

Course Syllabus (Winter Semester 2024)

Acknowledgements

Dalhousie University and members of the course teaching team are located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all treaty people.

We recognize that African Nova Scotians are a distinct people whose histories, legacies, and contributions have enriched the part of Mi'kma'ki, currently known as Nova Scotia since 1604.

Course offering and instructor information

(Note: office hours information will be posted on Brightspace)

Your course instructors:

Section 01 (Tue/Thur 10:05-11:25)
Room: CHEMISTRY 125

Dr. Raghav V. Sampangi (he/him)
Office: Room 222, Goldberg CS Building

Section 02 (Tue/Thur 10:05-11:25)
Room: DENTISTRY 3156

Dr. Yujie Tang (she/her)
Office: Room 434, Goldberg CS Building

Section 03 (Mon/Wed 11:35-12:55)
Room: KILLAM MACME

Dr. Yujie Tang (she/her)
Office: Room 434, Goldberg CS Building

Section 04 (Tue/Thur 08:35-09:55)
Room: MONA CAMPBELL 1201

David Dempsey (he/him)
Office: Room 209, Goldberg CS Building

Course website:
<https://dal.brightspace.com/>

Course email:
csci1110@dal.ca

Microsoft Teams Course Space (for informal discussions, announcements, etc.)
– use this code to join: **5qtrr6t**

Labs:

Lab B01: Thur, 14:35-15:55,
GOLDBERG 134

Lab B02: Fri, 14:35-15:55,
GOLDBERG 143

Lab B03: Fri, 14:35-15:55,
GOLDBERG 134

Lab B04: Mon, 14:35-15:55,
GOLDBERG 143

Lab B05: Wed, 13:05-14:25,
GOLDBERG 143

Lab B06: Fri, 16:05-17:25,
GOLDBERG 143

Lab B07: Wed, 16:05-17:25,
GOLDBERG 134

Lab B08: Wed, 14:35-15:55,
GOLDBERG 134

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I. Course overview: what is this course all about?

This course provides a general introduction to computer science and the software of computers.

The focus of this course is on programming skills and how to apply these skills in solving a variety of problems. We will be exploring algorithmic concepts and linear data structures with emphasis as well.

Note: This is a foundational course in small program design and linear data structures. The competencies covered in this course are critical for nearly all 2nd year core courses.

Pre-requisites: Students must have some programming experience.

If you do not have prior programming experience, please take CSCI 1105 instead.

If I have concerns/questions about the course material, what do I do? It is perfectly natural to have concerns or questions. Always remember: it is a good thing to ask questions.

Feel free to email get in touch with the teaching team via csci1110@dal.ca if you have any questions. You can also reach out to your TAs during labs or the course representative if you prefer, and they can check with the instructors on your behalf as well.

II. Course learning outcomes

By the end of the course, you will be able to...

- Design, implement, test, and debug a program that uses each of the following fundamental Object-oriented (OO) programming constructs: basic computation, simple I/O, standard conditional and iterative structures, the definition of methods, parameter passing, classes, inheritance, method overloading, class variables, instance variables, and basic data structures such as arrays, linked-lists, stacks, queues, and maps.
 - **Assessments:** Assignments (formative) and Practicums (formative and summative)
- Explain the program inputs, program outputs, and what the program must do (in pseudocode) to solve a problem, given a one-page problem description.
 - **Assessments:** Assignments (formative) and Examinations (summative)
- Apply OO programming and problem-solving concepts, such as algorithms, problem decomposition, OO programming paradigm, and various OO concepts such as types, control structures, variables, classes, inheritance, overloading, data encapsulation, abstraction, and fundamental data structures such as arrays, linked lists, stacks, queues, and maps.
 - **Assessments:** Examinations (summative)

III. Course content and other information

Course textbook and reference material:

Required course content

- The lecture slides will be posted on the learning management system (Brightspace).

Recommended books for further reading

- *Big Java Late Objects*
Author: Cay S. Horstmann
Enhanced eText (2nd edition, 2017), Wiley, ISBN:
9781119321071, 1119321077
Dal Bookstore link:
<https://bookstore.dal.ca/Item?item=9781119398721#thumbs/0/>

IV. Important dates

General important dates

Please refer to <https://www.dal.ca/dates> for a list of all Dal important dates and link to fee refund schedules.

- Winter Break (no classes): February 19--23, 2024
- Last date to drop course without academic penalty: January 22, 2024
- Last date to drop course without a "W": February 6, 2024
- Last date to drop course with a "W": March 6, 2024
- University closures:
 - Munro Day: February 2, 2024 (Friday lab sections impacted)
 - Good Friday: March 29, 2024 (Friday lab sections impacted)

V. Course format and communication

1. Content will be delivered via a combination of lectures, labs/tutorials, and interactive exercises. All lectures and labs will begin in in-person mode. The lectures of Section 01 will be recorded.
2. Attendance at labs is expected as assessments will occur in the lab.
3. Content will be delivered using lectures, practice problems, practicums, and assignments.
4. Students are expected to use the Codio code submission system (link to Codio will be provided through Brightspace).
5. We will be using the following tools for this course:
 - a. **Brightspace:** as the official course website (used for course content and announcements).
 - b. **Microsoft Teams:** as the communications & discussions tool.
Note – Microsoft Teams will be used for everything (all announcements, discussions, any group work, etc.) in this course. Please download the desktop and/or mobile app to stay up to date.
6. Students must ask the instructor permission before personally recording class lectures.
7. **Course announcements & emails:** Course announcements will be posted to Brightspace and via e-mail. Course emails, if any, will only be sent to the student's Dalhousie email address. Be sure to check your Dal email daily.

VI. How can I pursue excellence and success in this course?

Our teaching team is here to support you in your learning and success in this course ☺ Here are a few things you can do to be proactive in your learning:

1. **Attend classes and labs:** unless there is an unavoidable situation or emergency, attend all classes and labs. These are designed to support you in your learning, and we'll also be there, in case you have any questions.
2. **Participate in class and lab discussions and solution brainstorming:** participate in in-class discussions and activities and be an active participant in the course. Remember, this course – and much of Computer Science – is about critical + logical thinking and problem solving. Solving problems in this course and in the real world requires us to think in our own unique, individual ways about how to approach solving a problem. This part becomes a critical skill that you learn and will continue to develop throughout your degree and in your professional life.
3. **Nurture your curiosity and practice, practice, practice:** we have created this course with a bunch of ways you can practice and apply your knowledge. These include mechanisms such as assignments, problems of the day/week, exams, etc. In addition to these, nurture your curiosity: when learning a concept, ask yourself – *what happens if I change something or what happens if I use something else here* – these kinds of questions will help you nurture your curiosity, and help build in additional practice time as well.
4. **Plan your work and start your work early:** assignments and other activities such as the problems of the day/week are announced early to give you the time to plan and complete your work. Start your work early so that you are able to work without feeling stressed.
5. **Plan around ground realities:** the world today is not the way it used to be in the past. There are several ground realities that may have an impact on your course participation including but not limited to jobs, housing issues, etc. Remember to factor these in your planning and explore supports available at Dal as applicable.
6. **Submit your work:** submit whatever you're able to complete. Yes, submit even if your work is incomplete. You'll get good feedback, and this is important in learning.
7. **Ask questions:** when we learn new things, it is natural to have questions. Our minds are trying to make connections with the concepts we already know and creating neural pathways to meaningfully store what we're learning. If you have any questions, please reach out to members of our teaching team.
8. And of course, **take care of yourself.** A healthy and balanced approach is critical when learning. As best as you can, please take care of your well-being, and consider using well-being and accommodation supports that are available to you through Dal, if you need them.

VII. Course Assessments

Welcome Quiz	Read the syllabus and course requirements and complete the Welcome Quiz with 100% grade on Brightspace to get a 1% bonus grade and access to all course modules.
Assignment (Ax)	<p>There are 5 assignments in this course.</p> <ul style="list-style-type: none"> • A0 – required – due at 23:59 on Jan 19 • A1 – due at 23:59 on Feb 02 • A2 – due at 23:59 on Feb 16 • A3 – due at 23:59 on Mar 08 • A4 – due at 23:59 on Mar 22 <p>Notes:</p> <ol style="list-style-type: none"> 1. The <i>Life Happens</i> Clause (Section VIII) applies to assignment submissions. 2. A0 is required. We will drop the lowest assignment grade among A1, A2, A3, and A4. 3. A0 is the CSCI 1110 preparedness assessment: <ol style="list-style-type: none"> a. This assignment is required to assess whether you possess the prerequisite knowledge to continue in this course. b. You must pass A0 with at least 60%. 4. Grading for A1, A2, A3, and A4 will be subjective and based on completion of assignment specifications. You will receive one of the following grades for these assignments: <ol style="list-style-type: none"> a. Complete, exceeds expectations (only if we have bonus) b. Complete, meets expectations (if student work meets all expectations) c. Complete, has scope for improvement d. Incomplete, does not meet expectations yet e. Incomplete, needs significant improvement f. Not submitted 5. Subjective assignment grades are incorporated in this course to enable you to the focus on learning the concepts through these assignments. 6. Final assignment grade will be computed as described in Section IX.
Problems of the Day (PoD)	<ul style="list-style-type: none"> • Each week, a set of 3 problems are released on Mondays and due at 23:59 on Friday of that week. • The Life Happens Clause applies to PoD sets. • We will consider the best 9 problem sets, i.e., we will drop 2 weeks' worth of PoD sets when computing the final course grade. • Specific information will be available on the course website (Brightspace). • There is a 1% bonus grade on the overall course grade if a student submits all PoD sets before the deadline.

Practicum	<p>Practicums are assessments that assess your learning and application. These are held during lab times during the following weeks:</p> <ul style="list-style-type: none"> • P1: Week of Jan 22 – 26, 2024 • P2: Week of Feb 05 – 09, 2024 • P3: Week of Feb 26 – Mar 01, 2024 • P4: Week of Mar 11 – 15, 2024 • P5: Week of Apr 1 – 5, 2024 <p>Notes:</p> <ol style="list-style-type: none"> 1. You are required to write the practicum during the specified times. 2. We consider the best 4 out of 5 practicum grades. 3. Make-up practicum: If there is a snow day during your scheduled practicum, a make-up practicum will be planned for the following week. In case the following week also has a snow day, we will plan based on the circumstances and inform you about the alternative date/time for the make-up practicum. 4. Practicum and accommodations: If you have set up official supports and an accommodations plan through the Dal Accommodations Centre, some of these supports may allow you to request time extensions or using distraction-free rooms for tests, exams, and practicum at the Mark A. Hill Centre. <ul style="list-style-type: none"> a. If you wish to book one of these distraction-free rooms or request time extensions for tests, exams, and practicums in this course, please let us know (email csci1110@dal.ca) BEFORE 12:00pm on the FRIDAY prior to the week the practicums are scheduled.
Tests	<p>There are 2 applied/concept tests in this course. They will be held during on the following dates:</p> <ul style="list-style-type: none"> • T1: 19:00 on Wed, Jan 31, 2024 • T2: 19:00 on Wed, Mar 06, 2024 <p>The final exam serves as an opportunity to make-up for performance on the tests (see Section IX for information about course grading scheme for more details). Students must participate in both tests to be eligible for this make-up of performance.</p>
Final Exam	<p>The final exam that assesses all course concepts will be scheduled during the exam period by the University Registrar's Office.</p>

VIII. Assignment submission policy & Life Happens Clause

1. All submissions are due at 11:59pm (Atlantic time, Halifax) unless otherwise noted in the description and/or requirements of the specific assignment/lab/activity.
2. All submissions must be submitted on Brightspace or otherwise as instructed.

3. The *Life Happens* clause for individual assignments (Ax) and Problem of the Day (PoD) sets:
 - a. For Ax and PoD sets, students have an extra 72 hours (i.e., grace period or submission window) from the deadline to submit individual assignments.
 - b. Example: if an assignment is due at 11:59pm on Friday, Jan 19, with the *Life Happens* clause, students will be able to submit it until 11:59pm on Monday, Jan 22.
 - c. Students do not have to request for this extension – it is available by default to everyone.
 - d. This clause **does not apply** for other submissions or any participation activities held during class discussions.
4. **No SDA:** With supports built in, the Student Declaration Policy **does not apply** in this course.
5. If students have any accommodations set up through the Dalhousie Accommodations Centre, please contact the instructors **BEFORE the original deadline** to discuss accommodations.

IX. Course grading scheme

Problems of the Day (PoD) sets

- Best 9 sets out of 11 considered.

10%

Practicum

- There are 5 applied practicum exams in the course throughout the term. We consider the best 4 practicum out of 5. *Students must secure an average grade of at least 50% in practicum to be eligible to pass the course.*

25%

Tests

- There are 2 concept tests in the course throughout the term. *Students must secure a passing grade (at least 50%) in each test to be eligible to pass the course.*
- **Notes:**
 - There is no make-up test.
 - The final exam will have 3 parts, and the first two parts will correspond to topics on tests 1 and 2, and will serve as opportunities to make-up for performance in tests.

20%

Assignments (Ax)

- There are 5 assignments in the course.
- The final **20% for Ax = GA0 + GA1_4.**
- *There is a 1% bonus grade on the overall course grade if a student submits all assignments before the deadline, i.e., without using the Life Happens clause.*
- **GA0 (out of 5%):** A0 is graded using a numeric grading scheme and is required. A0 will account for 5%.
- **GA1-4 (out of 15%):** A1, A2, A3, and A4 are graded using a subjective grading scheme as specified in Section VII. We consider the best three (3) of A1, A2, and A3. *Completing A4 makes you eligible for a 1% overall bonus.* The numeric grades for A1-4 will be computed based on subjective grading as follows – you are eligible to receive a grade of:
 - **GA1-4 = 15/15**, if you receive a grade of "Complete" for at least 3 out of A1, A2, A3, A4.
 - **GA1-4 = 12/15**, if you receive a grade of "Complete" for at least 2 but not 3 out of A1, A2, A3, A4, and "Incomplete" for at least 1 of the remaining 2.
 - **GA1-4 = 10/15**, if you receive a grade of "Complete" for at least 2 but not 3 out of A1, A2, A3, A4, and have not submitted the others.
 - **GA1-4 = 6/15**, if you receive a grade of "Complete" for at least 1 out of A1, A2, A3, A4, but not 2, and a grade of "Incomplete" for at least 1 out of A1, A2, A3, A4.
 - **GA1-4 = 3/15**, if you receive a grade of "Incomplete" for at least 3 out of A1, A2, A3, A4, and have not completed any of these 4 assignments (A1, A2, A3, A4).
 - **GA1-4 = 0/15**, if you have not submitted any assignment.

20%

Final Exam

- The final exam has 3 parts. Part 1 and Part 2 will correspond to the topics on Test 1 and Test 2, respectively, and will be opportunities to make-up for performance on tests.
- *Students must secure a passing grade (at least 50%) in the final exam to be eligible to pass the course.*
- Any passing eligibility requirements (i.e., 50% minimum grade) for tests and exams will be computed after the final exam, since grades on parts of the final exam can serve as opportunities to improve/override grades on tests 1 and 2.

25%

- Students must participate in both tests to be eligible for parts on the final exam to serve as make-up opportunities for grades on tests 1 & 2.

Notes about your grades:

1. Please consult with your academic advisors for any changes in passing grades and/or dependencies on other courses.
2. As of 2015, a minimum grade of C must be achieved in all core computer science courses (BCS/BACS).
3. As of 2019, students who receive a grade lower than C in the same core computer science course twice, will face dismissal from the university.
4. The grade conversion scale in Section 17.1 of the Academic Regulations, Undergraduate Calendar will be used.
5. It is up to the discretion of the instructor to use remote proctoring for any 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 or Windows, (ii) a web-cam, and (iii) an internet connection.)

X. Academic Honesty and the Regret Clause

Academic honesty is an important attribute that adds value to your university degree and such integrity and honesty continues to be important as you pursue your career path. **Keeping this in mind, we expect you to be reasonable in your course work.** We recognize that discussions and interactions with classmates and others can facilitate mastery of the course's material. However, there remains a line between enlisting the help of another and submitting the work of another, or for that matter, submitting work generated by AI tools. The course's policy characterizes both sides of that line. We trust you, and we want you to succeed. But understand the boundaries, i.e., what is okay and what is not, as you pursue excellence in this course.

The Dal Academic Integrity Policy: Please note that the Dalhousie Academic Integrity policy is the foundation on which this policy is based. Please make sure to consult the policy to understand your rights and university expectations: <https://dal.ca/academicintegrity>

Course Academic Honesty Policy for CSCI 1110: The essence of all work that you submit to this course must be your own. Unless otherwise specified, collaboration on assessments (e.g., assignments, labs, problem sets, projects, quizzes, or tests) is **not permitted** *except* to the extent that you may ask classmates and others for help so long as that help does not reduce to another doing your work for you. Generally speaking, when asking for help, you may show your work to others, but you may not view theirs, so long as you and they respect this policy's other constraints.

The Regret Clause¹ in CSCI 1110: If you commit some act that is not reasonable but bring it to the attention of the course instructors by emailing **csci1110@dal.ca** within **72 hours**, the student will be

¹ Please note that this Academic Honesty policy is based on and an extension of the policy used by CS50 offered by Harvard University, available here: <https://cs50.harvard.edu/x/2023/honesty/> and published here: https://cs.harvard.edu/malan/publications/Teaching_Academic_Honesty_in_CS50.pdf

permitted to withdraw their submission, and the matter will not be referred for further disciplinary action, except in cases of repeated acts. Withdrawing the submission will result in no grade being applied to that assessment, i.e., Brightspace will show a grade of “not submitted” or 0 (zero) where applicable.

Course expectations around Academic Honesty in CSCI 1110:

Below are some guidelines (not exhaustive) that characterize acts that the course considers reasonable and not reasonable. If in doubt as to whether some act is reasonable, do not submit it until you solicit and receive approval in writing from the course instructors. TAs or markers cannot grant such approvals.

Notes:

1. *Acts considered not reasonable by the course are handled harshly.*
2. If the course identifies any actions that are not reasonable, we may refer the matter for further disciplinary action to the Faculty Academic Integrity Office (AIO).
3. As a Dalhousie student, you have the right to appeal or reject any penalties applied by this course as a result of either the use of the Regret Clause or other acts that are deemed not reasonable and may pursue the Academic Integrity process through either the Faculty AIO or Senate Discipline Committee (SDC).
4. You may consult with the Dalhousie Student Advocacy Services (DSAS) for further advice.

Reasonable actions:

1. Communicating with classmates about assessments in English (or some other spoken language), and properly citing those discussions.
2. Discussing the course’s material with others in order to understand it better.
3. Helping a classmate identify a bug in their code, as by viewing, compiling, or running their code after you have submitted that portion of the work yourself.
4. Incorporating a few lines of code that you find online or elsewhere into your own code, and properly citing those sources, *provided that those lines are not themselves solutions to assigned work and that you cite the lines’ origins*.
5. Sending or showing code that you’ve written to someone, possibly a classmate, so that they might help you identify and fix a bug.
6. Submitting the same or similar work to this course that you have submitted previously to this course.
7. Turning to the web or elsewhere for instruction beyond the course’s own, for references, and for solutions to technical difficulties, but not for outright solutions to assigned work.

8. Using AI-based software (such as ChatGPT) to ask questions and learn, *but not presenting its answers as your own*.
9. Whiteboarding solutions with others using diagrams or pseudocode but not actual code.
10. Working with (and even paying) a tutor to help you with the course, *provided the tutor does not do your work for you*.

Actions NOT Reasonable:

1. Accessing a solution to some assessment prior to (re-)submitting your own.
2. Accessing or attempting to access, without permission, an account not your own.
3. Asking a classmate to see their solution to some assessment before submitting or resubmitting your own.
4. Discovering but failing to disclose to the course's heads bugs in the course's software that affect scores.
5. Decompiling, deobfuscating, or disassembling the staff's solutions.
6. Failing to cite (as with comments) the origins of code or techniques that you discover outside of the course's own lessons and integrate into your own work, even while respecting this policy's other constraints.
7. Giving or showing to a classmate a solution to an assessment when it is they, and not you, who is struggling to solve it.
8. Manipulating or attempting to manipulate scores artificially, as by exploiting bugs or formulas in the course's software.
9. Paying or offering to pay an individual for work that you may submit as (part of) your own.
10. Providing or making available solutions to assessments to anyone, whether a past, present, or prospective future student.
11. Searching for or soliciting outright solutions to assessments online or elsewhere.
12. Splitting an assessment's workload with another individual and combining your work.
13. Submitting (after possibly modifying) the work of another individual beyond the few lines allowed herein.
14. Submitting the same or similar work to this course that you have submitted or will submit to another.
15. Submitting solutions given by third-party Generative or other AI-based software (including ChatGPT, GitHub Copilot, the new Bing, et al.) as your own.
16. Viewing another's solution to an assessment and basing your own solution on it.

University Expectations, Policies, and Statements

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

<https://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=111&loaduseredits=False>

Academic standards

Failure to properly attribute sources in your work will be treated as an academic standards issue and points may be deducted for not following citation requirements.

- a. For example, forgetting to quote text taken from other sources, failure to include in-text citations, or a failure to include required information in the citations or references.
- b. Please see the resources on proper citation provided by the Dalhousie Writing Center (<https://dal.ca/libguides.com/c.php?g=257176&p=5001261>):

Please note that if it appears that the error was made with intent to claim other people's work as your own such as a lack of both citations and references, an allegation of plagiarism will be submitted to the Faculty Academic Integrity Officer, which could result in consequences such as a course failure.

Academic Integrity Policy

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).

Use of Plagiarism Detection Software

All submitted code may be passed through a plagiarism detection software, such as the plagiarism detector embedded in Codio, the Moss (<https://theory.stanford.edu/~aiken/moss/>) Software Similarity Detection System, 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. https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/policy-repository/OriginalitySoftwarePolicy.pdf.

Culture of Respect²

Every person has a right to respect and safety. We believe inclusiveness is fundamental to education and learning. Misogyny and other disrespectful behaviour in our classrooms and labs, on our campus,

² 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: <http://www.dal.ca/dept/dalrespect.html>. Revised by

on social media, and in our community is unacceptable. As a community, we must stand for equality and hold ourselves to a higher standard.

What we all need to be ready to do:

1. **Be Ready to Act:** This starts with promising yourself to speak up to help prevent it from happening again. Whatever it takes, summon your courage to address the issue. Try to approach the issue with open-ended questions like “Why did you say that?” or “How did you develop that belief?”
2. **Identify the Behaviour:** Use reflective listening and avoid labeling, name-calling, or assigning blame to the person. Focus the conversation on the behaviour, not on the person. For example, “The comment you just made sounded racist, is that what you intended?” is a better approach than “You’re a racist if you make comments like that.”
3. **Appeal to Principles:** This can work well if the person is known to you, like a friend, sibling, or co-worker. For example, “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’s actions, but you can control what happens in your space. Do not be afraid to ask someone “Please do not tell racist jokes in my presence anymore” or state “This classroom is not a place where I allow homophobia to occur.” After you have set that expectation, make sure you consistently maintain it.
5. **Find or be an Ally:** Seek out like-minded people that support your views, and help support others in their challenges. Leading by example can be a powerful way to inspire others to do the same.
6. **Be Vigilant:** Change can happen slowly, but do not let this deter you. Stay prepared, keep speaking up, and do not let yourself be silenced.

University Statements

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>

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 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-con.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)

Student Use of Course Materials

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Learning and Support Resources

Please see https://www.dal.ca/campus_life/academic-support.html