Social Computing (csci 1107)

Dalhousie University · crn 10691–10693*

Fall 2016/2017

Classes	Tuesdays & Thursdays 8:35 a.m. – 11:25 a.m. Sir James Dunn building, room 1107
Tutorial	Mondays 11:35 a.m. – 12:25 p.m. Mona Campbell Building, room 1108

Professor Jamie Blustein, PhD

Office Hours:	Mon. 11:30–12:30 & 14:00-15:00; Wed. 10:30 – noon *and* by appointment
Office:	#218, Goldberg CompSci Bldg.
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Speed Bump cartoon
2012-08-31
by Dave Coverly

By permission Dave Coverly and Creators Syndicate, Inc.

Class website ⟨URL:http://dal.brightspace.com/⟩

Assessment Components

Group Presentation	10%	
Group Project	20%	
Class participation, Quizzes	10%	
Assignments	15%	
1. Social media fast	3%	See page 14
2. Database	4%	
3. Visualization	4%	
4. Essay	4%	
(*True Names*)	5%†	See page 14
Midterm	15%	
Final exam	30%	

Syllabus and Course Updates: The schedule and procedures in this syllabus are subject to change in the event of extenuating circumstances. Errors & omissions excepted. Updates to the syllabus or other materials will be posted to the CSCI 1107 section of the website at ⟨URL:https://dal.brightspace.com/⟩.

Course announcements will be posted to the course e-mail list, which comprises the instructor's and students' CS e-mail accounts. It is the students' responsibility to check their CS e-mail account frequently. If you do not know how to access your CS e-mail account please contact the FCS Help Desk or read the information located at ⟨URL:http://www.dal.ca/faculty/computerscience/current.html⟩.

Components of Group Project

Project proposal with milestones (2–3 pages)	1/3 of total project grade
Project presentation and demonstration	1/3 of total project grade
Final report (≈ 6 pages) and prototype	1/3 of total project grade

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†The *True Names* assignment is an optional bonus.

1 Class Content and Goals

'A hands-on course on technologies and the underlying infrastructure for social computing, including digital collaboration media, social networks and visualization, and their social impact. Students will use various applications, such as Twitter, YouTube, and wikis to examine their functionalities, and explore infrastructure technologies including databases, computer networks and Web-servers that facilitate their execution.'

quoted from Dalhousie University Calendar 2016/17

1.1 Group Presentation

Groups of students will make brief multimedia presentations about a single issue related to social media or social media applications.

1.2 Group Project

Groups of students will consider changing an existing social media application (by adding or changing a feature) or developing a new application.

1.3 List of Course Topics

1. A Survey of Social Computing Applications

   - Social Networking
   - Real-time Web
   - Applications for Collaborating
   - Integration of Applications

2. Evaluation and Effectiveness

   - Computing on mobile and multi-devices
   - Evaluation and data collection methods
   - Data representation and interpretation
   - Writing a research proposal and project

3. Social Impacts of Social Computing

   - Privacy
   - Cyber-bullying
   - Digital Memory
   - Copyright and Intellectual Property
   - Digital Journalism

4. Social Computing Technologies

   - Networking
   - Web servers and clients
   - Databases

2 Expectations

2.1 Professor

My **rôle as your professor** is to *help you to learn*. I will explain the material and motivate you to learn. Grades will be based on my assessment of the quality of your work. You must *demonstrate* that you understand *and* can apply the material to succeed in this course. I will give you assignments that will help you to practice and improve your skills. I will try to make the assignments interesting and challenging.

2.2 What is expected of students

The typical **student should** spend at least three hours studying for every hour of time in class. Some of that time will be preparation for lectures, some will be for review, and some will be spent on the project and assignments. Some weeks more time will be required than in other weeks, but

to best use your time I recommend that you spend at least some time *on the day of* a class meeting reviewing your notes and the material that was presented.

I expect you to attend each class, tutorial and laboratory meeting, to be on-time, and to be prepared for virtually all of the class meetings. I expect you to participate meaningfully in all of the activities in the classroom. I remind you that part of your grade is based on your participation in the intellectual atmosphere of inquiry in the class (see §4.4 on page 7).

If you miss a class or laboratory meeting, for any reason, you are responsible for the material covered, any assignments that were given, and any announcements that were made. I will try to make copies of lecture notes, etc. available to you on the website, at the Killam library, or both.

I will assign readings to you before the lectures. *You will get the most benefit from the class if you* **complete the assigned reading and make notes before** *the class meets.* If you cannot complete the reading before the lecture and in-class discussion then you should do the reading carefully after.

Beyond basic competencies, students are expected to have the following two **prerequisite skills** listed in the FCS C&T committee's unofficial student learning outcomes (see ⟨URL:https://academics.cs.dal.ca/curriculum/manage/course/CSCI/1107⟩.): (1) Source relevant information within the guidelines of a given citation style; and (2) Write texts on a technical topic in a language appropriate for a given audience.

The typical **student should** spend at least three hours studying for every hour of time in the class meetings. Some of that time will be preparation for lectures, some will be for review, and some will be time spent on the project and assignments. Some weeks more time will be required than in other weeks, but to best use your time I recommend that you spend at least some time *on the day of* a class meeting reviewing your notes and the material that was presented.

2.3 Help

There are many resources to help you in this class: me (your professor), the materials provided by your professor, the lab, authoritative websites, and the other students. In the end, however, the responsibility for learning is yours. Details of the various assignments will be discussed in class meetings. All students are expected to do their own work! Some assignments are assigned to groups—you are expected to participate equitably within your group. Assignments that are not specifically assigned to groups are for individual students and, although you may discuss the assignments and possible solutions with other students, you must do the actual work on your own.

2.3.1 Office Hours

The office hours listed on the front of this syllabus are times when I will be in or near my office. You may drop-in to discuss anything related to the class during those times. If you want to meet with me at some other times then it is best for you to make appointment, but you can also come to my office in case I have time available right then. You can make appointments in person (e.g., after class meetings or during my office hours), by e-mail or by telephone.

2.3.2 Materials in the Killam Library

Federal law and university policy forbid me from *directly* providing you with photocopies or digital copies of materials from textbooks. Several books are on reserve in the Killam Library. All of those materials should be listed by your instructor's surname viz. BLUSTEIN but not necessarily by course name or number.

2.3.3 Accommodations to Ensure Accessibility

Your grade should reflect how much you can demonstrate you know and can apply about the topics of this class. If you have registered with the Advising and Access Services Centre (AASC) then I will be guided by their advice in deciding how you are asked to demonstrate that knowledge.

The AASC asked me to pass on the following statement to my students.

> Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation.
>
> Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Centre (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the *Request for Accommodation* form.
>
> A note taker may be required as part of a student's accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information or send an e-mail to notetaking@dal.ca.
>
> Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class.

2.3.4 Writing Centre

The Writing Centre has asked me to pass along the following information in the syllabus.

> Writing expectations at university are higher than you will have experienced at high school (or if you are entering a master's or PhD program [sic], the expectations are higher than at lower levels). The Writing Centre is a Student Service academic unit that supports your writing development. Make an appointment to discuss your writing. Learning more about the writing process and discipline-specific practices and conventions will allow you to adapt more easily to your field of study.
>
> **Book an appointment:** E-mail writingcentre@dal.ca or call 494-1963 or go to the Dalhousie homepage, log on to MyDal, and select the "Learning Resources" tab. You'll see the "Writing Centre" BOOK AN APPOINTMENT button.

2.4 Anonymous Feedback to Your Professor

I am interested in timely feedback from students regarding my teaching. To help your professor to help you with your learning I will occasionally ask you for feedback on my teaching and the course. The views you share with me during the course can help me to make adjustments to suit you (the current students).

Please answer the questions honestly and constructively. Feel free to be candid since your responses are anonymous.

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Student Assessment of Test

Student Assessment of Test

Which test: 25 October 2012 Course & Time: CSCI 3160 (UI Design), Fall 2012–2013

Part A

1. Did the content you expected to see appear on this test? ....☐ yes / ☐ no
2. Did you understand what the questions were asking? ....☐ yes / ☐ no
3. List the numbers of the questions you were unclear about: ....
4. Are you satisfied with your responses to most of the test questions? ....☐ yes / ☐ no
5. List the number(s) of the question(s) that you weren't satisfied with your answers to:
   ....

Part B

Assign a percentage grade on the line after each of the following statements. The grade should reflect how well you believe the test accomplished each objective.

1. Test corresponded to textbook content ...._____%
2. Test corresponded to class lectures ...._____%
3. Test related to discussion in class ...._____%
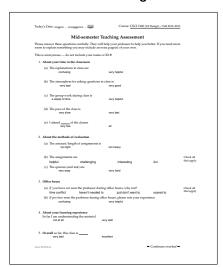4. Test challenged you to think creatively ...._____%
5. Test included concepts studied in homework ...._____%
6. Test motivated you to question ideas you previously took for granted ...._____%

Part C

1. Grade the test — assign it a letter grade based on its form, content, and fairness: ...._____
2. What grade do you think you earned on the test? ...._____

☐ Continues on other side …

Instrument adapted from Figure 1 of 'Examinations: Accentuating the Positive' by McMullen-Pastrick and Gleason in *Teaching College: Collected Readings for the New Instructor*, Neff and Weimer (ed.), Magna Publications, Inc. (1990).

Part D

1. Which part of the test most challenged your thinking? Explain why.

2. Which part of the test least challenged your thinking? Explain why.

3. If you were to take this test again with only one section remaining the same, which section would you want that to be? Explain why.

4. If you were to take this test again and only one section could be changed, which section would you choose? Explain why.

Part E

Student Academic Success Services offers special workshops for critical reading skills and learning from lectures. The workshops require registration. Details are on the WWW at ⟨us.http://sfs.studentservices.dal.ca/Workshops/⟩, by telephone at 494-3077 or in person at the office in the Killam Library's Learning Commons (room G28).

Would you like your professor to arrange a special *short* workshop or presentation *during class time* on these topics?

critical reading skills   learning from lectures
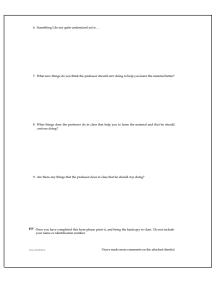☐ yes / ☐ no   ☐ yes / ☐ no

The post-test questionnaire will be distributed with the test but you can submit it during the class after the test. Unlike the test, the questionnaire is anonymous.

Mid-semester Teaching Feedback

Today's Date: _____ - _____ - 2012 Course: CSCI 3160 (UI Design) / Fall 2012–2013

Mid-semester Teaching Assessment

Please answer these questions carefully. They will help your professor to help you better. If you need more room to explain something you may include an extra page(s) of your own.

This is anonymous — do not include your name or ID #!

1. **About your time in the classroom**
   (a) The explanations in class are
       confusing   very helpful
   (b) The atmosphere for asking questions in class is
       very bad   very good
   (c) The group work during class is
       a waste of time   very helpful
   (d) The pace of the class is
       very slow   very fast
   (e) I attend _____ of the classes
       very few   all

2. **About the methods of evaluation**
   (a) The amount/length of assignments is
       too light   too heavy
   (b) The assignments are   Check all that apply
       helpful   challenging   interesting   fun
   (c) The quizzes (and test) are
       very easy   very hard

3. **Office hours**
   (a) *If you have not seen* the professor during office hours, why not?   Check all that apply
       time conflict   haven't needed to   just don't want to   scared to
   (b) *If you have seen* the professor during office hours, please rate your experience
       confusing   very helpful

4. **About your learning experience**
   So far I am understanding the material
       not at all   very well

5. **Overall** so far, this class is _____
       very bad   excellent

➡ Continues overleaf ➡

6. Something I do not quite understand yet is …

7. What new things do you think the professor should *start* doing to help you learn the material better?

8. What things does the professor do in class that help you to learn the material and that he should *continue* doing?

9. Are there any things that the professor does in class that he should *stop* doing?

☞ Once you have completed this form please print it, and bring the hardcopy to class. Do not include your name or identification number.

I have made more comments on the attached sheet(s)

The questionnaire will be distributed by e-mail. Please complete it using a PDF reader (such as Adobe® Reader®), then print the file with your responses and bring it to class.

3 Schedule

Dates	Topics and Activities	Material Discussed	Readings	Assignments	Tests
Tue 06 Sep	Introduction to course and syllabus	What is social computing What is social media Explanation of tutorials		two assignments: 1. Intake form 2. social media fast (due 15 Sept.)	
Thu 08 Sep	What is social computing (cont.)	Types of social media Presentation techniques	group discussion	Group presentation #1 introduced (due week of 04 Oct.)	
Tue 13 Sep	Underlying technology	HTML, HTTP, SHTTP, LAMP Client-server model	slide deck		
Thu 15 Sep	Underlying tech (cont.)	Internet, WWW, routing & DNS		media fast *due*	Quiz #1
	How to successfully work in groups				
Mon 19 Sep	Studying for Success special workshop	Learning from Lectures			
Tue 20 Sep	Scripting and Databases	Model-view-controller Transactions and sessions Ajax State	slide deck		
Thu 22 Sep	Databases			Database Assignment (due 11 Oct.) Questions for guest lecture (due 26 Sept)	
Mon 26 Sep	TUTORIAL			Questions for guest lecture *due* in tutorial	
Tue 27 Sep	The Social in Social Computing (guest lecture)			Pros and cons of anonymity (due 18 Oct)	
Thu 29 Sep	Introducing the Project (group work)		Project Overview Project milestones		Quiz #2
Tue 04 Oct	Presentations by groups…			1. Presentation	
Thu 06 Oct	…on topics of interest			2. Asking good questions 3. Peer assessment	
Tue 11 Oct	Patterns of the WWW	Hubs and authorities etc.	1. Mean, Median and Mode	DB assig *due*	Quiz #3
Thu 13 Oct	Patterns of the WWW (cont.)	scale-free distributions Bowtie model Visualization	2. article by Chris Sherman 3. Long Tail slide deck		
				project milestones *due*	
Mon 17 Oct	TUTORIAL			Questions for guest lecture *due* in tutorial	
Tue 18 Oct	Issues in Social Computing	Privacy	slide deck	Pros and cons of anonymity *due* Review questions (with answers) *due*	
Thu 20 Oct	Guest Lecture: the business of social media	The economics of SCA Bullying and Anonymity Crowd-sourced journalism		Visualise and measure your own social network (due 01 Nov)	
	Review				
Tue 25 Oct	**Midterm test**				**Midterm**
Thu 27 Oct	Prototyping and testing Usability and functionality	Project	Low fidelity prototyping Types of research studies		
Mon 31 Oct	TUTORIAL			Questions for guest lecture *due* in tutorial	
Tue 01 Nov	**Guest lecture: Journalism**			**Viz assig** *due*	
Thu 03 Nov	Developing (and testing) prototypes	**in-class group work**			
Tue 08 Nov	Study Break				
Thu 10 Nov					
Tue 15 Nov	Developing (and testing) prototypes	**in-class group work**			
Thu 17 Nov	Social Media and Politics				Quiz #4
Tue 22 Nov	Group project presentations			1. Presentation	
Thu 24 Nov	Group project presentations			2. Asking good questions 3. Peer assessment	
Tue 29 Nov	Catch-up			Review questions *due*	
Thu 01 Dec	Review	Everything		Final project report *due*	
Tue 06 Dec	Tutorial Only				
08–18 Dec	**Exam Period**				Exam

The schedule and procedures in this syllabus are subject to change in the event of extenuating circumstances.

4   Regulations specific to this class

4.1   Late Policy

Deadlines are at the beginning of class on days when we meet and noon otherwise. Work which is due at the start of the class meeting period but was not submitted to me in-class by that time will be late. *Even if your work is late* you should attend that day's class meeting.

Late work will be penalized by 0.15 grade points per day (or part thereof) for the first day, and a further 0.3 grade points per day after that. Saturday and Sunday will count as one day for this policy, You will **not** receive credit for work that is more than three business days late.

4.2   Assignments and Homework

Unless you are instructed otherwise, all assignments should be submitted through the course management system at ⟨URL:dal.brightspace.com⟩.

When sending documents by e-mail please use either Adobe's portable document format (PDF) or plain text — your professor will **not** accept documents in Microsoft Word (or other word processor) format.

4.3   Quizzes, Tests, and Exams

Exams will be scheduled by the Faculty and University. Quizzes are unlikely to be announced in advance. The dates for the test or tests are shown on the first page of this syllabus.

There will be no make-ups for quizzes. The quizzes are intended mostly to give you and me and indication of how well you understand material recently covered. If there are three or more quizzes then your lowest quiz score will not be used in the computation of your grade.

No make-up tests will be given without my permission. You will not get my permission without either prior notice of absence, a detailed letter from your physician, or evidence of a serious family crisis that required your attention. Make-up exams and tests may be administered in an essay form.

Unless specifically noted the following conditions will apply to all of your tests and the examination:

1. Your answers will be graded for accuracy, clarity, and completeness. It follows that rambling or excessively lengthy answers cannot earn full marks.

2. Answers which do not clearly refer to specific principles will not earn full marks.

4.4   Participation*

Your participation will be assessed on your contributions to discussion during class meetings, i.e., your readiness and eagerness to engage actively in discussion, your display of familiarity with the class materials, *and* willingness to ask intelligent and helpful questions. Participation is assessed more by contribution to the intellectual atmosphere of inquiry than by the number of questions, answers or comments.

Uncollegial behaviour will reduce your grade.

4.4.1   Pre-test Review

One component of your participation will be based on the quality of the written questions and answers you submit as homework at the start of the class meeting preceding a test or exam. To help you prepare for tests, each student should submit two or three questions with answers that

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*The description of criteria for your participation grade is based on text used by A.-B. Graff of Nipissing U.

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could appear on the forthcoming test. The class as a whole will take up some of the questions to help review the material prior to being tested on it.

4.4.2 Assessment Scale

Please be aware of the following scale:

$\mathcal{A}$-level	student always has something interesting to say or work through with the help of the other students and professor; needs little or no prodding to participate.
$\mathcal{B}$-level	student more often than not productively participates in discussion generated by others.
$\mathcal{C}$-level	student occasionally participates in discussion, usually with some prodding; does not always demonstrate a grounding in the material, perhaps the student has not read all of the assigned material.
$\mathcal{D}$ or $\mathcal{F}$	student does not participate in class discussion, for whatever reason.

Cartoon by Alex Gregory
published in *The New Yorker*
2011-09-05

Alex Gregory / The New Yorker Collection / The Cartoon Bank © Condé Nast

5   General Policies and Rules

Students are subject to all applicable University and Faculty policies. By your enrolment in this class beyond the first day you are deemed to be fully aware of all such obligations and responsibilities so most of them will not be repeated here.

5.1   General

I draw your attention to some of the policies, rules, and regulations that apply to all undergraduate classes.

GRADES:

Grade	Percentage	Grade Point Value	Definition	
A+	90 - 100	4.30	Excellent	Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
A	85 - 89	4.00		
A-	80 - 84	3.70		
B+	77 - 79	3.30	Good	Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
B	73 - 76	3.00		
B-	70 - 72	2.70		
C+	65 - 69	2.30	Satisfactory	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience.
C	60 - 64	2.00		
C-	55 - 59	1.70		
D	50 - 54	1.00	Marginal Pass	Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills (except in programs where a minimum grade of 'C' is required).
FM		0.00	Marginal Failure	Available only for Engineering, Health Professions and Commerce.
F	0 - 49	0.00	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.

Figure 1: Dalhousie's undergraduate grading scale
from page 33 of *2015/16 Faculty Guide to University and Academic Policies*

5.1.1 Grading Scale

To assign a gradeI assess the quality of your work to determine how well you *demonstrate* your understanding of the topics of the class. The definitions of grade levels are in Dalhousie University's Undergraduate Calendar. I am bound by Faculty of Computer Science regulations that do not allow more than 20% of the students to receive $\mathcal{A}$-level grades other than in the most exceptional circumstances.

Regulations: FCS Council Meetings of 2004-03-23 and 2005-05-24.

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5.1.2 Responsible Computing Policy

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

5.1.3 Culture of Respect

Every person has a right to be respected and safe. We believe inclusiveness is fundamental to education and learning. Misogyny and disrespectful behaviour in our classrooms, on our campus, on social media, and in our community is unacceptable. We stand for equality. We hold ourselves to a higher standard.

What we all need to do*:

1. **Be ready:** promise yourself to not remain silent, know that it will happen again, summon your courage — whatever it takes. Practice things to say, open ended is good: "Why did you say that?" or "How did you develop that belief?"

2. **Identify the behaviour:** use reflective listening, avoid labelling, name-calling or blame. Describe the behaviour, don't label the person. E.g.: "Kim, what I hear you saying is that . . ."

3. **Appeal to principles:** this works well if the person is known to you like a friend, sibling, co-worker etc. "Joe, I have always thought of you as a fair-minded person, so it shocks me when I hear you say something like that."

4. **Set limits:** you cannot control another person, but you can control what happens in your space. "Please don't tell racist jokes in my presence anymore" or "This classroom is not a place where I allow homophobia to occur" and then follow through.

5. **Find an ally/be an ally:** seek out like-minded people for support or support others in their challenges. Lead by example and inspire others to do the same.

6. **Be vigilant:** change happens slowly, but be prepared, and keep speaking up. Don't let yourself be silenced.

Confidential & informal points of contact

- your course professor

- any Faculty of Computer Science professor

- Susan Holmes, Professor, College of Continuing Education, 'Phone: 902-494-6430

- Nur Zincir-Heywood, Professor, Faculty of Computer Science, 'Phone: 902-494-3157

- Margie Publicover, Faculty of Computer Science Navigator, 'Phone: 902-494-7069

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*Source: Speak Up! ©2005 Southern Poverty Law Center. First Printing. This publication was produced by Teaching Tolerance, a project of the Southern Poverty Law Center. Full "Speak Up" document found at: ⟨URL:http://www.dal.ca/dept/dalrespect.html⟩ Revised by Susan Holmes from a document provided April 2015 by Lyndsay Anderson, Manager, Student Dispute Resolution, Dalhousie University 902.494.4140 ⟨lyndsay.anderson@dal.ca⟩ ⟨URL:www.dal.ca/think⟩.

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5.1.4 Plagiarism

Plagiarism will not be tolerated in any part of any work presented or submitted to the professor for any reason. You must do your own work and provide proper credit when quoting or paraphrasing the work of others. This policy applies equally to text, images, program code and algorithms. This policy applies to everything that you present or submit (in class meetings, in assignments, etc.) as part of this class. This policy applies to the whole of everything that you present or submit and every part of everything that you present or submit.

You may use any standard style guide you wish so long as you use it consistently. The reference desk at the Killam library or your professor can offer suggestions for style guides. Further details are in the §5.1.5 (immediately below).

5.1.5 Academic Integrity*

At Dalhousie University, we respect the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a Dalhousie student and a member of the academic community, you are expected to abide by these values and the policies which enforce them. What is academic integrity?

Academic integrity means ensuring that any work you submit is your own and that you have given appropriate acknowledgement to any sources that you consulted. 'Dalhousie University defines plagiarism as the submission or presentation of the work of another as if it were one's own. Plagiarism is considered a serious academic offence which may lead to the assignment of a failing grade, suspension or expulsion from the University.' (from Undergraduate Calendar (2010/2011) section on Intellectual Honesty, p. 22).

Some examples of plagiarism are:

- failure to attribute authorship when using a broad spectrum of sources such as written or oral work, computer codes/programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images;

- downloading all or part of the work of another from the Internet and submitting as one's own

- the submission of an assignment or other work prepared by any person other than the individual claiming to be the author

- submitting work that has been completed through collaboration or previously submitted for another assignment without permission from your instructor

How is plagiarism detected? Professors and TAs are highly skilled at recognizing discrepancies between writing styles, inappropriate citations, and obvious word-for-word copying. In addition, the Senate has affirmed the right of any instructor to require that student papers be submitted in both written and digital format, and to submit any paper to an originality check such as that performed by Urkund for essay papers, and MOSS for software code. Copies of student essay papers checked by this process may be retained by the software provider.

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*The section is adapted from the original version which is from the Faculty Resources section of Dalhousie University's Academic Integrity website (⟨URL:http://academicintegrity.dal.ca/Faculty%20Resources/index.php⟩) entitled *Academic Integrity Statement for Syllabus*. The original is dated 16 July 2008. It was copied on 25 September 2008.

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What happens if I am accused of plagiarism?   Instructors are required to forward any suspected cases of plagiarism to the Academic Integrity Officer (AIO) for the Faculty. You will be informed of the allegation by the AIO and a meeting will be convened. You may contact the Dalhousie Student Advocacy Service who will be able to assist you in preparing a defence. Until the case is resolved, your final grade will be 'PND'. If you are judged to have committed an offence, penalties may include a loss of credit, '$\mathcal{F}$' in a class, suspension or expulsion from the University, or even the revocation of a degree (for more information see Dalhousie's Academic Integrity website).

PND status came into effect 2009-01-21

How can I avoid plagiarism?

- Give appropriate credit to the sources used in all of your assignments

    – Use RefWorks to keep track of your research and edit and format bibliographies in the citation style required by the instructor — ⟨URL:http://www.library.dal.ca/How/RefWorks⟩

- If you are unsure about anything, contact your instructor or TA

- Prepare your assignments completely independently

- Make sure you understand Dalhousie's policies on academic integrity

Specifics for CSCI 1107:   You must do your own work and provide proper credit when quoting or paraphrasing the work of others. This policy applies equally to text, images, program code and algorithms. You may use any standard style guide you wish so long as you use it consistently.

When citing webpages   you must include the following details:

1. the address of the webpage,

2. the author of the webpage or a note that it is anonymous,

3. the date that the page was last updated or, if that is not available, the date that you read the page and a note to that effect.

Use of images   (e.g. logos and icons) by someone else is essentially the same as quoting text. You must provide full citation information for any image that is not your own, even if the image is 'royalty free', you purchased rights to use it, or it includes the trademark symbol '™' or registered trademark symbol '®'.

If you alter an image by someone else (for example by cropping or blurring it) or you combine two or more images to make a new image then you must identify the source of the original images (just as though you had used them without alteration) and note that you have modified, combined, or modified and combined the images.

☛ **In all circumstances**   it is the student's responsibility to ensure that full credit is given and that it is clear whom is being credited for what.

The schedule and procedures in this syllabus are subject to change in the event of extenuating circumstances.

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5.1.6   Where can I turn for help?

Academic Integrity website — ⟨URL:http://academicintegrity.dal.ca⟩
    Links to policies, definitions, online tutorials, tips on citing and paraphrasing

Writing Centre — ⟨URL:http://writingcentre.dal.ca⟩
    Proofreading, writing styles, citations

Dalhousie Libraries — ⟨URL:http://www.library.dal.ca/How/Classes⟩
    Workshops, online tutorials, citation guides, Assignment Calculator, RefWorks

Dalhousie Regulations — ⟨URL:http://ug.cal.dal.ca/UREG.htm#12⟩
                 — ⟨URL:http://ug.cal.dal.ca/UREG.htm#13A⟩
    Definitions of 'intellectual honesty' and 'academic dishonesty', respectively

6 First Assignments

6.1 Due Tuesday 15 September (at noon)

Your first assignment is to

1. list the various social media applications you use and how often you use them e.g. several times a day, daily, weekly, only occasionally.

2. classify those applications by the purpose they serve *for you**

3. choose one application that you use frequently and try to stop using it for two days

   - Did you succeed in giving it up for two days?
   - What were the consequences of giving up the social media application?
   - What did you discover about your usage of social media?

Submit your assignment through the website.

6.2 OPTIONAL Essay and questions about *True Names*

This is an optional assignment.

Answer the following questions about Vernor Vinge's story *True Names*:

1. Identify (name and describe) three technologies or features of technology that were not common when the story was published (1984) but are available now.

2. Identify three social aspects of the story that relate to life today.

3. What types of social computing applications are described in the story, and what are their specific analogues today (e.g. LinkedIn is a professional networking application)?

4. Compare the role of government in regulating and policing the Internet today to the rôle government in 'The Other Realm'.

5. Which parts or aspects of the story do you find most realistic/believable and which do you find fantastic? Refer to three of each type.

6. Is the world of *True Names* a dystopia? Justify your answer.

7. Comment on the metaphor of 'The Other Realm': do you like it, do you think it is apt, do you prefer William Gibson's notion of a space, viz. the cyberspace of *Neuromancer* etc., rather than a place?

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*In this class we may use a different classification than the one you generate but for this assignment it will be best for you to think individually.

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