

# Digital Information Dilemma — Position Brief

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

**AP objective:** DAT-2.E — Describe the beneficial *and* harmful effects of a computing innovation's use of data.

**Points:** 40

**Why this is handwritten and done in class.** This assignment replaces the typed "Digital Information Dilemmas" task. You will complete it **by hand, during class, using the source packet provided**. AI tools, phones, and pre-written notes are not permitted. Your grade comes from *your* reasoning, *your* cited sources, and a *local example* only you can supply — none of which an AI can do for you.

## Step 1 · Choose your dilemma (pick ONE, circle it)

	Dilemma	The data question at its core
<input type="radio"/> A	Facial recognition in schools/public spaces	Whose face data is collected, stored, and matched — and with whose consent?
<input type="radio"/> B	Fitness/health app data (steps, heart rate, location)	Who owns and can sell the health data your device generates?
<input type="radio"/> C	Social media recommendation algorithms	How does harvested behavior data shape what you see — and what you believe?
<input type="radio"/> D	License-plate readers / location tracking	When does convenient tracking become surveillance?
<input type="radio"/> E	Teacher-approved topic: _____	Must center on a computing innovation's <i>use of data</i> .

## Step 2 · Cite THREE sources (from the class packet or approved list)

For each source, write the title, where it came from, and — in your own words — **one thing you learned from it and why you trust it**. Vague entries ("a website") earn zero for that source.

#	Source title & author/outlet	One fact learned + why the source is credible
1		
2		
3		

### Step 3 · The brief (write by hand, in complete sentences)

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3a. Beneficial effect of this data use (name who benefits and how) — 8 pts

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3b. Harmful effect of this data use (name who is harmed and how) — 8 pts

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3c. Data + privacy: what specific data is collected, and one privacy or security risk — 8 pts

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3d. LOCAL / PERSONAL example — the AI-proof part — 8 pts

Describe a real, specific example from **your own life, our school, or our town** where this data use shows up. Name the place, app, or situation. (Example starters: "The attendance kiosk at our front office...", "My little brother's game asks for...", "At the Harris Teeter on...") A generic answer that could apply to anyone earns half credit.

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3e. Your position + one policy you'd recommend — 8 pts

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## Step 4 · Oral defense (teacher use — 60 seconds at your desk)

Before this is graded, the student answers ONE cold question out loud. This is the anti-cheat lock — a student who wrote their own brief can answer instantly; a copied one cannot. Circle one and note the response quality.

Prompt (pick one)	Response
"Which of your three sources convinced you most, and why?"	<input type="radio"/> Strong <input type="radio"/> OK <input type="radio"/> Weak
"Explain your local example to me in your own words."	<input type="radio"/> Strong <input type="radio"/> OK <input type="radio"/> Weak
"Who is harmed by this and who benefits — trade-off?"	<input type="radio"/> Strong <input type="radio"/> OK <input type="radio"/> Weak

## Scoring summary (40 pts) — attach to student's paper

Criterion	Pts	Earned
3a Beneficial effect (specific, names who benefits)	8	
3b Harmful effect (specific, names who is harmed)	8	
3c Data collected + a real privacy/security risk	8	
3d Local/personal example (specific, not generic)	8	
3e Clear position + concrete policy recommendation	8	
<i>Gate:</i> 3 valid cited sources + passed oral defense	req'd	<input type="radio"/> Yes <input type="radio"/> No
<b>Total</b>	<b>40</b>	

**Integrity gate:** if the source table is blank/vague OR the oral defense is "Weak," cap the score at 50% and require a resubmit. This keeps the AP objective intact while making AI shortcuts pointless.