

PHIL 2490 & CSCI 3101 (3 credit hours)

Social, Ethical, and Professional Issues in Computer Science

Class Meetings

Term: Fall 2020

Location: Cyberspace

Time Zone: Atlantic (UTC-3:00 before 1 Nov, UTC-4:00 from 1 Nov).

Meetings: Asynchronous lectures, online discussions, synchronous weekly streams with the instructor (Fridays, time determined by class poll).

Format: Lecture, online discussion, and individual reading/writing.

Learning Technology: All course materials will be hosted on **Brightspace**. The weekly streams will be conducted in **Collaborate Ultra**. See below for information about system requirements.

Peer Course Representative

Name [TBC] (pronouns),

Email: [TBC]

Course Description

Computers enable people to do things that our present laws and policies were not formulated to cover (hacking, sharing files on the internet, and companies sharing data). In such cases, people need to be able to decide for themselves the best course of action, and defend such decisions. This course aims at developing the ethical reasoning skills and sensitivities that computer professionals will need to make good decisions and to justify them. The course includes a general introduction to ethical theories and their use in making and justifying decisions. We then consider various issues and case studies, illustrating the kinds of problems that can arise from the use and misuse of computers and technology: the responsibilities of computing professionals; ethics on the internet (hacking, computer crime, netiquette); privacy and information; intellectual property; social and political issues (digital divide, computers and work, the internet as a democratic technology).

Prerequisites: No previous knowledge of computing or of philosophy is assumed. Some familiarity with computers and information technology, philosophical ethics, or argumentative writing would be an advantage.

Exclusions: COMP 3090.03

Instructor

Dr. Trystan Goetze (he/him)

Banting Postdoctoral Fellow Scholar in Philosophy and Assistant Professor of Philosophy & Computer Science

Office: Working remotely

Email: trystan.goetze@dal.ca

Office Hours: Weekly stream (via Collaborate Ultra), email, or audio/video/chat by appointment

Course Co-Developer

Dr. Darren Abramson (he/him)

Associate Professor of Philosophy

Email: da@dal.ca (contact only to give feedback on the course design)

Teaching Assistants

Lara Millman (she/her)

Email: lara.millman@dal.ca

Office Hours: Email or by appointment

Devin Gourley (he/him)

Email: devin.gourley@dal.ca

Office Hours: Email or by appointment

Learning Outcomes

By the end of this course, students will:

- In terms of course content:
 - Be able to identify and analyze ethical issues in computer ethics.
 - Have expanded their knowledge of various ethical issues and perspectives on them in computer ethics.
 - Be able to defend and critique specific views and arguments on ethical issues in computer ethics.
 - Understand the importance of professional codes of ethics in the computing and information technology professions, and how to apply them to real-life cases.
 - Understand some of the major theories in philosophical ethics and how to use them in making ethical arguments.
- In terms of transferable skills:
 - Have improved their formal writing skills.
 - Have improved their ability to read and reflect critically on texts in a variety of media.
 - Have improved their ability to work effectively as part of team tasked with solving concrete problems.
 - Have increased their familiarity with business collaboration software.

Assessment

Your work for this course comprises the following assignments. Because this course fulfills a writing requirement in computer science, and because it is the norm for coursework in philosophy, the majority of your grade depends on written work. **There will be no midterm or final exams.**

ASSIGNMENT	WEIGHT	NOTES
Quizzes	20% (2% × 10)	Quizzes based on weekly readings. Due Fridays.
Discussion Notes	15% (3% × 5)	Short writing done in teams. Due first Friday of each unit after Unit 0.
Discussion Replies	5% (1% × 5)	Brief replies to discussion notes. Due second Tuesday of each unit after Unit 0.
Post-Discussion Reflections	5% (1% × 5)	Survey to fill out post-discussion. Due second Wednesday of each unit after Unit 0.
Peer & Self Evaluations	5% (0% + 5%)	Formative evaluation due Week 6. Summative evaluation due Week 12.
Essays	50% (25% × 2)	Three essays will be assigned; only your best two count. Due Weeks 5, 9, and 13.
Additional Assignments	0% or bonus	See below.

Brief descriptions of these assignments follow. Marking rubrics and full instructions will be available on Brightspace. For information about late or missed assignments, see the Course Policies section below.

Reading Quizzes (2% × 10 = 20%)

Every week, there is a quiz based on the assigned readings, which is available to complete throughout the week. Quizzes have 10 questions each; you have 20 minutes to complete them. They are open-book and unproctored,

but you are expected to take them without assistance from others. Your score will be released automatically the next day. There are 12 quizzes total, but only your best 10 will count towards your final grade. (If you like, consider 2 quizzes of your choice to be optional.) Graded automatically on a points-based scale. Your score will be released immediately; answers will be visible the following week.

Discussion Notes (3% × 5 = 15%)

Each major unit has an activity for you and your team to complete together. These will present an ethical issue related to the present unit based on a real-life example, and ask you to apply course concepts to that scenario in a 350-word blog post. Discussion note questions are released on the first Monday of each unit, and are due by 23:59 on the first Friday of the unit. The professor may highlight some of the best team exercises on the weekly livestreams. Graded using a rubric.

Discussion Replies (1% × 5 = 5%)

After submitting your team's discussion note, you will have a few days to read and think about the posts made by several other teams. Your team must produce a reply of at least 100 words to one other team's discussion note and post it to the discussion board by 23:59 on the second Tuesday of each unit. These replies should briefly raise an objection, complication, counter-argument, alternative perspective, or further development to that presented in the discussion note your team chooses. At your option, you may engage in further discussion. Graded Pass/Fail.

Post-Discussion Reflections (1% × 5 = 5%)

Following the submission of your team's discussion reply you will fill out a reflection survey by 23:59 on the second Wednesday of each unit. The first part of the survey will ask about the answer your team chose, your own personal view, and whether your view changed as the result of your discussion. The answers to these questions will be aggregated and discussed at the weekly livestreams. The rest of the survey will ask you to reflect on how well your team worked together and your own contributions to the project. Graded Pass/Fail.

Peer & Self Evaluations (0% + 5%)

Once in Week 6 and again in Week 12, you are required to evaluate your and your teammates' contributions to the Discussion Notes and Replies. These will take the form of peer and self assessment rubrics and reflection questions. Your evaluations of your peers will be anonymized and aggregated before being returned to them. Part of your grade on these evaluations will be based on your level of engagement with the exercise. The midterm peer evaluation is formative; a component of the final peer evaluation will be how well you responded to the areas for improvement identified by your peers in the midterm evaluation. Graded on a rubric by students; professor reserves the right to make adjustments.

Essays (25% × 2 = 50%)

In response to prompts provided several weeks in advance, you will be assigned three 1,000 word essays applying ethical reflection to a problem relating to cybertechnology. Essay 1 (due Week 5) is about applying the ACM Code. Essay 2 (due Week 9) is about making arguments with the ethical theories. Essay 3 (due Week 13) combines both of these approaches. Graded on rubrics with common elements. **Only your best two out of three essays will count towards your final grade.** (If you like, you may consider one essay of your choice to be optional.)

Bonus Assignments

Several other activities will be assigned over the course of the semester. Completing them is optional but strongly encouraged – doing so will earn you bonus marks!

- *Introduction Message (+1%)*. In the first week of the course, you are asked to post a brief message to the general discussion boards introducing yourself to the class. If possible, please produce a short video recording.
- *Team Contract (+1% × 3)*. You and your team are strongly encouraged to discuss your expectations of one another in Week 1. At your option, you may formalize these expectations in a Team Contract. This is an optional bonus activity, which gives you a structure to set your expectations and accountability mechanisms. There will be two reviews of the team contract – once in Week 3, and once in Week 7 – where you will have the opportunity to reflect on how things are going and adjust your expectations as needed.
- *Bonus Discussion (+1% × 2)*. Unit 6 has no required discussion activities, but you may post a discussion note about the ethics of machine learning for bonus marks. You can also earn bonus marks for making a thoughtful reply to another student’s post in this unit.
- *Bonus Reflection (+1%)*. After the final week of classes, you may submit an optional reflection activity about how the course has influenced your thinking and how you will use what you have learned in the future.

Course Timetable

The following table lists lecture topics, required readings, activities with deadlines, and the amount of progress towards completing the course your submitted work represents. Full details will be posted on Brightspace. It is your responsibility to check this timetable regularly for due dates.

NOTE (29/09/20): In response to student concerns about workload, the deadlines for Discussion Replies and Post-Discussion Reflections have been moved to provide greater flexibility.

Unit	Academic Week	Lecture Topics	Readings	Assignments & Due Dates
(0) Introduction	Week 1 (8–13 Sep)	0.0. Introduction to the course	• Syllabus	• Introduction message (Fri 11 Sep)
		0.1. What is computer ethics?	• Tavani	• Quiz 0 (Fri 11 Sep)
		0.2. Policy vacuums and conceptual muddles	• Huff	• Team Contract (Sun 13 Sep)
		0.3. Socio-technical systems		
		S.0. Using the course website		
		S.1. Plagiarism & academic honesty		
		S.2. Teams & team contracts		
(1) Professional Ethics in Computer Science	Week 2 (14–20 Sep)	1.1. Professions & professional ethics	• New York Times	• Quiz 1A (Fri 18 Sep)
		1.2. Professional ethical failures	• Cadwalladr & Graham-Harrison	• Discussion Note 1 (Fri 18 Sep)
		1.3. The ACM Code and other ethical codes	• ACM Code	
		1.4. Applying ethical codes	• Using the ACM Code	
		S.3. Writing argumentative essays		
	Week 3 (21–27 Sep)	1.5. Professional responsibilities	• Gotterbarn	• Discussion Reply 1 (Tues 22 Sep)
		1.6. Whistle-blowing	• Johnson et al.	• Post-Discussion Reflection 1 (Fri 25 Sep)
	1.7. Red Teams	• Bok • Wood & Duggan	• Quiz 1B (Fri 25 Sep) • Team contract review 1 (Sun 27 Sep)	

(2) Philosophical Ethics	Week 4 (28 Sep–4 Oct)	2.1. Why philosophical ethics? 2.2. Resistance to ethical thinking: relativism, egoism, legalism, relativism 2.3. Utilitarianism 2.4 Deontology	• Weston • Abumere • Kranak	• Quiz 2A (Fri 2 Oct) • Discussion Note 2 (Fri 2 Oct)
	Week 5 (5–11 Oct)	2.5. Virtues & vices 2.6. Moral rights 2.7. Foundations, frameworks, lenses	• Giles • Whitbeck & Goetze • Sherwin	• Discussion Reply 2 (Fri 9 Oct) • Quiz 2B (Fri 9 Oct) • Essay 1 (Fri 9 Oct)
(3) Digital Intellectual Property	Week 6 (12–18 Oct)	3.1. What is intellectual property (IP)? 3.2. Philosophical justifications of IP 3.3. Philosophical criticism of IP 3.4. IP and software	• Posner • Chartier • Robinson • Johnson & Miller	• Post-Discussion Reflection 2 (Tue 13 Oct) • Quiz 3A (Fri 16 Oct) • Discussion Note 3 (Fri 16 Oct) • Midterm Peer & Self Evaluation (Sun 18 Oct)
	Week 7 (19–25 Oct)	3.5. Free & open source software 3.6. Piracy & DRM 3.7. Digital IP in Canada	• Stallman • National Research Council • Scassa	• Discussion Reply 3 (Fri 23 Oct) • Quiz 3B (Fri 23 Oct) • Team contract review 2 (Sun 25 Oct)
(4) Privacy & Security	Week 8 (26 Oct–1 Nov)	4.1. What is privacy? 4.2. Value of privacy 4.3. Privacy & democracy 4.4. Privacy law: a brief history	• DeCew • Reiman	• Post-Discussion Reflection 3 (Mon 26 Oct) • Quiz 4A (Fri 30 Oct) • Discussion Note 4 (Fri 30 Oct)
	Week 9 (2–8 Nov)	4.5. Privacy law today: GDPR, PIPEDA 4.6. The ethics of hacking 4.7. Corporate and government data collection	• Wolford • Privacy Commissioner of Canada • Spafford • Garfinkel • Di Cicco	• Discussion Reply 4 (Fri 6 Nov) • Quiz 4B (Fri 6 Nov) • Essay 2 (Fri 6 Nov)
BREAK	9–15 Nov	Fall study break—no course activities.		
(5) Computers and Society	Week 10 (16–22 Nov)	5.1. Digital divides 5.2. Stereotypes, bias, discrimination 5.3. Bias in computer systems 5.4. Algorithms of oppression	• J. Brown • Berghoef • Friedman & Nissenbaum • Noble • Hutson	• Post-Discussion Reflection 4 (Mon 16 Nov) • Quiz 5A (Fri 20 Nov) • Discussion Note 5 (Fri 20 Nov)
	Week 11 (23–29 Nov)	5.5. Computers and the economy 5.6. Digital technologies and social class 5.7. Informing ourselves to death	• Townsend • Carnoy • Postman	• Discussion Reply 5 (Fri 27 Nov) • Quiz 5B (Fri 27 Nov)

(6) Ethics of Machine Learning	Week 12 (30 Nov –6 Dec)	6.1. What is machine learning? 6.2. AI as moral decision makers 6.3. AI as social decision makers 6.4. Sci-fi issues: robot rights, robot revolutions	• Clark • A. Brown • Benjamin • Kalluri • Coeckelbergh	• Post-Discussion Reflection 5 (Mon 30 Nov) • Quiz 6 (Fri 4 Dec) • Bonus discussion note (Fri 4 Dec)
(7) Reflecting	Double Monday & Exam Period (7–13 Dec)	7.0. Concluding thoughts	• No readings	• Bonus discussion reply (Tues 8 Dec) • Bonus reflection exercise (Fri 11 Dec) • Essay 3 (Fri 11 Dec) • End-of-Term Peer & Self Evaluation (Fri 18 Dec)

Other Important Dates

- **7 Sep:** Labour Day – University closed.
- **8 Sep:** First day of classes.
- **18 Sep:** Fees due for fall term, last day to register, last day to add fall term courses, last day to drop courses with a full refund.
- **2 Oct:** Last day to change fall term courses from audit to credit and vice versa, last day to drop fall term courses without a grade of “W.”
- **12 Oct:** Thanksgiving Day – University closed.
- **2 Nov:** Last day to drop fall courses with a grade of “W.”
- **11 Nov:** Remembrance Day – University closed.
- **8 Dec:** Last day of classes (Monday schedule).
- **10–20 Dec:** Fall exam period.

Course Material

The course material will be delivered through a combination of readings, pre-recorded lectures, and livestreams with the instructor. Students are expected to review all three of these components, though synchronous participation in the livestreams is not required.

Readings

Philosophy involves a lot of careful close reading of texts, and critical reflection upon the arguments and values expressed therein. In this course, there are multiple readings to prepare each week; on average, this amounts to **about 33 pages per week, or about 1–2 hours of reading** (possibly longer for non-native speakers of English). You should also spend some additional time reviewing and taking notes from these readings after viewing their associated lectures and as you write your assignments.

All readings will be provided on Brightspace; there is no required textbook. The readings vary from academic research articles to professional articles from computing periodicals to popular magazine pieces. Most lectures have a specific pre-reading associated with them. These readings are required and form the basis of the weekly quizzes. They will also inform your discussion notes and essay assignments. Readings will become available in Brightspace one week before their associated lectures. Supplemental readings will also be provided; these are optional but strongly recommended for further learning about the week’s topics.

Students interested in further reading are encouraged to consult the following textbooks as a starting point:

- Deborah G. Johnson and Keith W. Miller, *Computer Ethics*, 4th ed., Prentice Hall (2009).

- Herman Tavani, *Ethics and Technology: Controversies, Questions, and Strategies for Ethical Computing*, 5th ed., Wiley (2015).
- M. David Ermann and Michele S. Shauf, eds., *Computers, Ethics, and Society*, 3rd ed., Oxford University Press (2003).
- Luciano Floridi, ed., *The Cambridge Handbook of Information and Computer Ethics*, Cambridge University Press (2010).

None of these books is required for this course.

Lectures

Each major unit has **7 lectures** (Units 0 and 6 have only 4 lectures each). Each lecture runs approximately **10–30 minutes in length**. The format of these lectures is pre-recorded videos, available on Brightspace via Panopto. Supplemental lectures on writing skills, teamwork skills, providing constructive feedback, and academic integrity will also be available. Lectures will become available on Brightspace the Monday of the week with which they are associated in the course timetable. The lectures will be delivered by both the current course instructor (in Fall 2020, Dr. Trystan Goetze) and the course co-developer (Dr. Darren Abramson).

Livestreams

Each Friday, at a time to be arranged with the class, the instructor will host a **30-minute synchronous livestream** via Collaborate Ultra. During the livestreams, the instructor will answer students' questions (submitted live or before the stream), discuss assignment instructions, highlight recent computer ethics stories in the news, offer study and writing tips, and spotlight some particularly good submissions to the discussion notes and replies. Students have the opportunity to customize the content the instructor will prepare for these streams by submitting questions through optional surveys available each Wednesday. Attending these streams is not mandatory, but is strongly recommended. They will be recorded and posted to Brightspace the following week.

Learning Technology and Minimum System Requirements

This course will make extensive use of **Brightspace** and **Collaborate Ultra**. Use of these technologies requires a computer or mobile device with an internet connection (preferably high-speed broadband or better) and a modern web browser (preferably Firefox or Chrome). You can find system requirements and other information about these technologies here: https://www.dal.ca/academics/online_learning/getting-started-.html

Additionally, it is recommended that students choose a preferred messaging platform – such as [Discord](#), [WhatsApp](#), or [Signal](#) – to use when communicating with their teammates and peers. It is the student's responsibility to read, understand, and decide whether to agree to each service's terms of use and privacy policy.

When connecting to online resources from outside of Canada, students are responsible for ensuring that they are aware of and observing any applicable laws of the country they are connecting from.

While it is recommended that students have a microphone and webcam for communicating with their instructor, TAs, and peers, these devices are not required to take this course or to participate in any synchronous activities.

Not having a stable internet connection or a system with the minimum requirements may impair your ability to engage in course activities. Please contact the instructor as soon as possible if this situation applies to you.

The course material is provided online for your personal education purposes only. Copying or distributing course material outside of the course website may be a violation of copyright law. If you have questions regarding copyright, contact the Copyright Office: copyright.office@dal.ca

Writing Support at the University Writing Centre

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

To book an appointment email writingcentre@dal.ca. The Writing Centre is completely online this fall.

In addition, the Centre offers **monthly seminars**. This year the online seminars focus on understanding academic integrity and learning to integrate source material into your writing assignments. Email Dr. Adam Auch for more information.

The Writing Centre, also, provides an online learning tool called the **Academic Integrity Module (AIM)**. Self-register at https://www.dal.ca/campus_life/academic-support/writing-and-study-skills/academic-integrity-module.html. *New this year online:* after you have completed the AIM, arrange a **follow-up session** to discuss the scenarios more fully. Write to Janice Eddington (Janice.eddington@dal.ca) to arrange the session.

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

Course Policies

The following policies govern this course. It is your responsibility to read, understand, and follow them; the instructor will do the same. In case of conflict with Department, Faculty, or University Regulations, the Regulations supersede the policies in this syllabus.

University Academic Honour Statement

Academic integrity is a commitment to the values of learning in an academic environment. These values include honesty, trust, fairness, responsibility, and respect (International Center for Academic Integrity, *The Fundamental Values of Academic Integrity*, 2nd ed.). All members of the Dalhousie community must acknowledge that academic integrity is fundamental to the value and credibility of academic work and inquiry. We must seek to uphold academic integrity through our actions and behaviours in all our learning environments, our research, and our service.

Culture of Respect in Computer Science

We believe inclusiveness is fundamental to education. We stand for equality. Disrespectful behaviour – like misogyny – in our classrooms, on our campus and in our community is unacceptable. If you have witnessed inappropriate behaviour, are not sure what is acceptable, are quite sure you heard inappropriate comments but are unsure of what to do, or just need someone to talk to, you may contact Christian Blouin (Professor and Associate Dean, Academic, Computer Science) cblouin@cs.dal.ca, or Margie Publicover (Faculty of Computer Science Navigator) margie@cs.dal.ca. For more information about Culture of Respect in Computer Science: <https://www.dal.ca/faculty/computerscience/about/respect.html>

Peer Course Representative

The Faculty of Computer Science appoints a student representative for each course. The course representative is a point of contact to facilitate and provide more timely feedback mechanisms to instructors and to the Faculty of Computer Science. Additionally, course representatives can assist peers in navigating to the most appropriate support mechanism on campus. You can think of the course representative as “the middle person”; a neutral point of contact for students to use when they don't feel comfortable addressing an issue with the professor directly. Your course representative for CSCI 3101 is [TBC].

Contacting the Instructor & Teaching Assistants

The instructor's primary way of contacting you with messages about the course will be via announcements on Brightspace. You should check the course homepage frequently. Unless it is urgent, these messages will not normally be cross-posted to the class email list. It is recommended that you configure your Brightspace notifications to push course announcements to your email.

To contact the instructor or a TA, please send them an email to the address(es) listed on the first page of this syllabus. Messages with "PHIL 2490" or "CSCI 3101" in the subject line will receive a reply within 2 business days. **Do not contact the course co-developer except to offer feedback on the course design.** Please send correspondence about the course only from your Dalhousie email address, to the instructor's or TAs' Dalhousie email addresses. Do not contact the instructor or TAs on their phones, at their personal emails, or on social media platforms (unless you are instructed otherwise), and do not use your personal email for messages about the course.

Virtual Office Hours

The instructor and TAs are available for meetings of 10–30 minutes by audio or video call for discussion of course material, deliverables, study skills, writing skills, or general academic inquiries. Send an email to request an appointment.

Every Friday, there will be an optional synchronous livestream with the instructor (see above). You will have the opportunity to submit questions about the material in advance.

Requesting Extensions

Please refer to the Late and Missed Evaluations policy, below, for information about requests for extensions on assigned work. Failure to follow that policy will result in an automatic rejection of your extension request.

Grade Appeals

If you feel that the grade you received on an evaluation was unfair, you may contact the grader to discuss your concerns. If you find the grader's explanation of your grade unsatisfactory, you may contact the instructor to request a re-assessment. The instructor will discuss your concerns with the grader and determine whether any adjustments are warranted. **Do not abuse this privilege.** Appeal only if you are certain you have been treated unfairly and can defend your claim with good reasons. (In practice, I have found that most re-assessments produce the same grade or lower.)

Late and Missed Evaluations

The following policies will govern how extensions and accommodations for late or missed work are handled in this course. They are based on the university regulation "Missed or Late Academic Requirements due to Student Absence," which you should review and understand:

[https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/policy-repository/Student%20Absence%20Regulation%20\(May%202018\)%20\(3\).pdf](https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/policy-repository/Student%20Absence%20Regulation%20(May%202018)%20(3).pdf)

In the absence of extenuating circumstances, the following policies apply for late submission of coursework:

- Late submissions of **reading quizzes** will not be accepted. Missed quizzes will receive a grade of zero.
- Late or missed **discussion notes, discussion replies, or post-discussion reflections** will receive a grade of zero.
- Late or missed **peer and self evaluations** will result in a cumulative –25% penalty (once for missing the formative midterm evaluations, once for missing the end-of-term evaluations) to your grade on the end-of-term peer and self evaluations.

- Late submissions of **essay assignments** will receive a cumulative penalty of –10% to the base grade for each time the clock strikes midnight after the 23:59 deadline, to a maximum of –30%. After 72 hours, your grade reverts to zero and no late submission will be accepted.

Short-term Absences (first two). If illness or other extenuating circumstances (such as family care duties, personal emergencies, or legal obligations) result in a short-term (three days or shorter) inability to engage with the course activities, you may notify the instructor by email before any deadlines, then complete a **Student Declaration of Absence (SDA) Form** and submit it via the drop box on Brightspace within three days of the end of the absence. This form takes the place of a sick note, and does not require a signature from a medical professional or other authority, nor are you required to divulge confidential information about the nature of your absence. You are responsible for informing your group members of your absence. The form can be downloaded from the following link, or from the Syllabus, Supplemental Lectures, Handouts, and Forms module on the course Brightspace site:

<https://cdn.dal.ca/content/dam/dalhousie/pdf/campuslife/Health%20and%20wellness/FINAL%20Student%20Declaration%20of%20Absence%20Form.pdf>

Upon being notified of your absence, the instructor may suggest an extension or other accommodation, if appropriate. The instructor is not required to offer an extension. If an extension is granted, a second extension will not be granted on the same assignment. Retroactive extensions – i.e. extensions requested *after* the due date – will not be granted without a letter from your Academic Advisor or Program Coordinator supporting the retroactive extension.

The following regulations govern the use of SDA forms:

- You must notify the instructor of the absence before the deadlines of work you will miss.
- You must submit an SDA form no later than three days after the last day of the absence.
- The form may only be used for short-term absences (three days or shorter).
- You may use this form a maximum of two times for this course.
- Submitting the form does not guarantee that you will receive an extension, exemption, or alternative assessment – this is the instructor’s sole discretion.
- A record of this form will be kept on file and will fall under Freedom of Information and Protection of Privacy (FOIOP) regulations.
- Knowingly providing false information or identification on an SDA is an academic offence (misrepresentation), subject to university discipline (per University Regulations and Section 7 of Dalhousie’s Code of Student Conduct).

Third Short-term Absence. You must notify the instructor before any deadlines you will miss, then meet with your Academic Advisor or Program Coordinator to discuss your situation before the instructor will consider making further alternative arrangements. A letter from your Advisor or Coordinator with the Advisor’s or Coordinator’s recommendations will be required before accommodations can be made.

Long-term Absence (first). For an absence longer than three days, you must notify the instructor no later than five days after the last day of the absence. If you will miss any deadlines, again, you must inform the instructor before the work is due. If the absence was caused by a physical or mental health condition, you must supply documentation signed by a primary health care professional. Documentation should indicate the dates and duration of the condition (confidential health information of the exact condition is *not* required), when possible should describe its impact on your ability to fulfill academic requirements, and include any other information the primary care health professional considers relevant and appropriate. For other kinds of extenuating circumstances resulting in a long-term absence, another kind of official documentation providing similar

information is required. The instructor will use this information to determine whether to offer an extension, exemption, or alternative assessment. Again, no special arrangements are guaranteed.

Second Long-term Absence. You must meet with your Advisor or Coordinator to discuss your situation before the instructor will consider making further alternative arrangements. A letter from your Advisor or Coordinator regarding this discussion and the Advisor's or Coordinator's recommendations will be requested.

Accessibility & Accommodations

The following statements are taken from the university's Student Accommodation Policy and the Student Accessibility Centre's guidelines and protocols, which you should review and understand in full:

https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/policy-repository/StudentAccomPolicy_rev%20Apr%202019.pdf

<https://cdn.dal.ca/content/dam/dalhousie/pdf/campuslife/studentervices/academicsupport/Accessibility/SAC%20Guidelines%20and%20Protocols%20document.pdf>

Students are encouraged to seek accommodation where they believe that they are experiencing a barrier to participation in a University activity, due to a characteristic protected under human rights legislation, which may be reduced or eliminated through accommodation. All requests for accommodation shall be made by the student to the Student Accessibility Centre in accordance with the Procedures and with all Guidelines and Protocols published by the Centre.

Accommodation requests shall be made prior to the University activity in question. There shall be no "after-the-fact" accommodation except in rare circumstances where significant psychological or mental health issues arise coincident with the activity in question. All documentation relating to a request for accommodation, including supporting documentation, shall be treated as strictly confidential, and shall not be disclosed to other persons without the consent of the student requesting the accommodation, except to the extent that such disclosure is necessary for the effective implementation of the accommodation decision or appeal of that decision.

The following could be implemented as part of the student's accessibility plan:

- i. Additional time and quiet space to write quizzes, tests, exams
- ii. Alternate exam formats
- iii. Alternate modes of course delivery or evaluation
- iv. Provision of a note taker or interpreter
- v. Special equipment in classrooms
- vi. Adaptive technology

The Student Accessibility Centre requires a minimum of seven days to fulfill student requests.

Plagiarism & Academic Integrity

Plagiarism is representing the work of others as your own, whether or not you intend to do it. This includes but isn't limited to submitting an assignment written by someone other than you (whether or not you paid them for it) or copying a work in whole or in part and submitting it as if you wrote it (whether or not the copied text is protected by copyright). I take these and related breaches of academic conduct (such as cheating) extremely seriously. Why? (1) Plagiarism and cheating are types of theft, dishonesty, and fraud – that is to say, they're unethical. (2) Committing such an offence defeats the whole reason you are here, namely, to learn. (3) Doing so is disrespectful to me, as your teacher, to your peers, who are putting in the effort to succeed honestly, and to the university itself, as an institution of higher learning.

If your circumstances ever reach a point where you are tempted to cheat, or if you simply don't understand how to follow the rules, I urge you to contact me, a TA, your Academic Advisor, or the appropriate support services (listed in SECTION B, below). Let us help you out! We want you to succeed honestly. Don't jeopardize your grade or your degree!

Plagiarism Checking. By default, your essays will be submitted to the Urkund plagiarism detection tool to compare them with a database of previously created work. At the instructor's option, your discussion notes and replies may also be sent for processing by Urkund. Reports generated by Urkund will be used by the instructor to identify possible instances of plagiarism or other forms of academic dishonesty. In accordance with the [University Policy on Student Submission of Assignments and Use of Originality Checking Software](#), you may inform the instructor, no later than the Add/Drop date (in Fall 2020, 18 Sep), if you prefer not to have your assignments processed by Urkund, so that the instructor and TAs can prepare alternative means of scrutinizing your work for plagiarism. You should read and understand Urkund's terms of service, particularly their privacy policy, before submitting your assignments. For more information, visit their website: <https://www.orkund.com/>

Disciplinary Procedures. It is your responsibility as a student to read, understand, and follow the university's regulations governing academic integrity. In addition to the resources listed below in SECTION B, the "Examples of Plagiarism" handout posted to the course web page in Brightspace, and the supplemental lecture "S.1. Plagiarism and Academic Honesty," it is your responsibility to familiarize yourself with the following guidelines and procedures:

Academic Integrity: https://www.dal.ca/dept/university_secretariat/academic-integrity.html

Plagiarism and Cheating: https://www.dal.ca/dept/university_secretariat/academic-integrity/plagiarism-cheating.html

Other Cheating: https://www.dal.ca/dept/university_secretariat/academic-integrity/plagiarism-cheating/other-cheating.html

Discipline Process and Penalties: https://www.dal.ca/dept/university_secretariat/academic-integrity/plagiarism-cheating/discipline-process.html

Final Grades

Your final grade will be calculated as a score out of 100, and converted to a letter grade using the following table, adapted from the Dalhousie Grade Scale and Definitions: https://www.dal.ca/campus_life/academic-support/grades-and-student-records/grade-scale-and-definitions.html

A+	A	A-	B+	B	B-	C+	C	C-	D	F
90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	55-59	50-54	0-49

Please note that the Faculty of Computer Science requires students with a first major in computer science or applied computer science to achieve a final grade of C or better in required computer science courses.

SECTION B:

UNIVERSITY POLICIES, STATEMENTS, GUIDELINES, AND RESOURCES FOR SUPPORT

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

<https://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=105&chapterid=6323&loaduseredits=False>

University Statements

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

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). Read more: https://www.dal.ca/campus_life/academic-support/accessibility.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/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html

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>

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. Contact the program at elders@dal.ca.

University Policies and Programs

E-Learning website. <http://www.dal.ca/dept/elearning.html>

Important Dates in the Academic Year (including add/drop dates).
http://www.dal.ca/academics/important_dates.html

University Grading Practices: Statement of Principles and Procedures.

https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html

Scent-Free Program. <http://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

Learning and Support Resources

General Academic Support – Advising. Halifax: https://www.dal.ca/campus_life/academic-support/advising.html • Truro: <https://www.dal.ca/about-dal/agricultural-campus/student-success-centre/academic-support.html>

Fair Dealing Guidelines. <https://libraries.dal.ca/services/copyright-office/guidelines/fair-dealing-guidelines.html>

Dalhousie University Library. <http://libraries.dal.ca>

Indigenous Students. https://www.dal.ca/campus_life/communities/indigenous.html

Black Students. https://www.dal.ca/campus_life/communities/black-student-advising.html

International Students. https://www.dal.ca/campus_life/international-centre.html

Student Health Services. https://www.dal.ca/campus_life/health-and-wellness.html

Counselling. https://www.dal.ca/campus_life/health-and-wellness/frequently-asked-questions-august-2017.html

Copyright Office. <https://libraries.dal.ca/services/copyright-office.html>

Dalhousie Student Advocacy Services. <http://dsu.ca/dsas>

Dalhousie Ombudsperson. https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html

Writing Centre. https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html

Faculty or Departmental Advising Support: Studying for Success.
http://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html