# Syllabus for CIS 380 Professional Practice

Dr. Laura Grabowski

Fall 2023

## Introduction

### Details

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|---|---|
| **Class Meeting** | MWF 8:00 AM — 8:50 AM<br>Dunn 208 |
| **Instructor** | Dr. Laura Grabowski |
| **Office** | Dunn 303 |
| **Office Hours** | M 9:00 AM – 10:00 AM; WF 9:00 AM - 11:00 AM |
| **E-mail** | `mailto:grabowlm@potsdam.edu` |
| **Textbook** | Kizza, *Ethical and Social Issues in the Information Age*, 6th edition, any format. |

### Catalog Description

> `CIS 380 Professional Practice. Seminar. Understanding and applying professional ethics of Computer Science with an emphasis on oral and written communication and critical analysis. Students consider the impact of computing, technology, and algorithmic decision making on privacy, individuals, and society and compile career materials for Computer Science-related careers. Gen ed: CM or SI credit. Prerequisites: CIS 205 and CIS 300 with minimum grade of 2.0, and CIS 310 or CIS 356 or CIS 410 or CIS 443. Fall.`

### Overview

Ethics is the study of moral values and activities and motivations based on those values. `Professional Practice` is about the ethics of being a computer scientist: it is about finding a set of moral values and rules that apply to being a "computer professional".

"Technology is value-neutral; *users'* applications are beneficial or harmful," **they** say, leaving you to wonder why moral values are of concern to a technical person. A developer just implements what their client or employer tells them to.

I hope that you already see that these rather flippant attitudes can set us on a dangerous path to potentially very dark places. The fact is that everything we do is threaded with ethical choices, implications, and outcomes. Software is technology, but it is used by human beings. Therefore, its design and implementation have social impacts that may be far reaching. We each must face the moral and ethical issues implicit in what we do. This course provides you with tools to help in identifying ethical questions you face and in developing a set of moral values and a framework for applying them in your professional life.

Computer scientists think of professional ethics as looking at how our practice impacts society and limiting the harm we cause. Practitioners seldom consider how our society impacts our practice and how that societal impact is reflected, amplified, and embedded in our programs and products. Social *norms* are encoded into our work, often unexamined because they are norms.

Using **the algorithm** as its lens, students consider how deep-learning, ubiquitous connection, massive data collection, and data modeling intensify inequality and injustice and how this can have disproportional impact on marginalized groups. Computer scientists must learn to understand their products not only as systems themselves but also as part of the larger, societal system; they must examine not only the technical details of their programs but also where the data *feeding* their systems comes from, the structure of the models that use that data, and where the results—the *decisions* made by their systems—go to be enacted.

Algorithms, both hand-coded and learning-derived, require at least the **same** ethical analysis in terms of broad social impact that personally making their same decisions requires. They require **more** in direct proportion to how much they speed up the decision making process.

### Technical Requirements

This course is **not** a programming course, but rather a course about *communication* about computer science, applying algorithms, and ethics. Modes of communication vary by assignment: typeset papers in PDF; written feedback in plain text or PDF; face-to-face speaking assignments with appropriate slides; recorded video speaking assignments with slides and presenter visible; typeset resumes; and in class, face-to-face discussion.

You will need access to hardware and software to support this broad range of communication modes.

**Hardware** Course materials are distributed on the Internet, assignments are submitted online, and most assignments require you to generate electronic artifacts. To participate in class, you will need:

**Computer** You will use Brightspace as the central hub for this course. This requires a computer that is comfortable to type on that is connected to the Internet.
Campus computer labs will suffice for this, except for recording videos. If you are using them, you will want to have a backup storage device (*i.e* a USB stick or external hard drive) and keep that up to date.
**Camera and Microphone** Some speaking assignments will be recorded. Built-in laptop or smartphone AV quality suffices.

**Software** A Web browser, a PDF reader, a video viewer, an e-mail client, and a text editor are required on your computer. If you choose not to use *Overleaf*, you will also need a working LaTeX installation. In addition to these broadly-applicable communication tools you will also need:

**Discord** The CS Department has Discord server that is our "virtual department". While class activities are all in person, Discord is a hub for easy communication, particularly with me. You can join our server at `https://discord.gg/eAMcNCD` and find information about getting started with Discord at `https://discord.com/new`.

## Learning Outcomes

### Potsdam Pathways Outcomes

This course fulfills the Potsdam Pathways Core Curriculum **Connecting Clearly: Communicating in the Major** requirement. This course adopts a "communicating in the disciplines" model to transmit the skills required to both learn and create knowledge within computer science, and to develop a professional voice through opportunities to speak and write on substantive issues that arise.

1. Identify at least two types of written and oral communication specific to their discipline. (Applying)
2. Explain what sorts of rhetoric are generally considered effective within the types of discipline specific communication they are studying. (Evaluating)
3. Explain what sorts of evidence are generally considered valid within the types of discipline specific communication they are studying. (Evaluating)
4. Produce (and accept feedback on) substantive written and oral work of their own that applies the understanding they have gained through analysis of models of the types of discipline-specific communication. (Creating)
5. Compile career materials to specific job openings and confidently discuss their skills and qualifications to potential employers. (Creating)

### Computer Science Department Program Outcomes

The Computer Science department has adopted five Program Student Learning Outcomes for students completing an undergraduate major or minor in the department. [See https://catalog.potsdam.edu for the complete list; the # below refer to the number in the complete list.] Each course in the curriculum is designed to address particular objectives so that the overall curriculum fulfills our goal of producing ethical, capable computer scientists. The objectives (and broad outcomes) serve as a rubric for evaluating the learning that happens in this class.

In addition to the Potsdam Pathways outcomes, the following objective is measured as an outcome of *Professional Practice*:

*#4 Evaluate ethical outcomes of professional policies, practices, and products at societal, organizational, and personal scales.*

Students will identify technology policy and practice questions in different sources (*e.g.*, the news, case studies, technical papers) and analyze the ethical/moral concerns underlying the various policies and practices.

# Schedule

Please note that not all assignments are shown in the schedule. Please refer to Brightspace for a complete listing of assignments from week to week.

| Week | Unit Concept | Topics | Media & Assignments |
|---|---|---|---|
| 1 | *Ethical Foundations* | Course Intro<br>Why Study CS Ethics | **Read:** Kizza, Ch 1-2<br>**Write:** Reflection – Starting Point: Ethics |
| 2 | | Ethics and Laws<br>Professional Ethics | **Read:** Kizza, Ch 3-4<br>**Read:** Northeastern: CS Resume; Carnegie Mellon Cover Letter Guide<br>**Write:** Reflection – Professional Goals |
| 3 | *Risks, Responsibilities, and Rights* | Elevator Pitch (in class)<br>ACM Code of Ethics<br>Security, Privacy, Liberty<br>Ethics Case Studies | **Read:** Kizza, Ch 5; ACM Code of Ethics<br>**Write:** Reflection – ACM Code<br>**Present:** Elevator Pitch |
| 4 | | Presentation Tips<br>Intellectual Property<br>Resume and Paper Topic due | **Read:** Kizza, Ch 6<br>**Watch:** Winston, How to Speak<br>**Write:** Resume; Paper Topic |
| 5 | | Intellectual Property<br>Mock Interviews | **Read:** Kizza, Ch 8<br>**Write:** Mock Interview Questions<br>**Present:** Mock Interviews (in class) |
| 6 | *Challenges in Cyberspace* | Software Demo Tips<br>Risks, Standards<br>Software Failures<br>Computer Crime | **Write:** Mock Interview Self-evaluation<br>**Write:** Software Demo Topic |
| 7 | | *No class Monday–break*<br>Software Demo(Wed-Fri) | **Write:** Software Demo Outline; Feedback |
| 8 | | Ethics in Cyberspace<br>Cyberbullying<br>Paper outline & annotated bibliography | **Read:** Kizza, Ch 9 and 13<br>**Write:** Paper outline & annotated bibliography |
| 9 | | Watch (M-W)"Picture a Scientist"<br>No class meeting Fri<br>Midterm exam due Fri | **Write:** Midterm Exam, due Fri |
| 10 | | Discuss "Picture a Scientist"<br>Computer Risks, Wed-Fri in class | **Present:** Computer Risks Slides, due Mon |
| 11 | *The Growing AI Threat* | Computer Risks, Mon in class<br>AI Bias: Watch *Coded Bias* (W-F in class) | **Write:** Feedback: Computer Risks, due Fri |
| 12 | | Discuss "Coded Bias", AI Bias<br>Paper Draft1 due | **Write:** Paper Draft 1 |
| 13 | | Topic TBD<br>*Thanksgiving Recess (No classes Wed – Fri)* | No assignments planned |
| 14 | *Wrapping Up* | Topic in class TBD<br>AI Bias in class Wed-Fri | **Present:** AI Bias talk slides, due Mon |
| 15 | | AI Bias in class Mon<br>Paper Draft 2, due Mon | **Write:** Paper Draft 2, due Mon<br>**Write:** Feedack, AI Bias, due Wed |
| | | **Final Exam:** Tue Dec 12, 12:30 PM - 2:30 PM<br>Elevator Pitch, version 2 in class | |

# Assignments

## Reading

You will read a broad range of material in this class: the required textbook, popular press on algorithms; news articles (from various sources); the ACM Code of Ethics; and computer science research. You must stay up to date with the readings throughout the semester.

None of the readings are directly graded. Instead they will provide information for presentations, written assignments, and in-class discussions. The ACM Code of Ethics serves as a lens through which the professionalism of all programmers and algorithms will be viewed.

You will also read materials produced by other students, again responding in writing or oral communication assignments.

## Writing

***Resume*** After studying what resumes contain for professional computer scientists and how they are read, students will write and turn in a resume in the class Brightspace. You will write be assigned another student's resume and you will write questions for a mock interview of your partner. Mock interviews will be conducted in class on a specified day.

***Reflections*** Several of the written assignments are relatively short (500-750 words) essays focused on a given prompt. The reflections provide an opportunity to synthesize information and experiences and examine your thinking and point of view.

Reflections are essays, as noted above, and must have proper structure and use appropriate language. Remember to write an introduction and a conclusion for these essays. The essay must address the given prompt, including any sub-parts. Word count must be within approximately 5% of the stated scope. Editing your writing in a disciplined way to meet length requirements is an important aspect of writing.

***Paper*** Students will write one paper in this class to think about how to apply the ACM Code of Ethics to a given professional issue *and* to practice the art of rewriting prose. Elements of the paper will span the entire semester. In conjunction with the paper assignment, students will:

- Prepare for this paper by reading the ACM Code of Ethics, preparing a presentation about ethics and risks, and participating in case studies discussions in class.
- Within the first 4 weeks of the semester, students will turn in a short topic proposal for their paper (details to be provided in another document).
- Compose an outline of your paper and an *annotated bibliography* of a subset of the references you will use in the paper.
- Turn in a complete draft of their paper, fully cited, using ACM style, and addressing how the case illustrates good and, more likely, bad application of the code of ethics.The instructor will provide feedback on the papers
- Rewrite the draft, taking all feedback into account to produce the final version of the paper.
- Write a short commentary on how the feedback was addressed in the rewrite.

***Feedback*** Formulating meaningful feedback is a critical aspect of professional practice. You will provide substantive feedback on presentations by other students. You will also use the feedback of other students to improve future presentations. Students will never score another student.

## Speaking

***Class Discussions*** Every week you will have assigned readings from the textbook, the Web, and the ACM Digital Library. These readings form the basis for **in-class discussion**. You are expected to be able to discuss the readings in light of ethics, algorithmic inequality, and our industry. This means having a grasp of the *details* in order to critique the arguments made, the facts presented, and the quality of the communication.

Each week you will be scored on your participation in the week's discussions and at the end of the semester these scores will be averaged for your participation score.

4. Engaged in discussion with multiple comments, responded to other participants.
2. Spoke only when addressed directly or volunteered only once.
1. Present, no participation in class discussion.
0. Absent from class.

***Discussion Questions*** Each week, you will hand in questions for possible class discussion, based on the weekly reading assignment. Questions must be suitable for discussion, both in content and scope. Discussion questions may not be simple questions of fact, such as " Which code of ethics do we study in this course?" Discussion questions must incorporate all assigned reading. Questions will be due at the beginning of class on the due date (Wednesday of each week, beginning in Week 2) and will be handed in as hard copy. Please note that, just as with other assignments in this course, no late assignments will be accepted. Hand-written questions are acceptable. Discussion questions will be evaluated as follows:

4. Turned in at least the minimum required number of questions (2). Questions span all assigned reading. Questions will foster substantive discussion‘.

2. Turned in the required number of questions (2). Questions are vague or superficial or do not include all the reading.
1. Turned in only 1 question.
0. No questions turned in.

***Presentations*** Presentations (face-to-face) are assignments that go through multiple phases. Speaking in front of the audience is the culmination of a *process*.

- *Topic Registration* Many presentations require topic registration to avoid multiple students giving the same talk or giving the instructor a chance to vet student choices. There is a due date for registration and it is graded as part of the presentation.
- *Slides* All presentations in this class require slides; making slides that enhance a presentation is a skill that must be practiced. Slides must be submitted, through Brightspace, at least **24 hours** before the *first* in-class presentation is scheduled. This timing is designed to make sure that you are practicing your presentations with your visual materials.
- *Presentations* All students *must* attend live presentation days, take notes to be able to provide feedback to presenters, and be ready to present from the first presentation slot.
- Unless otherwise announced, the order of presentations is **randomly generated** on the first day and not announced in advance.
- There is a Q&A period included in the time box for the talk. Your asking questions of presenters will be part of your "Participation" grade for presentation days.
- *Feedback* After the presentation round is complete, you will be assigned a (random) subset of the talks to provide written feedback for. The narrative feedback should take into account the rubric items for the given talk.
  Peer evaluations will count directly in the **evaluator's** "Presentation" score but not in the presenter's grade. The feedback is to help the speaker improve and all students develop critical skills.

***Videos*** Many presentations in industry are being distributed as video recordings. Some of the class presentations will be *recorded* by the students and then *viewed* in the classroom.

- *Topic Registration and Feedback* These are the same as for face-to-face presentations.
- *Videos* You will record your presentation in a generally playable format (MP4 is suggested) and upload it to Brightspace when it is due.
  Presentation videos must *use slides* and must *include the presenter* in a picture-in-picture mode. Slides are not required to be turned in separately for recorded presentations.
  Note: Each recording/presentation has a target time. Since you have the ability to rerecord your video, there is a higher penalty on going over your allotted time-box in a recording. Be aware of time when preparing and practicing presentations.
- *Watching* We will watch the videos together during class. Order of presentations will be **randomly generated** and not announced in advance. You are expected to take notes on the presentations so that you are prepared to write evaluations.
  Speakers will answer live questions at the conclusion of their talk. Q&A time is included in the specified time box for the talk. Your asking questions of presenters will be part of your "Participation" grade for presentation days.

# Grading

## Overview and Distribution of Course Grade

This is a high 300-level course in the computer science major. Students will be evaluated on their *thinking* about and *engagement* with questions of professional ethics in light of algorithmic decision making systems; students will also be evaluated on their ability to *communicate* the results of that thinking.

Student writing and presentations must be *clear*, *concise*, and must use *proper English*, the instructional language for this course. If you are not a native English speaker or feel a weakness in your ability to write and present in the language, the campus Writing Center can provide feedback and pointers to specific assistance so you can meet this requirement.

Students will also be required to evaluate one another's oral presentations. This evaluation provides invaluable learning: evaluating technical content, evaluating presentation technique, and how to give and receive constructive

feedback on both.

| Category | Weight |
|---|---|
| **Participation** | 20% |
| Discussion questions | |
| Class Discussion | |
| **Presentations** | 20% |
| Speaking | |
| Videos | |
| Mock Interview | |
| Elevator Pitch | |
| **Writing** | 20% |
| Paper | |
| Reflections | |
| Resume | |
| Mock Interview Questions | |
| **Feedback** | 20% |
| Presentation Feedback | |
| **Exams** | 20% |
| Midterm | |
| Final | |

## Connecting Assignments to Outcomes

| | **Method of Evaluation** | **CM:SLO** | **CS:SLO** |
|---|---|---|---|
| Speaking | weekly discussion | 1, 2, 3 | X |
| | presentations & videos | 4 | X |
| | mock interview | 4, 5 | X |
| Writing | feedback | 4 | |
| | reflection | 1, 2, 3 | X |
| | ethics paper | 2, 3 | X |
| | resume | 5 | X |

## Grading Procedure

Your course-grade average (on a scale of 0 — 100%) will be calculated as the weighted average of your averages on each area above using the weight distribution that is listed above. Final grades are determined according to the scale shown following, subject to a curve at the discretion of the professor.

| | | |
|---|---|---|
| 4.0: 95 — 100% | 2.7: 77 — 79% | 1.7: 67 — 69% |
| 3.7: 90 — 94% | 2.3: 73 — 76% | 1.3: 63 — 66% |
| 3.3: 85 — 89% | 2.0: 70 — 72% | 1.0: 60 — 62% |
| 3.0: 80 — 84% | | 0.0: ¡60% |

**NOTE:** The actual scale used may be adjusted according to the performance of the class a whole, again at the professor's discretion. In borderline cases, attendance, class participation, and completion of assigned work will be used to make a decision on the course grade.

Grades will be visible to you in the Gradebook tool in Brightspace. Please be aware that Brightspace shows only the grade based on completed work and so can be somewhat misleading about your ultimate performance in the course.

## Grading criteria

You are transitioning into a young professional at this point. That means assignments are done professionally too. In addition to the technical correctness of your work, we will also be assessing the professionalism with which it is presented. I will make all efforts to publish the grading criteria for assignments in advance.

#### Late Work

This course is *Professional Practice* and emphasizes professional behavior. **No late work will be accepted in the class**. Assignments that are not turned in on time will be assigned a grade of 0. Some details for different assignment types follow.

1. **Assignments** that are not part of the "Presentations" grading category:
   (a) Work is due at the published date/time *as shown in Brightspace* (unless otherwise specified in the assignment).
   (b) Work is late one moment after it is due.
2. **Presentations** and related materials do not lend themselves to a grace period.
   (a) Late submission of **topic** or **slides** will result in a 0.0 on that grade.
   (b) The second and subsequent failure to submit topic or slides results in a Missing Presentation.
   (c) Missing the day of your presentation results in a Missing Presentation.
   (d) See above for additional information regarding presentations and missed topic or slides submission.

#### Missing Work

1. Missing two (2) or more **presentations** will result in a grade of 0.0 in the course.
2. Missing the **final exam** will result in a grade of 0.0 in the course.

#### Exceptions to Grading Policies

I generally dislike exceptions to established rules. The rules exist for a reason. However, I recognize that it is not a perfect world and that things happen that are out of your control.

If something happens in your life that gets in the way of your work for the course, please talk to me right away. My biggest concerns related to my students are your (1) welfare as a human being and (2) learning in the course. The sooner I know about an issue, the more effectively I can address the situation and make appropriate plans with you.

# General Rules

Your choices make your fate. Information arms you to make your best decisions and enjoy the best fate. This section describes the class expectations so that you can meet them (or decide not to).

## Instructor Expectations of Students

#### Communication

Read/respond to e-mail. Read/respond to the course Brightspace site. These are the two primary means of communication in the class. You should make use of them.

Brightspace is the official hub of this class. It is where readings, writings, presentations, and homework deadlines appear. If you find any discrepancies or have questions about due dates or the meaning of assignments **ask in Discord, in class, or in e-mail**. My office hours are listed on the Brightspace page, this syllabus, and my office door.

Discord is the Computer Science Department's "virtual Dunn Hall third floor" and remains useful even though we have returned to fully in-person instruction. There are multiple ways to connect with me and with other students. This class has dedicated text and voice channels and you can direct message me for private communication. Sending a Discord message is **THE** fastest way to have me answer a question. Although I reserve the right to some work/life separation, and I do at least try to maintain a reasonable sleep schedule, I often respond to Discord messages later into the evening and on the weekends. I seldom check work email past 5:00 PM or on the weekend.

Students are expected to have a copy of the textbook and are expected to complete reading assignments *before* the beginning of class the day they are due. In-class participation requires you to have engaged the reading.

Students are expected to listen actively in class, take notes in class, and participate in class discussions. These activities (which are linked) correlate strongly with understanding the material presented. Remember that this course places particular emphasis on how you think and communicate about professional ethics. **Please note**

**that I will not "Zoom you in" if you are to be absent form class. Any arrangements you make to get notes from another student or to connect virtually with another student for the class meeting are up to you.**

### Attendance

American undergraduates are old enough to join the army, vote, and even get married. You are each mature enough to make your own decisions about attending class. Be aware that your decisions have *consequences*.

Students are expected to attend every class. Students are responsible for all material covered in every class meeting. The study of computer science is cumulative; past experience shows a strong correlation between high absences and low grades. This course is about professional practice, which includes responsible and respectful conduct in the workplace. If you have no choice but to miss a class because of illness or another unforeseen event that is beyond your control, I expect you to contact me in advance to alert me to your absence. Simply not showing up is not acceptable, whether or not there is a graded assignment in class on the day you are absent.

The registrar schedules the final exams every semester; I am not able to move them and allow alternate final exam times only as dictated by university policy.

### Do Your Own Work

Do your own work. That should go without saying but it appears that for some students it bears repeating. **You are forbidden to submit anything for a grade that is not your own original work. Period. Note that this includes AI-generated artifacts (*e.g.*, writing, code, artwork)**. If you are using references, they must be properly cited. I encourage you to discuss ideas related to assignments with other students in the course (or student outside the class, for that matter). Ethics involves a fair amount of reflection, and discussion can be valuable in that process. However, the work that you ultimately turn in for credit must be produced solely by you.

Group work is different: in a group project, all members of the team are expected to see and understand all parts of the project. Cross-disciplinary understanding is a highly valued skill in the real world and a major reason for group work in our curriculum.

### Turning In Work

**Start early,** everything takes longer than you think.

As mentioned earlier, reading is to be done *before* class. Assignments have a due time: a date and a time when they are due. If they are due electronically (they all are), make sure you submit them through Brightspace by the expected hour.

Make sure you check the spelling and grammar in your assignments. It does not help your grade (or my mood) when you turn in sloppy work.

### Attitude

Learning is not always easy. Learning is not always comfortable. Students must actively engage the material and be able to ask for help. This is particularly true in this course. Part of my job is to make you uncomfortable and to provoke responses. Ethics is challenging because it is not easy and there are usually no hard-and-fast answers. You might even be upset by particular assignments or discussions. That happens to me, too, sometimes. Should that happen to you, I encourage you to talk to me in my office. I also encourage you to talk to me simply if you want more discussion or have more ideas about a topic. I'm also always happy (in the office, not in class) to talk about Tolkien or *Star Trek* (warning: I have a lot of experience, knowledge, and very strong opinions on these topics).

Be respectful. Trust me that I actually have a plan and I know where we are going. The readings, the assignments, the lectures, they all go together. Be respectful also of the other students—your colleagues—in the class. Think of class as a *professional* setting (because it is) and comport yourself as if you are in the workplace (because you are).

**Start early!** Everything takes longer than you think. Didn't I already say that? Yes. But a little repetition doesn't hurt.

## Student Expectations of the Instructor

### Communication

You may expect me to state and keep office hours. If I get called to a meeting unexpectedly (which happens FAR more than I'd like), I'll do my best to notify you in advance. You are free to drop into my office anytime I am there and the door is open. If I'm there, you are NOT bothering me. If I'm not in my office and you need to talk to me, try dropping me a Discord message. If I'm available, I'm happy to connect and talk to you.

You may expect fairly prompt answers to e-mail (next morning is typical M-F, expect a response Monday morning for emails sent over the weekend). Response time on Discord is much faster, ranging from nearly immediate to a few hours, depending on what's going on at the time.

You may expect confidentiality: I will not discuss your grades with anyone except my departmental colleagues (and then only to make sure that I am doing my job correctly). I will not share work you have done without your permission.

### Attendance

You may expect me to be prepared. This means for class every day and it means with assignments, too. You should expect adequate time to complete an assignment after it is published. You may expect some flexibility (within the limitations of getting through the course materials) in due dates and other scheduling details when it's necessary.

### Assignments

Expect assignments to be clear (correct spelling, correct grammar). Expect assignments to be accompanied by a clear system by which they will be evaluated. Expect me to follow that system. Expect that I will adjust processes and update assignments if I made mistakes or if a process isn't working well.

Students should expect that their work will be evaluated on its own contained merits and not based on how closely it follows the instructor's personal/political views.

## Student Expectations of One Another

Wait, students have expectations of one another? Yes, they should. The most important expectation we should all have of each other is to create a safe learning environment. By safe I mean we should all feel safe to ask questions, to admit mistakes, to try, to be wrong, and to change an opinion.

Students should be willing to help one another and should all be aware of the limits of academic integrity.

In group work, all students in the group should expect equitable division of labor and should expect to evaluate every member of the group.

Students should expect to evaluate other students' work (and to be evaluated by other students). Both parts of this process have valuable learning outcomes.

Students should expect to feel safe being different. What does this mean in computer science? That definition is quite personal for each of us, and there are many ways that one can feel they don't fit in. I can describe some behaviors that make a place or setting feel safer: respecting each other, treating each other with dignity, evaluating each other in openly communicated terms related to computer science (since that is the topic of the course), taking responsibility for our own words and actions, and being flexible, accommodating each other whenever possible.

# Code of Professional Conduct

SUNY Potsdam Department of Computer Science Code of Professional Conduct (based on the ACM Code of Ethics and Professional Conduct, retrieved from
`https://www.acm.org/about-acm/acm-code-of-ethics-and-professional-conduct`
11 August 2017) describes the standards of conduct for all members of the SUNY Potsdam Computer Science Department, faculty and students alike.

## Preamble

All members of the ACM, including the Computer Science faculty of SUNY Potsdam, are committed to ethical professional conduct as specified in the ACM Code of Ethics and Professional Conduct. Students, taking courses from the faculty, are bound by our commitment.

All members of the Department are obliged to remind one another to behave professionally. Violations should be reported promptly; however, capricious or malicious reporting of violations is, itself, a violation. When reporting, bring all relevant aspects of the incident to the faculty's attention.

## Moral Imperatives

As a Computer Science student I will...

**Respect all members of the Department.**

1. Be professional in face-to-face and electronic interactions.
2. Be fair so everyone is free to work and learn.
3. Be active in preventing discrimination in physical and electronic spaces frequented by Department members.

**Accept and provide appropriate feedback.**

1. Avoid starting or spreading rumors.
2. Respect confidentiality.

**Be honest, trustworthy, and respect intellectual property.**

1. Only take credit for my own work.
2. Respect the privacy of others.
3. Access computing resources only when authorized and report any access risks discovered.

**Contribute to society and human well-being.**

1. Improve public understanding of computing and its consequences.
2. Consider both the direct and indirect impacts of my actions.

## Student Support

*Professor's Note:* The Provost has requested that the following information be included in course syllabi. The following information is presented without modification except to format it for LaTeX. Even though nearly everyone is no longer on campus, I include this information for completeness.

Every student in this class is a valued individual. If you are struggling with issues outside of the classroom, please know that there are professionals both on and off campus who can assist you. If you need immediate assistance, please contact our campus Counseling Center (with free counseling) at (315) 267-2330 or visit their website. Links to other resources are provided below:

### Title IX Support Staff & Title IX Core Team

- Andrea Waters, Title IX Coordinator
- Draime Extension S184. (315) 267-2350
- or VanHousen Extension, Rm. 392, (315) 267-2516
- http://www.potsdam.edu/offices/hr/titleix

### Bias Incident Reporting

- http://www.potsdam.edu/about/diversity/biasincident

### Center for Diversity

- 223 Sisson Hall
- (315) 267-2184
- http://www.potsdam.edu/studentlife/diversity

### University Police

- Van Housen Extension
- (315) 267-2222 (number for non-emergencies; for an emergency please dial 911)

### Student Conduct and Community Standards

- 208 Barrington Student Union
- http://www.potsdam.edu/studentlife/studentconduct/codeofconduct

### Reachout (24-hour crisis hotline)

- (315) 265-2422

### Renewal House (for victims of domestic violence)

- SUNY Potsdam Campus Office: Van Housen Extension 390 (open Wednesdays, 9-5:00)
- (315) 379-9845 (24-hour crisis hotline)
- Email: renewalhouse@verizon.net

And please: if you see something, say something. If you see that someone that you care about is struggling, please encourage them to seek help. If they are unwilling to do so, Care Enough to Call has guidelines on whom to contact. Everyone has the responsibility of creating a college climate of compassion.