

**FACULTY OF COMPUTER SCIENCE
CSCI 1900, Winter (January 2024)
Academic Foundations for Computer Science Studies**

Instructor	Hideyo Kawashima
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Course Date	January 8 – April 9, 2024
In Person Lecture	Wednesdays 09:35-10:25 am LifeScience Learning Common, C334
Online Tutorial & Office Hours	Time: TBA Location: Microsoft Teams Online Note: This is a mixed mode course with both live classes and independent work on Brightspace during Tutorial time.
Learning platform	Brightspace http://dal.brightspace.com and MS Teams
Important Dates	<p>Jan 22 - Last day to add or drop winter term courses with no financial implications</p> <p>Feb 2 – Munro Day - University closed</p> <p>Feb 6 - Last day to drop winter term course without a "W"</p> <p>Feb 19 – Nova Scotia Heritage Day - University closed</p> <p>Feb 19 - 23 Winter Study Break</p> <p>March 6 - Last day to drop winter term classes with a "W"</p> <p>Mar 29 – Good Friday- University closed</p> <p>April 3 - Last Lecture day of CSCI1900</p>

1.0 Course Description

This course lays the foundations for academic success in Computer Science studies via development of academic literacies and language skills. In this seminar-style course, students develop the ability to use academic English flexibly, in spoken and written modes, according to the norms of the language practices in computer science studies.

1.1 Learning Outcomes

At the end of this course, students will be able to...

- Employ skills and strategies surrounding the language practices in the discipline of Computer Science and within the Dalhousie academic community.
- Flexibly and appropriately adapt the register, style, vocabulary, and other aspects of their language use according to the communicative context.
- Draw on the most common vocabulary of computer science studies to produce written or spoken texts.
- Read more effectively with improved ability to contextualize readings.
- Produce key text and spoken genres associated with undergraduate Computer Science.
- Revise, edit and proofread their work according to the norms of standard academic English.
- Produce spoken and written work adhering to the principles of academic integrity in at Dalhousie.
- Ethically and effectively use a variety of digital language tools to support their studies.
- Employ skills and strategies to work in teams of people from diverse linguistic, cultural and other backgrounds.

1.2 Course Format and Course Communication

- This is a mixed mode course: **In-person classes on Wednesdays** and **online tutorial/office hours on TBA**.
- **In-Person Lecture:** There will be one hour per week of class time, which will take place on **Wednesday from 09:35-10:25 am** in the **LSC C334**. Attendance and participation are expected for classes.
- **Online:** Every week, there will be approximately two hours of course content to be completed online. Some of this content can be completed autonomously during tutorial time, and some can be completed on your own time as your schedule allows. It is recommended you organize your schedule carefully to do your course work, as there will be strict deadlines for assignments.
- Course announcements will be posted to Brightspace. It is the student's responsibility to check both their Dalhousie e-mail and Brightspace *daily*.

1.3 Pre-requisites

This course has no pre-requisites. Students must be in their first year in Computer Science.

1.4 Assessment

There will be 6 assignments + a participation grade based on attendance and completion of weekly content. You will receive more detailed information about each assessment, including a grading rubric, as it is assigned.

Assessment Schedule

Assessment	Due Date	Value	Genre
Assignment 1 [W2] (partner/pair)	Tuesday, January 23 (11:59 pm)	10%	Problem-Response Text
Assignment 2 [W3] (individual)	Tuesday, January 30 (11:59 pm)	15%	Graphic Interpretation Presentation
Assignment 3 [W4] (individual)	Tuesday, Feb 6 (11:59 pm)	10%	Summary Response Essay
Assignment 4 [W5] Part 1 (collaboration)	Tuesday, Feb 13 (11:59 pm)	10%	Collaborative Glossary = 5% Self/Peer Assessment = 5%
Assignment 4 [W6] Part 2 (collaboration)	Wednesday, Feb 28 (In-class presentation)	10%	Extended Definition Presentation (based on one glossary term)
Assignment 5 [W7-W10] (individual)	<ul style="list-style-type: none">• Start research (reading) for Argumentative Essay• Work on Argumentative Essay <u>draft</u>• Make appointment with Writing Center• Share your work in class/tutorials to receive feedback• DO NOT write an essay in one-go		
Study Break (Feb 19- 23)			
Assignment 5 [W11]	Tuesday, April 2, (11:59 pm)	30%	Argumentative Essay Final
Assignment 6 [W12] (individual)	Tuesday, April 9 (11:59 pm)	10%	Personal Learning Reflection
Participation	On-going	5%	Engagement in Class/Tutorials and Completion of Brightspace Tasks
TOTAL		100%	
Optional Bonus Quiz	TBA	2%	Bonus Quiz based on all course content

1.5 Texts and Resources

Resources will be created specifically for this course. All resources will be distributed via Brightspace.

1.6 Schedule

You will engage in approximately 33 hours of content for this course, consisting of both in-person and online components. All the input (readings, videos, etc.) and learning activities (discussion posts and replies, worksheets, etc.) and weekly live class meetings contribute to these 33 hours. All of the work has been carefully selected and scaffolded in order to contribute to your learning and engagement with the topic of technology and language education. Therefore, it is important that you complete all readings, viewings, learning activities, and attend the synchronous class meetings.

All readings are available through Brightspace, either as downloadable pdfs, links to library articles, or links to websites where the article is hosted. This list of topics, readings/viewings and learning activities is subject to change. **Any changes will be clearly communicated to you in class/tutorial/Brightspace/email.**

1.7 List of Topics (*subject to change)

Week 1 (Jan 10 and tutorial) <ul style="list-style-type: none">- Orientation and Introduction to CSCI 1900- The importance of Academic Integrity- FCS Academic Integrity Course (4 modules + quizzes)- Canadian Academic Culture article & discussion	Week 7 <ul style="list-style-type: none">- Argumentative Essay Overview- Thesis statements- CRAAP Test for Sources- Topic Proposal
Week 2 (Jan 17 and tutorial) <ul style="list-style-type: none">- The vocabulary of decision trees- Using conditionals for instructions- Giving technical instructions- Assignment 1 Problem-Response Text	Week 8 <ul style="list-style-type: none">- PEEL Structure- The Conclusion- Including a Counterargument
Week 3 (Jan 24 and tutorial) <ul style="list-style-type: none">- Tips for reading and interpreting line graphs- Graphic interpretation and Language of Changes- Assignment 2 Graphic Interpretation (PPTs with voice-over)	Week 9 <ul style="list-style-type: none">- Review Sentence Structure- APA References Practice
Week 4 (Jan 31 and tutorial) <ul style="list-style-type: none">- Library session with Allie Fulford (Jan 31)- Paraphrasing, APA citations, referencing- Academic reading strategies- Assignment 3 Summary Response Essay	Week 10 <ul style="list-style-type: none">- Writing an Argumentative essay- Sentence structure: incorporating variety in writing- Parenthetical and Narrative In-text Citations
Week 5 <ul style="list-style-type: none">- Understanding Affixes to Transform Words- Paraphrasing Introduction- Teamwork Skills- Assignment 4 (part 1) Glossary	Week 11 <ul style="list-style-type: none">- Adding cohesive devices for flow- Avoiding sentence structure errors- Editing and proofreading- Assignment 5 Argumentative Essay
Week 6 <ul style="list-style-type: none">- Nailing Presentations- Transitions and Signposting Languages- Assignment 4 (part 2) Extended Definition	Week 12 <ul style="list-style-type: none">- Reflective Writing- Optional quiz for 2% bonus marks!- Assignment 6 Reflective Writing

Presentation	- Bonus Quiz (TBA)
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1.8 Late Submission Policy

Throughout this course, you are expected to submit work and assignments on time. For each assignment, you will be given a deadline. It is your responsibility to finish your work on or before the deadline.

(1) Late Penalty

Assignments submitted *after* the due date will receive a percentage deduction for *each* delayed day as follows:

- 5% deducted from the total mark for each overdue day for the assessment.
- The first delayed day starts *immediately following* the deadline.
- Failure to submit your assignment within *three days past due date* will automatically receive a mark of zero.

(2) Extensions

You can ask for an extension without penalty because of *illness or personal emergency*. In this case, please discuss a possible extension with your instructor *before the due date*. Technology problems or misunderstanding the assignment instructions or due date are not acceptable reasons to be given an extension. If you need more time to work on your assignment, you must ask your instructor at least 24 hours in advance for an extension.

(3) Help with Deadlines

If you are struggling with an assignment, please talk to your instructor as soon as possible. You can also use Dalhousie assignment calculator to manage your time well and stay on task.

Dalhousie Assignment Calculator: <https://util.library.dal.ca/calculator/>

1.9 Participation

A high level of participation and engagement in this course is necessary to pass. The value for your Participation is 5% of the total grade. To achieve this, you must:

- (1) **Attend the live class on campus each week.** Your attendance is *expected* and will be recorded by your instructor.
- (2) **Complete all tasks and activities in Brightspace.** You will prepare for and carry out tasks which are designed to develop your skills and to help you learn. By not carrying out course tasks on

Brightspace or spending a reasonable amount of time engaging with the materials, you are not learning and developing your skills.

1.10 Grading Scheme

The Dalhousie grading scale is employed in the course assessment. **For students in the Faculty of Computer Science, a “C” (60%) is required to pass the course:**

Grade	Grade Point	%	Definition	
A+ A A-	4.30 4.00 3.70	90-100 85-89 80-84	Exceptional - Excellent	Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
B+ B B-	3.30 3.00 2.70	77-79 73-76 70-72	Very Good - Good	Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
C+ C	2.30 2.00	65-69 60-64	Satisfactory - Marginal Pass	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience.
C-	1.70	55-59	Fail	Minimum grade of 'C' was not achieved to pass.
F	0.00	0-49	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.
INC	0.00		Incomplete	
W	Neutral and no credit obtained		Withdrew after deadline	
ILL	Neutral and no credit obtained		Compassionate reasons, illness	
P	Neutral		Pass	
TR	Neutral		Transfer credit on admission	
Pending	Neutral		Grade not reported	

2.0 Faculty of Computer Science Policies

2.1 Responsible Computing Policy

Usage of all computing resources in the Faculty of Computer Science must be within the Dalhousie Acceptable Use Policies (<http://its.dal.ca/policies/>) and the Faculty of Computer Science Responsible Computing Policy. (https://www.cs.dal.ca/downloads/fcs_policy_local.pdf)

2.2 Use of Plagiarism Detection Software

All submitted writing in this course will be passed through plagiarism detection software **Original**. 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 work 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

2.3 Copyright Notice

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.

2.4 Culture of Respect

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

2.5 What we all need to do¹:

- **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?”
- **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.”
- **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.”
- **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.
- **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.
- **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.

3.0 University 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=69&chapterid=3457&loaduserredits=False>

¹ Source: Speak Up! c 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 Susan Holmes from a document provided April 2015 by Lyndsay Anderson, Manager, Student Dispute Resolution, Dalhousie University 902.494.4140 lyndsay.anderson@dal.ca www.dal.ca/think.

3.1 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 (The Center for Academic Integrity, Duke University, 1999). 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.

http://www.dal.ca/dept/university_secretariat/academic-integrity.html

3.2 Accessibility

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

http://www.dal.ca/campus_life/student_services/academic-support/accessibility.html

3.3 Student Absence Declaration

In January 2018, the Student Declaration of Absence Form was introduced in select courses to re- place sick notes for absences of three days or fewer that result in missed or late academic requirements. https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/academic-policies/student-absence.html

PLEASE NOTE: If your absence will cause a late submission of an assignment, you must discuss this with your instructor before the assignment due date. A Student Absence Declaration will *not* exempt you from completing a required assignment, nor will it automatically grant you an extension.

3.4 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.

https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html

3.5 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). <http://www.dal.ca/cultureofrespect.html>

3.6 Recognition of Mi'kmaq Territory

Dalhousie University would like to acknowledge that the University is on traditional Mi'kmaq Territory. The Elders in Residence program 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 programs at elders@dal.ca or 902-494-6803 (leave a message).

3.7 Learning and Support Resources

- General Academic Support — Advising
http://www.dal.ca/campus_life/student_services/academic-support/advising.html
- Fair Dealing Guidelines: <https://libraries.dal.ca/services/copyright-office/guidelines/fairdealing-guidelines.html>
- Dalhousie University Library <http://libraries.dal.ca>