

## Course Syllabus

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### **EECS3461 3.0 “User Interfaces”**

Section A and B, Term F (Fall 2021, AY2021-22)

v.1

#### 1. Acknowledgement of Indigenous Peoples and Traditional Territories

We acknowledge our presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, the Huron-Wendat, and the Métis. It is now home to many Indigenous Peoples. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish With One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

#### 2. About this document

This document is a course syllabus. This document provides course information and also sets out the course policies.

In the case of petitions, the syllabus is used in the adjudication process as the definitive source of information about a course and its policies.

This document expands on the document called the ‘course outline’, which is a different document that is often provided to students at the beginning of the academic year.

#### 3. Course Description (Registrar’ Office)

Introduces user interfaces and the tools and mechanisms to create and prototype them. Students work in small groups and learn how to design user interfaces, how to realize them and how to evaluate the end result.

Prerequisite: cumulative GPA of 4.50 or better over all major EECS courses (without second digit "5"); LE/EECS 2030 3.00 or LE/EECS 1030 3.00.

Course credit exclusions: AP/ITEC 3230 3.00. Previously offered as: LE/CSE 3461 3.00. PRIOR TO SUMMER 2013: SC/CSE 3461 3.00.

#### 4. Course Learning Outcomes (CLOs) and Competencies

After successful completion of the course, a student in this course will be expected to be able to:

- CLO#1: Explain and apply conceptual models that are employed of the human user and of human-computer interaction
- CLO#2: Describe and critically evaluate typical human-computer interaction (HCI) models, styles, and paradigms (contemporary and historic)
- CLO#3: Apply a human-centered design (HCD) process to the design of interactive systems
- CLO#4: Describe and apply standards and guidelines from user interaction design and research.

- CLO#5: Identify, distinguish among, and critically reflect on users and stakeholders of extant interactive systems and in the design process.
- CLO#6: Analyze, discuss and critically evaluate HCI issues in different contexts of interactive systems use

This course contributes to a student's ability to demonstrate competency in the following six areas, as per the Quality Assurance Framework instituted by the Ontario Universities Council on Quality Assurance (OUCQA), degree level expectations:

- Depth & breadth of knowledge
- Knowledge of methodologies
- Application of knowledge
- Communication Skills
- Awareness of limits of knowledge
- Autonomy and professional capacity

## 5. Teaching Team

This course has two sections and will be using a team-teaching approach

### 5.1. Instructors

Professor Melanie Baljko

Office: LAS 2028

[mb@cse.yorku.ca](mailto:mb@cse.yorku.ca)

Mana Poustizadeh

[maanaa@cse.yorku.ca](mailto:maanaa@cse.yorku.ca)

### 5.2. Teaching Assistants (TAs)

This course has several TAs. Their names and contact information will be listed on the course website.

## 6. Time and Location

This course is a **fully remote synchronous** course.

### 6.1. Location

**Fully remote** means that there is no in person contact and all course activities take place on-line, as per the class meeting instructions.

### 6.2. Time

Synchronous means that class activities will take place at scheduled times and your attendance is required and expected. **This is not an asynchronous course.**

The times below are given in Eastern Daylight Time EDT (UTC-4).

Please note that Eastern Standard EST (UTC-5) begins during the term, on Sunday November 7, 2022.

Section A: MW 10:00-11:30 EDT (UTC-4).

Section B: MF 11:30-13:00 EDT (UTC-4).

### 6.3. Time Zone Differences

It is acknowledged that not all students in the course will be in the time zone that is local to the York Campus in Toronto. However, students taking this course are expected to understand that this course is synchronous. Students taking this course are expected to attending class activities, even if they take place at inconvenient times due to time zone differences.

The instructors will try to be understanding of challenges that may arise occasionally and from time-to-time due to time zone differences.

## 7. Course Materials

This course makes use of several types of course materials. All course materials will be made available on the course eClass site.

### 7.1. Textbook

The course often makes use of this textbook. You do not need to buy this textbook, as it is available online from the York library.

Sharp, H., Preece, J., & Rogers, Y. (2019). Interaction design : Beyond human-computer interaction. ProQuest Ebook Central <https://ebookcentral.proquest.com>

Available via York Library (PPY Authentication required)

<https://ebookcentral.proquest.com/lib/york/detail.action?docID=5746446>

### 7.2. Other Materials

Additional materials will be required and will be provided on the course website. These additional materials include papers, excerpts, written notes. These materials will be provided in PDF format.

### 7.3. Video Recordings

Some course materials will be accompanied by video recordings and/or video presentations. These materials will be provided via ECHO360.

to the course forum and to email the course director. Please be mindful of the course email policy.

## 8. Course Structure and Course Organization

### Class Format

- This course makes use of the ‘flipped classroom’ mode. This means that, in general, students will complete readings and prep work at their home and prior to the class meetings. Students work on live problem-solving during class time.
- Class meetings will be conducted by the instructors (or occasionally by a substitute).

### Merged Section Format

This course is offered in two Sections, A and B. The same course materials and activities will be offered in both sections.

As a default, students are expected to attend the class meetings of the section in which they are formally enrolled. There may be occasions on which students will be offered the opportunity to form groups across and between the Sections and/or to attend class meetings from the other section. These opportunities will be subject to conditions that will be explained further during the course. However, in the absence of an explicit invitation otherwise, students are expected to attend the class meetings of the section in which they are formally enrolled

### Time Expectations

- It is expected that students will spend approx. 9 hours per week on this course, in the average case. This estimate includes the 3 hours of in-class time. The workload may vary from week to week.

### Use of Course Modules

- This course makes use of a 'module' format:
  - Each module will focus on mastery of specific competencies and learning outcomes connected to the course learning outcomes.
  - Graded course activities will be completed by students within each module.
  - Class time is used for in-class student activities connected to the module, interspersed with short mini-lectures and other class activities.
  - Students are expected to attend all class meetings. Attendance is NOT optional.
- Each module's activities will be posted on the course website at the start of the module. Module activities may include:
  - exercise sets (individual and group based)
  - on-line quizzes (synchronous – during class time)
  - on-line quizzes (asynchronous – completed outside of class time)
  - project components and design activities
  - critiques
- The course will begin and end with intro and outro classes (half-weeks for the first and last modules).
- The module schedule will be posted on the course website and general module information; further details on each module will be made available closer to their start times. Adjustments to modules may be made by the course instructors on the basis of class need.

### Format of Class Meetings

- For class meeting times, all students will convene in the main meeting room of Zoom.
- Class meetings will be used primarily for problem solving and other activities.
- Mini-lectures may be given during scheduled class time.
- Breakout rooms will be used frequently for in-class activities. We will switch between the main room and the breakout rooms depending on the class activity.
- During the class meeting times, we will make use of the course website and other web-based applications (such as Miro and Figma).
- The class Discord server will be monitored during class meeting times.

- Students are expected to join class meetings via desktop or laptop computer. Joining via phone or mobile handset is not adequate, as student will not be able to make use of the required technologies during the class meeting.

### Prep Work & the Flipped Classroom

- Any weekly readings and/or pre-class activities that are assigned must be completed **prior** to the class activities.
- Students are expected to arrive at each class meeting having already completed the prep work (assigned readings/pre-class activities).
  - The schedule of prep work and class activities will be posted on the course eClass site.
  - The prep work will be posted a minimum of one week in advance.

### In-Class Activities

- The in-class student activities are designed to build upon the work already completed by the students from the class prep. Many of these student activities, upon completion, will be submitted for grading.
- Submission deadlines for in-class activities will depend on the scope of the activity.
  - Small activities typically can be completed within class time; a small amount of additional buffer may be provided.
  - Medium-sized activities may require a little bit of additional work and typically will be due within **24 hours after the end of class**.
  - Larger activities are to be started during the class time and will require follow-up. These activities will be **due at the end of the module**.

### Learning Pods

- All students will be placed in a specific learning pod, which will consist of 10-15 students (depending on enrolment).
- Some in-class activities will be completed within the learning pod context.

### Types of in-class student activities

- **Individual:** students complete and submit their work individually (e.g., on-line tests, exercise sets)
- **Individual but within a pod context:** students complete an individual piece that is part of a larger submission (e.g., collaborative annotations to course material, one component of a multi-component submission)
- **Small group** (pod divides into groups of 2-3): small groups complete a piece of work collaboratively (e.g., exercise set, peer assessment activities, project components)
- **Whole pod:** the whole pod completes an activities and one submission made by the entire pod (e.g., large exercise set, peer assessment activities requiring discussion and consensus).

### Recordings of Class Meetings

- Since the class meetings are primarily used for class activities, recordings of the class meetings are of limited use. The recordings will be placed on the course eClass website.
- What will be recorded:

- Information and announcements provided to the class during scheduled class time will be recorded (this information may be provided in written form as an alternative)
- Mini-lectures given during scheduled class time will be recorded.
- Q&A sessions that take place during scheduled class time
- What will **NOT** be recorded:
  - In-class student activities

## 9. Course Assessment and Evaluation

### 9.1. Graded Course Activities

Graded course activities will be assessed using a scale. Examples of scales include:

- **4-point Expectations Scale:** Exceeds expectations, Meets expectations, Marginally meets expectations, Below expectations
- **Completed Scale:** not completed, completed
- **Numerical Point Scale:** a certain number of points available to be earned per question or per activity component.

The grading scale will be chosen by the course instructors to match the nature of the course activity.

### 9.2. Module Grades

A numerical value on a 100-pt scale will be derived for each module.

1. Grades for graded course activities will be normalized to a value on the 100-point scale
  - a. The normalization for the **4-point Expectations Scale** will be implemented so that an evaluation of 'Meets Expectations' maps to a grade of B or B+, which will then be mapped to the 100-point scale.
  - b. The normalization for the **Completed Scale** will map to the binary value of 0 or 100.
  - c. The **Numerical Point Scale** will be normalized to a 100-point scale.
2. A weighted mean over the module activities will be derived for the module grade.
3. The module grades will be calculated and published in the eClass gradebook. The date of publication will be noted (and will determine the window for correcting grading errors).

### 9.3. Derivation of Final Grade

The grading scheme for final grades in this course will conform to the “**Common Grading Scheme for Undergraduate Faculties**”, which is a 9-point system based on letter grades issued by the Senate of York University. See detailed description in corresponding Senate policy: <https://calendars.students.yorku.ca/2021-2022/grades-and-grading-schemes>

The course final grade will be derived as follows:

4. A weighted mean over the modules will be derived.
5. The weighted average will be mapped into York's 9-Point Grading Scheme to determine the final letter grade.

The modules are weighted as follows:\*

Module 01:	10 %
Module 02:	10 %
Module 03:	10 %
Module 04:	10 %
Module 05:	10 %
Module 06:	10 %
Module 07:	10 %
Module 08:	10 %
Module 09:	10 %
Module 10:	10 %
<hr/>	
<b>Total:</b>	<b>100 %</b>

\*Minor adjustments to the module weights may be made at the discretion of the course instructors and will be announced via the course website.

The scheduling and the grading scheme for the sprint activities can be found on the course schedule.

#### 9.4. Course Assessment

Students will be provided with several opportunities to provide their assessment of the course.

### 10. Course Calendar

All course activities (class meetings, course events, and deliverables) will be posted to the course eClass site and will also appear on the calendar that is provided by eClass. A link to the course calendar is found here:

<https://eclass.yorku.ca/eclass/calendar/view.php?view=month&time=1630555200&course=57562>

### 11. Course Communication Policies

#### 11.1. Course Communications: Website

The primary mode of communication will be via the course website, which students can access via eClass. Students, once officially enrolled, are automatically granted access to the course website. The course website will appear under “Your courses on moodle@yorku” in the eClass Dashboard.

#### 11.2. Course Communications: Announcements

Announcements are routinely issued via ‘Course Announcements’, which is a **forced subscription** forum on the course website.

#### 11.3. Office Hours

Students are warmly invited to attend the course director’s office hours. Office hours will be posted on a weekly basis to the course website. Office hours will take place via zoom. As well, students are also invited to post.



#### 11.4. Discord Server

A Discord server is provided to students. It is provided in order to support communication among the students in the course. A full set of Discord policies is found on the eClass website. A short excerpt is provided here:

- Any content on the Discord server should not be considered 'official'. The 'official' information is on the course website.
- Students should expect communication from other students primarily, but from time to time the course instructor or TAs may participate. Students should not ask important, time-sensitive questions that require authoritative answers, since they might not get answered in a timely fashion or at all.
- As per Discord's Terms of Service, all DM Advertisers and Spammers are banned. As well, the server cannot be used for anything that is contrary to the Academic Integrity policy or the Student Code of Rights & Responsibilities.

#### 11.5. One-on-One Chat with Instructor/Private Virtual Office

Students can communicate with the course instructors via the “One-on-One Chat with Instructor” or the “Private Virtual Office” module that is available in eClass.

The “Private Virtual Office” module that is available in eClass is a private forum between each student and their instructor(s). Students can expect a reply within 24 hours.

Each student's private virtual office is visible only to the student and the instructors. In addition, the Private Virtual Office is visible to the Student Communications Coordinator. Neither the TAs nor the other students can see the messages or responses within a student's private virtual office.

Although students can expect a response within 24 hours, some issues may be complicated and may take longer than 24 hours to resolve completely.

To ensure we can meet our response time goals, the lead Student Communications Coordinator has been tasked with managing the Private Virtual Offices. The coordinator is obligated to respect your privacy and will not divulge any information to anyone. The coordinator will track issues and will follow-up as needed to ensure issues are resolved. The coordinator will bring messages to the attention of the appropriate instructor. The instructor will either reply directly in the virtual office or the coordinator will relay the response on their behalf. The coordinator is tasked with ensuring that all issues are resolved.

In some cases, the coordinator will provide answers to commonly-asked questions under the guidance of and on behalf of the instructors. The coordinator can also obtain requested information from the TA on behalf of the student.

If a student requires a level of privacy above and beyond the Private Virtual Office, the student can either (1) attend an office hour and request a private breakout room (preferred) or (ii) post a message to their Private Virtual Office requesting a private email exchange with a specific instructor.

#### Checklist for Private Virtual Office

- ☐ If you are asking a question, has it already been answered in the course materials and/or course webpage?
- ☐ Is the message actionable?



- Is the objective clearly stated? (e.g., requesting information, requesting resolution of an issue, providing feedback or guidance, other)
- Have you provided the necessary background information? (provide links as needed; avoid requiring the responder to look up necessary information)
- Is the message concise and does it lend itself to understandability? (ensure your language is clear and is not confusing)
- Is the message following the norms of professional correspondence? Here are some pointers:
  - Use a proper salutation (e.g., “Dear Professor” or “Dear Teaching Team”; avoid “Hey!” or “dear miss”)
  - Use a proper closing (e.g., sign your name; include your student number if relevant)
  - Use grammatical English. Use sentences and punctuation. Ensure your message is free of spelling and grammatical errors
  - Do not use SMS-style talk (e.g., “r u gonna return the tests tmr?”) or other shorthand or slang.

#### 11.6. Email communication with the Course Instructors and the TAs

Experience tells us that email communications with the teaching team (the course instructors and/or the TAs) is often not a successful strategy for students. Although the teaching team sincerely wants to engage with students, we also want to ensure that responses are provided in a timely and consistent manner. Experience shows that the large size of the class and the nature of common requests result in an extremely large volume of emails that cannot be easily triaged and handled in a reasonable timeframe. We are very sorry about this.

We have set up the Private Virtual Office and the lead Student Communications Coordinator role as a strategy to ensure that students are provided with good communication paths with the instructors.

Thus, students are encouraged to use the Private Virtual Office. Students may still decide to send email to the Course Instructors. However, please be advised that there may be a long responses time to emails (e.g., a week during the term, or even two weeks or longer at peak busy periods).

Course Instructors are using the email server within the EECS department which has a strict spam filter. Emails originating from non-York outgoing email servers are often flagged as spam and may not be seen by the intended recipient. The keyword ‘3461’ in the subject line can be used to get past the spam filters.

Students are asked to apply the following checklist.

##### Checklist for Email

- If you are asking a question, has it already been answered in the course materials and/or course webpage?
- If you are asking a question, can it be asked in the Private Virtual Office? Can it be answered in an Office Hour?
- Is the keyword ‘3461’ used in the subject line? If not, the email may be eaten by the spam filter.
- Is the email being sent from a York domain email account (cse.yorku.ca, eeecs.yorku.ca, yorku.ca, or the like)? Otherwise, the email may be eaten by a spam filter.
- Is the email actionable and following the norms of professional correspondence? (see the checklist under Private Virtual Office)

## 12. Course Policies

The course syllabus will contain all the course policies; selected course policies are provided here (in alphabetic order).

### 12.1. Class Meetings, Attendance

This is a synchronous course. This means that class activities will take place at scheduled times and your attendance is required and expected.

### 12.2. Class Meetings, Absences

Even though attendance at class meetings is required as a policy, from time to time a student may miss class due to illness or other unavoidable reason. If a student misses classes, then it is the student's own responsibility to catch up on the missed class. This can be accomplished by consulting the course's website and with their peers. In the case of absences longer than one class, students should speak to the course instructors as soon as possible.

### 12.3. In-Class Activities (including Tests), Absences

If a student is absent for a test or other activity that is scheduled to take place during a class meeting, then this will be treated as a missed deadline.

### 12.4. Academic Honesty

York students are subject to policies regarding academic honesty as set out by the Senate of York University and by the Lassonde School of Engineering. All students must read the Faculty's Policies at: <http://lassonde.yorku.ca/academic-integrity>.

Please also refer to the Senate Policy on Academic Honesty:

<http://www.yorku.ca/secretariat/policies/document.php?document=69>

### 12.5. Accessibility of the Course and Academic Accommodation

Academic ableism is deeply entrenched in many learning environments. The Course Instructors embrace the opportunity to combat academic ableism and to create inclusive learning environments.

York University provides a formal mechanism for students to access academic accommodations. This is typically accomplished by a formal letter of accommodation provided by Student Accessibility Services (SAS), which is preceded by a formal assessment process. As per University Policy, all such accommodations requests must be respected by all course staff in the University (though we informally hear about instances in which this is not the case, which is completely unacceptable).

The Course Instructors seek to use inclusive design principles (such as, but not solely limited to, Universal Design). We seek to create the conditions in which students can engage in a learning environment that is inclusive in the first instance (thus reducing the need for formal accommodations as a reaction to a lack of inclusion). We seek to identify and to mitigate barriers to learning. Students are often required to spend large amounts of labour securing the academic accommodations to which they are rightfully entitled, which is inequitable. Our intention is to provide any student who has a letter of accommodation with their stated accommodations with minimal friction and minimal effort on their part. Any student who has a formal letter of accommodation is asked to please submit it to the Course

Instructor when possible. Should the student wish to do so, the letter can be submitted at any time and there is no penalty or negative consequence for not submitting it at the start of the course.

Not all students who would benefit from academic accommodation undergo the formal process offered by SAS and obtain a Letter of Accommodation. Thus, students are invited to schedule a private appointment (via the Private Virtual Office) with the course instructors to discuss academic accommodations that could be helpful and that are outside of this formal mechanism.

## 12.6. Communication with the Course Instructors

The avenues for communication have been clearly set out in the syllabus. It is the student's responsibility to make use of the available avenues.

## 12.7. Intellectual Property Notice

All course materials are protected by Canadian and international copyright laws. Reproduction and distribution of the presentation without the written permission of the copyright holder is prohibited.

Course materials are designed for use as part of this course at York University are the intellectual property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, 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 material for distribution (e.g., uploading material to a commercial third-party website) may lead to a charge of misconduct under York's Code of Student Rights and Responsibilities and the Senate Policy on Academic Honesty and/or legal consequences for violation of copyright law if copyright law has been violated.

Instruction is provided under “**Students’ Reuse of Teaching Materials from York Courses**” <https://copyright.info.yorku.ca/students-reuse-of-teaching-materials-from-york-courses-2/>

Copyright attaches to student work that is submitted as part of graded course activities as per the provisions of the Copyright Act.

## 12.8. Invigilation Policy

This course does not use Proctortrack or other similar tracking/surveillance software. The Policy on Academic Honesty is in force and will be enforced.

## 12.9. Missed Deadlines

Deadlines are firm. Submissions may not be made after the deadline. Opportunities for make-up graded activities will not be provided.

An accommodation for a deadline extension will be made only in the following cases:

- **academic accommodation** (see section 12.5);
- **extraordinary circumstances** (see section 12.10).

Students are asked to **not** submit requests for extensions or accommodations for reasons outside of these two provisions, since these requests generate a large demand on teaching team resources.

## 12.10. Extraordinary Circumstances (Impacting Deadlines)

An unforeseen, extraordinary circumstances is a major illness or injury, an emergency surgery, a family crisis, or other such serious grave event.

This type of circumstance may impact a student's ability to meet a course deadline. In this case, an accommodation may be requested.

- The request must be made in writing and in a timely manner, **in advance** of the deadline whenever possible.
- The requests must be made on the basis of one of the following: (i) family/personal emergency, or (ii) major medical reason.
  - family/personal emergency: please briefly describe the circumstance (taking care to not divulge overly personal information); documentation may be requested on a case-by-case basis.
  - medical reason:
    - If the University policy during the term is to not require an Attending Physician's Statement (APS), then the medical reason can be requested without an APS.
    - If the University policy during the term is to require an Attending Physician's Statement (APS), then the request medical reason must be submit a signed Attending Physician's Statement (APS). The missed deadline must fall within the period of incapacitation on the APS.
- The Course Instructor will decide whether to grant an accommodation on the basis of the submitted request.
- If an accommodation is provided, then the Course Instructor **will transfer the weight from the missed course components to other course components, in a way to be determined by the course instructor and at the course instructor's discretion.**

## 12.11. Lateness Penalties

Course work must be submitted on time. No late work is accepted. (See section 12.9)

## 12.12. Mitigating Risk

Life holds many surprises. Students should mitigate risk by leaving an adequate time buffer for coursework. You may find yourself without enough time in the days leading up to a deadline (for many possible reasons). Plan ahead and be prepared. A lack of planning and a failure to mitigate risk does not constitute grounds for requesting an accommodation.

## 12.13. Recordings

Permission is required for a student to make any personal recordings of the class meetings. Permission must be requested in advance.

## 12.14. Religious Observance Days

York University is committed to respecting the religious beliefs and practices of all members of the community and to making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for in-class test or examination pose such a conflict for you, contact the Course Director within the first three weeks of class. Please note that to arrange an

alternative date or time for an examination scheduled in the formal examination period (December), students must petition for Deferred Standing at the Registrar's Office. Please see: <http://www.registrar.yorku.ca/exams/deferred/index.htm> and <https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>).

### 12.15. 'Shadowing' the Course

Occasionally, students may wish to enroll in the course but cannot do so due to space limitations and instead are placed on waitlist. In this department, enrollment delay is not acceptable grounds to receive a grading accommodation. Thus, it is the student's responsibility to keep up with coursework, even before being formally enrolled. This is called 'shadowing'. A downside of shadowing is that the while student can complete the coursework, they cannot submit it for grading nor receive grades via moodle.

The instructor will facilitate shadowing in the following ways: (i) create a manual enrollment entry in moodle to allow the student access to the course website; (ii) place the student in a learning pod and enable groupwork; and (iii) set up provisions for coursework to be undertaken and submitted (so that it can be graded once the formal enrollment is put into effect).

### 12.16. Conduct in the Course and Creating a Postive Space

Students and the Teaching Team are expected to maintain a professional relationship characterized by courtesy and mutual respect and to refrain from actions disruptive to such a relationship. Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom, and the responsibility of the student to cooperate in that endeavour. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class.

The Student Rights and Responsibilities documents can be found at the following link: <http://oscr.students.uit.yorku.ca/student-conduct>.

All of York University's Policies will be upheld in this course.

See York University's Policy on Gender/LGBTQ\*/Positive Space – <http://rights.info.yorku.ca/lgbtq/>

See York University's Racism Policy and Procedures – <https://www.yorku.ca/secretariat/policies/policies/racism-policy-and-procedures/>

See York University's Policy on Sexual Violence – <https://www.yorku.ca/secretariat/policies/policies/racism-policy-and-procedures/>

### 12.17. Supplemental Course Policies

Due to the unusual circumstance of the COVID-19 pandemic (and necessary course delivery adjustments), there may be the need to establish additional course policies as the need arises. These additional course policies will be listed on the course website (and identified as such). These policies will be put into force upon their publication (even if they are not included here), provided they are not in contravention of the rules of Senate and of the Lassonde School of Engineering.

## 12.18. Technology Failure and Technology Problems

This course relies heavily on the eClass platform.

**During scheduled class meetings:** if the eClass platform is not able to host our class meetings, the course instructor will attempt to run the class if possible via alternative means. The instructor will attempt to send a broadcast email to all students in the class to advise of the alternative, if possible (depending on the nature of the technology problem). In the event that an email cannot be issued, you should assume the class is postponed and we will meet when possible at the next scheduled meeting.

**Right before Submission Deadlines:** if any problems occur with the eClass platform (as acknowledged officially by UIT) right before a submission deadline, then the course instructor will make an announcement of the disruption. Depending on the nature of the disruption, the course instructor may extend the submission deadline (by an amount of time roughly commensurate with the duration of the disruption).

**During a timed course quiz:** if any problems occur with the eClass platform (as acknowledged officially by UIT) during a timed class quiz, then the course instructor will make an announcement of the disruption and will make provisions to offset the disruption.

Before starting a one-attempt timed course quiz, take steps to ensure a stable network connection (e.g., don't start the quiz under conditions where it is foreseeable that the network connection may drop).

If, after taking reasonable steps, a network drop still does occur before completing the quiz and, upon re-establishing the connection, moodle does not allow you to continue with the quiz (e.g., you receive a notification that you have already used your attempt), you may have recourse provided you adhere to the following procedure: email the professor immediately with the subject line 'network drop during the quiz'. The professor will examine the submitted quiz and the moodle logs. Barring any suspicious evidence, the professor will manually enable you to have a subsequent attempt. If the quiz contained questions chosen at random from the question bank, it is possible that you will receive a different version of the quiz on a subsequent attempt. The email must be received in a timely manner.

**Idiosyncratic Disruption:** Students in the course might experience a disruption of service (or other technical problem) on an individual based, such as right before a submission deadline or the start of a class meeting. As well, the responsivity of eClass may temporarily slow immediately before a submission deadline due to system load. No allowance will be made for this. It is strongly suggested that students mitigate risk by making partial, incremental submissions right up to the submission deadline and that students provision to make their submissions earlier than the possible last moment before the submission deadline.

## COPYRIGHT NOTICE

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## Version History

v.1

released at the start of the course (within the first two weeks of the course)