

# SOCIAL COMPUTING (CSCI 1107)

DALHOUSIE UNIVERSITY

CRN 10769 & 10771\*

FALL 2023/2024

**Classes & Labs:** Wednesdays and Fridays 8:35 a.m.–11:25 a.m. in Goldberg room 143  
**Tutorials:** Wednesdays 2:35 p.m.– 5:25 p.m. in CHEB room 170

**Professor:** Jamie Blustein, PhD  
**Office Hours:** Tuesdays 1:00 p.m.–2:15 p.m. *and* by appointment  
**E-mail:** <prof1107@dal.ca>

**Syllabus Contents:** See page 16

**Class website:** [URL:http://dal.brightspace.com/](http://dal.brightspace.com/)

**Required Materials:** No textbook but Top Hat software is required (see §2.3); Materials in Brightspace modules

<b>Assessment Components:</b>	1. Assignments	30%	or	35%
	Complete initial checklist	—		—
	I0 Academic Integrity Module (if > 84%)	2%		2%
	I1 Social media fast	6%		6%
	I2 Essay	8%		8%
	I3 Database (part 1)	6%		6%
	I4 Database (part 2)	8%		8%
	Optional: <i>True Names</i>	—		5%
	2. Group presentation	5%		
	3. Contribution (see §6.5)	5%		
	4. Quizzes	20%		
	5. Exam <sup>†</sup>	20%		
	6. Group project	20%		
	P-1 Project goal	3%		
	P-2 Survey of population's desires and needs	4%		
	P-3 Project proposal with milestones (2–3 pages)	5%		
	P-4 Final report, presentation and prototype (≈ 6 pages)	6%		
	Participation in surveys	1%		
	Participation in testing	1%		

Maximum is 100%

**Syllabus and Course Updates:** The schedule and procedures in this syllabus are subject to change in the event of extenuating circumstances. Errors & omissions excepted. Updates to the syllabus or other materials will be posted to the CSCI 1107 section of the website at [URL:https://dal.brightspace.com/](https://dal.brightspace.com/).

**It is the students' responsibility to check Brightspace announcements and the e-mail address they registered with Dalhousie frequently.** If you do not know how to access your e-mail account please contact the ITS Help Desk or read the information located at [URL:https://www.dal.ca/dept/its/o365/services/email.html](https://www.dal.ca/dept/its/o365/services/email.html).

**Rationale:** to prepare students for upper-year studies by examining the intersections of technology and social issues.

**Format and Communication:** This is a synchronous in-person course. Students will be expected to use the Top Hat Student Response System ([URL:http://app-ca.tophat.com/e/561396](http://app-ca.tophat.com/e/561396)) or SMS<sup>‡</sup>:+1 647 931 6504).

\*3 credit hours, undergraduate class, syllabus version 2023-08-24(1b). Errors and omissions excepted.

<sup>†</sup>If you do not pass the final exam, the highest grade you can get is *D*.

<sup>‡</sup>For details about responding to TopHat questions using text messages (SMS) see <https://support.tophat.com/s/article/Student-SMS-Text-Message-Submissions>.

# 1 Class Content and Goals

'A hands-on course on technologies and the underlying infrastructure for social computing, including digital collaboration media, social networks and visualization, and their social impact. Students will use various applications, such as Twitter, YouTube, and wikis to examine their functionalities, and explore infrastructure technologies including databases, computer networks and Web-servers that facilitate their execution.'

quoted from  
Dalhousie  
University  
Calendar 2022/23

## 1.1 Learning Outcomes

Successful students will be able to demonstrate the following skills\*:

- Classify various social computing applications (SCAs) by their functionality (broken down into type, audience, and purpose).
- Describe some current trends and issues in social computing such as social effects.
- Describe the infrastructure technologies used by most social computing applications including databases, computer networks and Web servers.
  - Use structured query language (SQL) for simple operations (e.g. SELECT, JOIN) to demonstrate an understanding of how databases are used in Social Computing.
  - Be familiar with common recurrent designs in computer network programming, specifically: meta-data headers, variable/value pairs, the client/server architecture, catastrophic failure and graceful degradation of service, session and state.
- Intelligently interpret visualisations of a structure in Social Computing.
- Create and conduct a user test with a basic low-fidelity prototype of a SCA.
- Defend a position about one or more topics in Social Computing in a sustained formal academic argument, i.e. in an essay, not merely a bullet point list or slide deck.
- Compare various approaches to user studies, e.g. surveys, interviews, and focus groups.
- Apply Dalhousie regulations, especially as related to academic integrity and assessment.

## 1.2 List of Course Topics

- |  |  |
|--|--|
| 1. A Survey of Social Computing Applications <ul style="list-style-type: none"> <li>• Social Networking</li> <li>• Real-time Web</li> <li>• Applications for Collaborating</li> <li>• Integration of Applications</li> </ul>   | 3. Social Impacts of Social Computing <ul style="list-style-type: none"> <li>• Privacy</li> <li>• Cyber-bullying</li> <li>• Digital Memory</li> <li>• Copyright and Intellectual Property</li> <li>• Digital Journalism</li> </ul> |
| 2. Evaluation and Effectiveness <ul style="list-style-type: none"> <li>• Computing on mobile and multi-devices</li> <li>• Evaluation and data collection methods</li> <li>• Data representation and interpretation</li> <li>• Writing a research proposal and project</li> </ul> | 4. Social Computing Technologies <ul style="list-style-type: none"> <li>• Networking</li> <li>• Web servers and clients</li> <li>• Databases</li> </ul>  |

\*The Faculty of Computer Science's Curriculum and Teaching (C&T) committee has produced a non-binding list of 'student learning outcomes' for this course. The list is at [URL:https://academics.cs.dal.ca/curriculum/manage/course/CSCI/1107](https://academics.cs.dal.ca/curriculum/manage/course/CSCI/1107). The wording of this list is adapted from the C&T's committee's list.

The schedule and procedures in this syllabus are subject to change in the event of extenuating circumstances.

## 2 Due Dates and Assignments

Individual Assignments			G-1 presentation	Group project
1	I-0 Academic Integrity Module	18 Sept		
2	I-1 Reflections on SM 'fast'	18 Sept		
3	I-2 database part 1	27 Sept		
4			04 & 06 Oct*	
5	I-3 database part 2	10 Oct		
6			P-1 goal	12 Oct
7			P-2 needs analysis	26 Oct
8			P-3 proposal & milestones	02 Nov
9	I-4 essay	TBA		
10	Optional essay	04 Dec		
11			P-4 prototype & final report	23 Nov
			last chance for fairness report	06 Dec

Unless otherwise stated **deadlines are at noon**; Late penalties are described in §6.2.

Approximate quiz dates are in §6.4.

### 2.1 Group Presentation

Groups of students will make brief multimedia presentations about a single issue related to social media or social media applications.

### 2.2 Group Project

Groups of students will consider changing an existing social media application (by adding or changing a feature) or developing a new application.

### 2.3 TopHat

We will be using **Top Hat Pro** ([www.tophat.com](http://www.tophat.com)) for class participation. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. For instructions on how to create a Top Hat account and enrol in our Top Hat Pro course, please refer to the invitation sent to your school e-mail address or consult Top Hat's Getting Started Guide (at <https://bit.ly/31TGMlw>).

Need technical support? See §4.3.3

If you already have a Top Hat account, go to `<URL:https://app-ca.tophat.com/e/561396>` to be taken directly to our course. If you are new to Top Hat, follow the link in the e-mail invitation you received or

1. Go to <https://app.tophat.com/register/student>
2. Select 'Search by school' and input Dalhousie University
3. Search for our course with the join code 561396

If a paid subscription is required, it will be listed at checkout when you enrol in our Top Hat Pro course.

---

\*Fairness report for group presentation due within 5 days of your presentation.



### 3 Recognition of Mi'kmaq Territory

The practice of territorial acknowledgment is one step towards reconciliation and moving towards equitable co-existence between Indigenous and non-Indigenous peoples.

Dalhousie University is in Mi'kma'ki, on the ancestral and unceded territory of the Mi'kmaq Nation. *The Canadian Association of University Teachers's Guide to Acknowledging First Peoples & Traditional Territory*, (©2019) which cites 'Official university acknowledgement provided by Executive Director, Diversity and Inclusiveness, Dalhousie University' states:

This territory is covered by the "Treaties of Peace and Friendship which Mi'kmaq Wəlastəkwiyik [...], and Passamaquoddy Peoples first signed with the British Crown in 1726. The treaties did not deal with surrender of lands and resources but in fact recognized Mi'kmaq and Wəlastəkwiyik [...] title and established the rules for what was to be an ongoing relationship between nations.

The Elders in Residence programme provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programme at [elders@dal.ca](mailto:elders@dal.ca) or call 902 494-6803 (leave a message).

### 4 Expectations

#### 4.1 Professor

My rôle as your professor is to *help you to learn*. I will explain the material and motivate you to learn. Grades will be based on my assessment of the quality of your work. You must *demonstrate* that you understand *and* can apply the material to succeed in this course. I will give you assignments that will help you to practice and improve your skills. I will try to make the assignments interesting and challenging.

Our time in the classroom will be spent in a mixture of lectures (often by viewing pre-recorded materials), discussions (in small groups and as a larger group) and group work.

#### 4.2 What is expected of students

The typical **student should** spend at least three hours studying for every hour of time in class. Some of that time will be preparation for lectures, some will be for review, and some will be spent on the project and assignments. Some weeks more time will be required than in other weeks, but to best use your time I recommend that you spend at least some time *on the day of* a class meeting reviewing your notes and the material that was presented.

**I expect you to** attend as many of the synchronous meetings (classes, tutorials and labs) when you can, to be on-time when you do join and to be prepared for virtually all of the class meetings. I expect you to participate meaningfully in all of the activities in the (virtual) classroom. the discussion fora or both. If you cannot attend the synchronous classes your participation through the fora will be even more important to your learning.

**If you cannot attend a synchronous class, tutorial or laboratory meeting**, for any reason, you are responsible for the material covered, any assignments that were given, and any announcements that were made. I will try to make copies of lecture notes, etc. available to you on the website, at the Killam library, or both.

I will assign readings to you before the lectures.

*You will get the most benefit from the class if you **complete the assigned reading and make notes before the class meets or you review a recording of that meeting**.* If you cannot complete the reading before the lecture and in-class discussion then you should do the reading carefully after.

**E-mail** sent to the [prof1107@dal.ca](mailto:prof1107@dal.ca) address goes to an account shared by the professor and tutorial assistants. To help get a rapid and complete response use the Subject header of your message to briefly

The schedule and procedures in this syllabus are subject to change in the event of extenuating circumstances.

explain the purpose of your message and end with your preferred name, family name and Dal ID #. If you send e-mail to the professor's address, not the shared address, put the course ID ([CSCI 1107]) at the start of the Subject header.

Beyond basic competencies, students are expected to have the following two **prerequisite skills** listed in the FCS C&T committee's unofficial student learning outcomes (see [URL:https://academics.cs.dal.ca/curriculum/manage/course/CSCI/1107](https://academics.cs.dal.ca/curriculum/manage/course/CSCI/1107)): (1) Source relevant information within the guidelines of a given citation style; and (2) Write texts on a technical topic in a language appropriate for a given audience.

**Students are expected to abide by all University policies**, especially the Code of Conduct, Academic Integrity regulations and Responsible Computing Policy. More detail about these are presented in §7 (pp. 11ff) and Appendix A (pp. 15ff).]

If you suspect an **error in the grade you received** for any graded work (e.g., assignment or test) then you must inform the professor of the details within 10 school days of when the work was taken up in class, otherwise the grade might not be adjusted.

### 4.3 Help

There are many resources to help you in this class: me (your professor), the materials provided by your professor, the lab, authoritative websites, and the other students. In the end, however, the responsibility for learning is yours. Details of the various assignments will be discussed in class meetings. All students are expected to do their own work! Some assignments are assigned to groups—you are expected to participate equitably within your group. Assignments that are not specifically assigned to groups are for individual students and, although you may discuss the assignments and possible solutions with other students, you must do the actual work on your own.

#### If you don't understand something, ask a question!

Asking during the class can help everyone but feel free to ask privately after class, by e-mail or using the anonymous feedback survey in Brightspace too.



*For Better or For Worse* (1998-11-23) • By Lynn Johnston • © 1998 Lynn Johnston Productions, Inc.

Distributed by United Features Syndicate, Inc. • Image used by permission.

#### 4.3.1 Teaching Team Members

The main tutorial assistant (TA) for this course is Hemanth Nadipineni. Hemanth's third-person pronouns are he/him. Other TAs will be introduced later via the Brightspace site.

The grading assistant, or assistants, for the course are yet to be chosen; Their contact details will be in the Brightspace homepage for the course.

The schedule and procedures in this syllabus are subject to change in the event of extenuating circumstances.



#### 4.3.2 Office Hours

The office hours listed on the front of this syllabus are times when I will be in or near my office; I will also be available through MS Teams at those times. You may drop-in to discuss anything related to the class during those times. If you want to meet with me at some other times then it is best for you to make appointment, but you can also send an e-mail or chat message in case I have time available right then. You can make appointments in person (e.g., after class meetings or during my office hours) by e-mail.

#### 4.3.3 Technical assistance with TopHat

Top Hat's support articles are at <https://success.tophat.com/s/>. You can contact *their* Support Team directly: by e-mail ([support@tophat.com](mailto:support@tophat.com)), the in-app support button, or by telephone (within North America) at 1-888-663-5491. Specific user information may be required by their technical support team when troubleshooting issues.

Details about Top Hat for this course are in §2.3. For details about responding to TopHat questions using text messages (SMS) see <https://support.tophat.com/s/article/Student-SMS-Text-Message-Submissions>.

#### 4.3.4 Materials in the Killam Library

Federal law and university policy forbid me from *directly* providing you with photocopies or digital copies of materials from textbooks. Some material (books and articles) may be on [reserve in the Killam Library](#). All of those materials should be listed by your instructor's surname viz. BLUSTEIN but not necessarily by course name or number.

#### 4.3.5 Accommodations to Ensure Accessibility

***Your grade should reflect how much you can demonstrate you know and can apply about the topics of this class.*** If you have registered with the Advising and Access Services Centre (AASC) then I will be guided by their advice in deciding how you are asked to demonstrate that knowledge.

See also §6.3.1 about assignment formats

The AASC asked me to pass on the following statement to my students.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please [contact the Student Accessibility Centre \(dal.ca/access\)](https://dal.ca/access).

Please note that your classroom may contain accessible furniture and equipment. It is important that these items remain in the classroom, undisturbed, so that students who require their use will be able to fully participate.

#### 4.3.6 Writing Centre

The Writing Centre has asked me to pass along the following information in the syllabus.

Learning to write well contributes to the quality of critical thought, good marks, completion of degrees and, later, success in the workplace. Now is the time to improve your writing skills. You can visit the Writing Centre online for **assistance with your assignments**. Staff and tutors help you to understand writing expectations and disciplinary writing conventions.

To book an appointment visit the Writing Centre's website and obtain the submission form. Then send an e-mail to [<writingcentre@dal.ca>](mailto:writingcentre@dal.ca) with the submission form and paper attached. (You can follow the same procedure for requests for video chats, as well.)

In addition, the Centre offers **monthly seminars**. This year the online seminars focus on understanding academic integrity and learning to integrate source material into your writing assignments. E-mail Dr Adam Auch ([<adam.auch@dal.ca>](mailto:adam.auch@dal.ca)) for more information.

The schedule and procedures in this syllabus are subject to change in the event of extenuating circumstances.

The Writing Centre, also, provides an online learning tool called the **Academic Integrity Module (AIM)**. Self-register at (URL:[https://www.dal.ca/campus\\_life/academic-support/writing-and-study-skills/academic-integrity-module.html](https://www.dal.ca/campus_life/academic-support/writing-and-study-skills/academic-integrity-module.html)). After you have completed the AIM, arrange a **follow-up session** to discuss the scenarios more fully. Write to Janice Eddington (<[janice.eddington@dal.ca](mailto:janice.eddington@dal.ca)>) to arrange the session.

Visit the Writing Centre's **Resource Guide** at (URL:<http://dal.ca.libguides.com/writingcentre>) for online guidance.

\*  
\*\*

#### 4.4 Anonymous Feedback to Your Professor

I am interested in timely feedback from students regarding my teaching. To help your professor to help you with your learning I will occasionally ask you for feedback on my teaching and the course. The views you share with me during the course can help me to make adjustments to suit you (the current students).

There is an anonymous survey entitled *Feedback on teaching* in the course Brightspace. Please complete it — honestly and constructively — as often as you like. Feel free to be candid since your responses are anonymous.

#### 4.5 Culture of Respect

Every person has a right to be respected and safe. We believe inclusiveness is fundamental to education and learning. Misogyny and disrespectful behaviour in our classrooms, on our campus, on social media, and in our community is unacceptable. We stand for equality. We hold ourselves to a higher standard.

**Hate Free  
Zone**

##### 4.5.1 What we all need to do\*:

1. **Be ready:** promise yourself to not remain silent, know that it will happen again, summon your courage — whatever it takes. Practice things to say, open ended is good: “Why did you say that?” or “How did you develop that belief?”
2. **Identify the behaviour:** use reflective listening, avoid labelling, name-calling or blame. Describe the behaviour, don't label the person. E.g.: “Kim, what I hear you saying is that ...”
3. **Appeal to principles:** this works well if the person is known to you like a friend, sibling, co-worker etc. “Joe, I have always thought of you as a fair-minded person, so it shocks me when I hear you say something like that.”
4. **Set limits:** you cannot control another person, but you can control what happens in your space. “Please don't tell racist jokes in my presence any more” or “This classroom is not a place where I allow homophobia to occur” and then follow through.
5. **Find an ally/be an ally:** seek out like-minded people for support or support others in their challenges. Lead by example and inspire others to do the same.
6. **Be vigilant:** change happens slowly, but be prepared, and keep speaking up. Don't let yourself be silenced.

---

\*Source: Speak Up! ©2005 Southern Poverty Law Center. First Printing. This publication was produced by Teaching Tolerance, a project of the Southern Poverty Law Center. Full “Speak Up” document found at: (URL:<http://www.dal.ca/dept/dalrespect.html>) Revised by Susan Holmes from a document provided April 2015 by Lyndsay Anderson, Manager, Student Dispute Resolution, Dalhousie University 902.494.4140 (<[lyndsay.anderson@dal.ca](mailto:lyndsay.anderson@dal.ca)>) (URL:[www.dal.ca/think](http://www.dal.ca/think)).



#### 4.5.2 Confidential & informal points of contact

- your course professor
- any Faculty of Computer Science professor
- Susan Holmes, Professor, College of Continuing Education, 'Phone: 902-494-6430
- Bonnie MacKay, Faculty member, Faculty of Computer Science, 'Phone: 902-494-2509
- Margie Publicover, Faculty of Computer Science Navigator, 'Phone: 902-494-7069

## 5 Copyright Notice

These course materials are designed for use as part of this course at Dalhousie University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as books, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this course material for distribution (e.g. uploading material to a commercial third-party website, public website, or otherwise sharing these materials with people who are not part of the class) may lead to a violation of Copyright law. Students who are enrolled in the course who have received any of this material may reproduce it in order to view it at a more convenient time but must destroy the reproduction within 30 days of receiving the final course evaluation.

If you have questions regarding the use of materials from this class, please contact the instructor.

If you have questions regarding copyright, please contact the Copyright Office (<[copyright.office@dal.ca](mailto:copyright.office@dal.ca)>).

## 6 Regulations specific to this class

### 6.1 Grading Scale

The definitions of grade levels are in Dalhousie University's Undergraduate Calendar (see [URL:https://www.dal.ca/campus\\_life/academic-support/grades-and-student-records/grade-scale-and-definitions.html](https://www.dal.ca/campus_life/academic-support/grades-and-student-records/grade-scale-and-definitions.html)).

I use the letter grade scale as recommended by the FCS's Curriculum and Teaching Committee.

2005-05-25

### 6.2 Late Policy

Unless otherwise stated **deadlines are at noon**.

Late work will be penalized by 0.15 grade points per day (or part thereof) for the first day\*, and a further 0.3 grade points per day after that. Saturday and Sunday will count as one day for this policy. You will **not** receive credit for work that is more than three school days late.

Optional assignments have absolute deadlines — the late penalty for the optional essay will be 100%.

### 6.3 Assignments and Homework

Unless you are instructed otherwise, all assignments should be submitted through the course management system at [URL:dal.brightspace.com](https://dal.brightspace.com).

---

\*Days end at midnight in Halifax.





**Footers** All pages, except for the title page, should have footers with

- your Dal ID (not name)
- date of submission
- page number (see below)

Page numbers must be shown as 'Page  $x$  of  $N$ ', where  $N$  is the last page. The title page is page 1 and does not require a number. Your name should not appear in any page except the title page.



Footer example

## 6.4 Quizzes, Tests, and Exams

There will be several quizzes throughout the term: a tentative schedule appears below. The quizzes will be online in Brightspace. You will have a window of at least 24 hours in which to write each one, although their duration will be much shorter. All of the **quizzes will be cumulative**, i.e. they could have questions about any topic from the beginning of the course until the time of the quiz. Each quiz will have the same weight; the grade for quizzes will be the average of the scores you earned on all of them.

All of them will be individual work; you are not allowed to discuss the questions or answers with anyone until after the grades have been posted.

No make-up quizzes (or tests or exams) will be given without my permission. You will not get my permission without either prior notice of absence, a detailed letter from your physician, or evidence of a serious family crisis that required your attention. Make-up quizzes, exams and tests may be administered in an essay or oral form.

### Approximate Quiz dates

The quizzes will correspond roughly to the end of course modules and will be comprehensive (that is, they will cover all material from the beginning of course to that point).

1. between 21–26 Sept (up to §2A1)
2. between 12–17 Oct (up to §2B)
3. between 01–06 Nov (up to start of both §3 & §4)
4. between 22–27 Nov

Unless specifically noted the following conditions will apply to all of your tests, quizzes and exams:

1. Your answers will be graded for accuracy, clarity, and completeness. It follows that rambling or excessively lengthy written answers cannot earn full marks.
2. Written answers which do not clearly refer to specific principles will not earn full marks.
3. See §7.1 about Proctoring Online Testing.

## 6.5 Contribution to the Academic Enterprise

Part of your grade will depend on an assessment of your contributions to discussion during and outside of class meetings, i.e., your readiness and eagerness to engage actively in discussion, your display of familiarity with the class materials, *and* willingness to ask intelligent and helpful questions. Your grade will depend more on your contribution to the intellectual atmosphere of inquiry than by the number of questions, answers or comments. Your contribution will be assessed for both the synchronous (in-class) and asynchronous portions of class.

Uncollegial behaviour will reduce your grade.

One week of your grade for contribution will be based on your responses by presentations from other students.

The schedule and procedures in this syllabus are subject to change in the event of extenuating circumstances.



Please be aware of the *guidelines* for how your contribution will be assessed:

Criterion	A-level	B-level	C-level	D or F
Willingness to contribute	Needs little or no prodding to participate	Needs more than minimal encouragement or invitation	Usually requires prodding	Does not participate or participates very little
Sharing interesting or helpful content	Always has something interesting to share or work through with the help of other students and the professor (or a TA)	More often than not productively participates in discussion <i>generated by others</i>	Rarely contributes in anyway to advancing the class. Helps other students to understand better or to participate more.	At most contributes productively at a minimal level, perhaps by helping other students to understand better or to participate more.
Demonstrating understanding of material <b>or</b> asking helpful questions (aiding themselves, other students, or both)	Makes the class better for all of the students	Brings <i>many</i> interesting ideas and perspectives that help some of the students	Brings <i>some</i> substantially interesting ideas and perspectives that help at least some of the students	Does not always demonstrate a grounding in the material, perhaps the student has not read all of the assigned material or otherwise prepared
	4 points	3 points	2 points	1 or 0 points

and the correspondence between those points and grades:

$\geq 12$	$\mathcal{A}^+$ Outstanding	8	$\mathcal{B}^+$ Very good	5	$\mathcal{C}^+$ Borderline acceptable
11	$\mathcal{A}$ Excellent	7	$\mathcal{B}$ Good	4	$\mathcal{C}$ Little contribution
10	$\mathcal{A}^-$ Better than very good	6	$\mathcal{B}^-$ Acceptable	3	$\mathcal{C}^-$ Very little contribution
2	$\mathcal{D}$ Minimal contribution			$<2$	$\mathcal{F}$ Insufficient contribution

Contributions in-class count as much as contributions to the discussion boards.

\*\*\*

## 7 General Policies and Rules

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate. By your enrolment in this class beyond the first day you are deemed to be fully aware of all such obligations and responsibilities so most of them will not be repeated here. The [University Regulations](https://academiccalendar.dal.ca/) and [Academic Regulations](https://academiccalendar.dal.ca/) sections of the current undergraduate calendar available from ([URL:https://academiccalendar.dal.ca/](https://academiccalendar.dal.ca/)) is your reference for these regulations.

I draw your attention to some of the policies, rules, and regulations that apply to all undergraduate classes.

### 7.1 Proctoring Online Testing

It is up to the discretion of the instructor to use remote proctoring in online testing. Students may be required to download proctoring software onto their devices. Students who cannot meet system requirements for remote proctoring should contact the instructor for an alternate assessment. (Typical system requirements are: (i) Mac OS/X or Microsoft Windows, (ii) a webcam, and (iii) an internet connexion.)

The schedule and procedures in this syllabus are subject to change in the event of extenuating circumstances.

## 7.2 Code of Conduct\*

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students do not follow this expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner — perhaps through a restorative justice process.

If an informal resolution cannot be reached, or would be inappropriate, procedures exist for formal dispute resolution. For further information refer to the website at ([URL:https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html)). All students are required to comply with health and safety requirements on campus, and should be considerate of others' health concerns. Non-compliance with health and safety requirements may be reported under the Code of Student Conduct.

## 7.3 Responsible Computing Policy

Use of all computing resources in the Faculty of Computer Science must be within [the Dalhousie Acceptable Use Policies](https://www.dal.ca/dept/university_secretariat/policies/information-management-and-technology/acceptable-use-policy.html) ([URL:https://www.dal.ca/dept/university\\_secretariat/policies/information-management-and-technology/acceptable-use-policy.html](https://www.dal.ca/dept/university_secretariat/policies/information-management-and-technology/acceptable-use-policy.html)) and [the Faculty of Computer Science Responsible Computing Policy](https://www.cs.dal.ca/downloads/fcs_policy_local.pdf) ([URL:https://www.cs.dal.ca/downloads/fcs\\_policy\\_local.pdf](https://www.cs.dal.ca/downloads/fcs_policy_local.pdf)).

## 7.4 Plagiarism and Academic Integrity

Plagiarism will not be tolerated in any part of any work presented or submitted to the professor for any reason. You must do your own work and provide proper credit when quoting or paraphrasing the work of others. This policy applies equally to text, images, program code and algorithms. This policy applies to everything that you present or submit (in class meetings, in assignments, etc.) as part of this class, whether they are for grades or not. This policy applies to the whole of everything that you present or submit and every part of everything that you present or submit. Incomplete or missing citation are considered an infraction of the academic integrity policy.

You may use any standard style guide you wish so long as you use it consistently and include the necessary details when citing webpages (see §7.4.2 on page 13). The reference desk at the Killam library or your professor can offer suggestions for style guides. Further details are in the Statement on Academic Integrity immediately below.

## Academic Integrity†

At Dalhousie University, we respect the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a Dalhousie student and a member of the academic community, you are expected to abide by these values and the policies which enforce them. What is academic integrity?

Academic integrity means ensuring that any work you submit is your own and that you have given appropriate acknowledgement to any sources that you consulted. 'Dalhousie University defines plagiarism as the submission or presentation of the work of another as if it were one's own. Plagiarism is considered a serious academic offence which may lead to the assignment of a failing grade, suspension or expulsion from the University.' (from Undergraduate Calendar (2020/2021) section on Intellectual Honesty, p. 67).

Some examples of plagiarism are:

- failure to attribute authorship when using a broad spectrum of sources such as written or oral work, computer codes/programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images;
- downloading all or part of the work of another from the Internet and submitting as one's own
- the submission of an assignment or other work prepared by any person other than the individual claiming to be the author
- submitting work that has been completed through collaboration or previously submitted for another assignment without permission from your instructor

\*This section has been adapted from the opening paragraph of the Code of Conduct webpage, referred to in the section.

†The section is adapted from the original version which is from the Faculty Resources section of Dalhousie University's Academic Integrity website ([URL:http://academicintegrity.dal.ca/Faculty%20Resources/index.php](http://academicintegrity.dal.ca/Faculty%20Resources/index.php)) entitled *Academic Integrity Statement for Syllabus*. The original is dated 16 July 2008. It was copied on 25 September 2008.



## How is plagiarism detected?

Professors and TAs are highly skilled at recognizing discrepancies between writing styles, inappropriate citations, and obvious word-for-word copying. In addition, the Senate has affirmed the right of any instructor to require that student papers be submitted in both written and digital format, and to submit any paper to an originality check such as that performed by Urkund for essays, and MOSS, or similar software, for program code.

All submitted code may be passed through a plagiarism detection software, such as the plagiarism detector embedded in Codio, [the Moss Software Similarity Detection System](https://theory.stanford.edu/~aiken/moss/) (URL: <https://theory.stanford.edu/~aiken/moss/>), or similar systems. If a student does not wish to have their assignments passed through plagiarism detection software, they should contact the instructor for an alternative. Please note, that code not passed through plagiarism detection software will necessarily receive closer scrutiny. (URL: [https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university\\_secretariat/policy-repository/OriginalitySoftwarePolicy.pdf](https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/policy-repository/OriginalitySoftwarePolicy.pdf))

## What happens if I am accused of plagiarism?

Instructors are required to forward any suspected cases of plagiarism to the Academic Integrity Officer (AIO) for the Faculty. You will be informed of the allegation by the AIO and a meeting will be convened. You may contact the Dalhousie Student Advocacy Service who will be able to assist you in preparing a defence. Until the case is resolved, your final grade will be 'Pending'. If you are judged to have committed an offence, penalties may include a loss of credit, 'F' in a class, suspension or expulsion from the University, or even the revocation of a degree (for more information see [Dalhousie's Academic Integrity website](https://www.dal.ca/dept/university_secretariat/academic-integrity/student-resources.html) (URL: [https://www.dal.ca/dept/university\\_secretariat/academic-integrity/student-resources.html](https://www.dal.ca/dept/university_secretariat/academic-integrity/student-resources.html))).

### 7.4.1 How can I avoid plagiarism?

- Give appropriate credit to the sources used in all of your assignments
  - Use citation manager software to keep track of your research and edit and format bibliographies in the citation style required by the instructor — (URL: [https://dal.ca.libguides.com/citation\\_management](https://dal.ca.libguides.com/citation_management))
- If you are unsure about anything, contact your instructor or TA
- Prepare your assignments completely independently
- Make sure you understand Dalhousie's policies on academic integrity

### 7.4.2 Specifics for CSCI 1107:

You must do your own work and provide proper credit when quoting or paraphrasing the work of others. This policy applies equally to text, images, program code and algorithms. You may use any standard style guide you wish so long as you use it consistently.

**When citing webpages** you must include the following details:

1. the address of the webpage,
2. the author of the webpage or a note that it is anonymous,
3. the date that the page was last updated or, if that is not available, the date that you read the page and a note to that effect.

**Use of images** (e.g. logos and icons) by someone else is essentially the same as quoting text. You must provide full citation information for any image that is not your own, even if the image is 'royalty free', you purchased rights to use it, or it includes the trademark symbol '™' or registered trademark symbol '®'.

If you alter an image by someone else (for example by cropping or blurring it) or you combine two or more images to make a new image then you must identify the source of the original images (just as though you had used them without alteration) and note that you have modified, combined, or modified and combined the images.

**Use of generative software** Use of any generative tools, e.g. chatGPT, for any assessment component (e.g., assignment, quiz, test) must be declared in an appendix (for assignments) or as part of your answers (for quizzes, tests, and so on). This requirement applies to all contents of the work (e.g., the text, images, outline, layout or wireframe, etc.) to be done for the assessment component.

The declaration must include all prompts (input) you used. If we judge that the work submitted for grading was not substantially answered or created by you\* alone then you will not receive a passing grade. If you are found to have used a generative tool but did not declare it then you will fail the assessment component.

**Algorithms and Software Code:** The use of idea from another person must be accompanied by appropriate credit to that person and the location where the idea appeared (in print, on the WWW, in conversation, etc.):

If an *idea is represented in program code (or pseudocode)* then you must give credit for it just as if you copied it into an essay;

If you *translated the idea from pseudocode or a different programming language* then you must include a note to that effect as part of the citation you make to the source you used;

If you *copied the code directly* without changing the programming language then you have done the equivalent of quoting text, so you must give credit just as you would for a quotation.

☛ **In all circumstances** it is the student's responsibility to ensure that full credit is given and that it is clear whom is being credited for what, and what content was generated by software.

#### 7.4.3 Where can I turn for help?

**Academic Integrity website** — [URL:https://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](https://www.dal.ca/dept/university_secretariat/academic-integrity.html) (formerly [URL:http://academicintegrity.dal.ca](http://academicintegrity.dal.ca))

Links to policies, definitions, online tutorials, tips on citing and paraphrasing

**Writing Centre** — [URL:http://dal.ca/writingcentre](http://dal.ca/writingcentre)

Proofreading, writing styles, citations

**Dalhousie Regulations in the Academic Calendar** — available from [URL:https://academiccalendar.dal.ca/](https://academiccalendar.dal.ca/)

#### 7.4.4 What if I *inadvertently* omit a citation?

If you accidentally, *not* intentionally, do not provide the necessary credit for something you use in anything you submit for a grade in this course (for example, an assignment or quiz), then you will automatically be penalized but will not necessarily be subject to the Academic Integrity process. The grade for what you submit will be reduced by one grade point or 20% depending on the type of grading scheme; and your maximum grade for that assessment component will be  $\mathcal{B}$  or 75%.

If you again omit a citation or do not otherwise demonstrate due care (e.g., do not provide sufficient information about your use of generative software) in a later assessment component (e.g., an assignment or quiz) you will automatically be penalized two grade levels or 35% depending on the type of grading scheme. The minimal grade is  $\mathcal{F}$  or 0%.

'not necessarily be' is a fancy way of saying 'might not be'

\*'You' means the singular you for independent work and 'your group' for groupwork.

The schedule and procedures in this syllabus are subject to change in the event of extenuating circumstances.



# A University Policies, Statements, Guidelines and Resources for Support

This course is governed by [the academic rules and regulations set forth in the University Calendar](#) and the Senate. Dalhousie's Senate requires the following information to be included in syllabi.

## University Statements\*

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate.

### Territorial Acknowledgement

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people.

### Internationalization

At Dalhousie, 'thinking and acting globally' enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders." <https://www.dal.ca/about-dal/internationalization.html>

### Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

Read more: [http://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](http://www.dal.ca/dept/university_secretariat/academic-integrity.html)

### Accessibility

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion please contact: [https://www.dal.ca/campus\\_life/academic-support/accessibility.html](https://www.dal.ca/campus_life/academic-support/accessibility.html)

for all courses offered by Dalhousie with the exception of Truro.

### Conduct in the Classroom – Culture of Respect

Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

### Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

Read more: <http://www.dal.ca/cultureofrespect.html>

### Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

Read more: [https://www.dal.ca/dept/university\\_secretariat/policies/student-life/code-of-student-conduct.html](https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html)

### Fair Dealing Policy

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

Read more: [https://www.dal.ca/dept/university\\_secretariat/policies/academic/fair-dealing-policy-.html](https://www.dal.ca/dept/university_secretariat/policies/academic/fair-dealing-policy-.html)

### Originality Checking Software

The course instructor may use Dalhousie's approved originality checking software and Google to check the originality of any work submitted for credit, in accordance with the Student Submission of Assignments and Use of Originality Checking Software Policy. Students are free, without penalty of grade, to choose an alternative method of attesting to the authenticity of their work, and must inform the instructor no later than the last day to add/drop classes of their intent to choose an alternate method.

Read more: [https://www.dal.ca/dept/university\\_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality-checking-software-policy-.html](https://www.dal.ca/dept/university_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality-checking-software-policy-.html)

### Student Use of Course Materials

These course materials are designed for use as part of the CSCI courses at Dalhousie University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as books, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this course material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law.

### Learning and Support Resources

Please see (URL:[https://www.dal.ca/campus\\_life/academic-support.html](https://www.dal.ca/campus_life/academic-support.html))

---

\*This section is provided by the Dr Alex Brodsky.

# Syllabus Contents

<b>Overview</b>	<b>1</b>	<b>6 Regulations specific to this class</b>	<b>8</b>
<b>1 Class Content and Goals</b>	<b>2</b>	6.1 Grading Scale . . . . .	8
1.1 Learning Outcomes . . . . .	2	6.2 Late Policy . . . . .	8
1.2 Topic List . . . . .	2	6.3 Assignments and Homework . . . . .	8
<b>2 Due Dates</b>	<b>3</b>	6.3.1 Assignment formats . . . . .	9
2.1 Group Presentation . . . . .	3	6.3.2 Length of assignments . . . . .	9
2.2 Group Project . . . . .	3	6.3.3 Formatting of traditional typewritten essays . . . . .	9
2.3 TopHat . . . . .	3	6.4 Quizzes, Tests, and Exams . . . . .	10
<b>3 Recognition of Mi'kmaq Territory</b>	<b>4</b>	6.5 Contribution . . . . .	10
<b>4 Expectations</b>	<b>4</b>	<b>7 General Policies and Rules</b>	<b>11</b>
4.1 Professor . . . . .	4	7.1 Proctoring Online Testing . . . . .	11
4.2 What is expected of students . . . . .	4	7.2 Code of Conduct . . . . .	12
4.3 Help . . . . .	5	7.3 Responsible Computing Policy . . . . .	12
4.3.1 Teaching Team Members . . . . .	5	7.4 Plagiarism and Academic Integrity . . . . .	12
4.3.2 Office Hours . . . . .	6	7.4.1 How can I avoid plagiarism? . . . . .	13
4.3.3 Technical assistance with TopHat . . . . .	6	7.4.2 Specifics for CSCI 1107 . . . . .	13
4.3.4 Materials in the Killam Library . . . . .	6	7.4.3 Where can I turn for help? . . . . .	14
4.3.5 Accommodations to Ensure Accessibility . . . . .	6	7.4.4 What if I <i>inadvertently</i> omit a citation? . . . . .	14
4.3.6 Writing Centre . . . . .	6	<b>A University Policies, Statements, Guidelines and Resources for Support</b>	<b>15</b>
4.4 Anonymous Feedback to Your Professor . . . . .	7	University Statements . . . . .	15
4.5 Culture of Respect . . . . .	7	Territorial Acknowledgement . . . . .	15
4.5.1 What we all need to do . . . . .	7	Internationalization . . . . .	15
4.5.2 Confidential & informal points of contact . . . . .	8	Academic Integrity . . . . .	15
<b>5 Copyright Notice</b>	<b>8</b>	Accessibility . . . . .	15
		Conduct in the Classroom — Culture of Respect . . . . .	15
		Diversity and Inclusion — Culture of Respect . . . . .	15
		Student Code of Conduct . . . . .	15
		Fair Dealing Policy . . . . .	15
		Originality Checking Software . . . . .	15
		Student Use of Course Materials . . . . .	15
		Learning and Support Resources . . . . .	15