most claims.
SCALE (15)	**Interprets quotations and paraphrases from some sources accurately and connects them to support some claims. May use sources in an unbalanced or sometimes inconsistent way.**
SCALE 2 (10)	Some quotations and paraphrases are interpreted accurately; others may be misinterpreted. Sources are only loosely connected to the claims.
SCALE 1 (5)	Most quotations and paraphrases are not interpreted accurately. Little to no support is provided for the claims made in the paper.

STRUCTURE:15P 9 / 15

SCALE 5 (15)	Each paragraph has a clear topic sentence that identifies a unique main point and how that point relates to the thesis; the order of the paragraphs advances the argument of the paper.
SCALE 4 (12)	Most paragraphs have a topic sentence that identifies the main point and how it relates to the thesis; paragraphs are arranged in a logical order.

SCALE (9)	Some paragraphs have topic sentences that identify the main point but not how that point connects to the thesis; some paragraphs seem well placed, others may seem out of order.
SCALE 2 (6)	Few paragraphs have topic sentences; many paragraphs seem out of order.
SCALE 1 (3)	Paragraphs lack topic sentences and/or the structure and relationship of paragraphs to each other is not clear.

GRAMMAR: 10P   6 / 10

SCALE 5 (10)	Is written clearly and precisely and with appropriate formality; shows evidence of careful editing and proofreading.
SCALE 4 (8)	Is written clearly and with appropriate formality with only occasional editing and proofreading errors that do not interfere with reading comprehension.
SCALE (6)	Is sometimes written clearly. May have some sentence level errors such as fragments, run-ons, etc., or questionable word choices that generally do not interfere with reading comprehension. May have difficulty maintaining consistent formality and academic tone.
SCALE 2 (4)	Is not consistently written clearly. Has sentence level errors or questionable word choices that interfere with reading comprehension and/or struggles to establish academic tone.
SCALE 1 (2)	Is not written clearly. Has many sentence level errors or questionable word choices that make reading comprehension difficult and/or is written in an informal register not appropriate to the assignment.

PLAGIARISM   0 / 0

SCALE 5 (0)	
SCALE 4 (0)	
SCALE (0)	
SCALE 2 (0)	
SCALE 1 (0)	Is present, and therefore cannot pass.