Human Factors in On-Line Information Systems

Computer Science 6606 (CRN 22632)*

Winter 2015/16

Meeting Time:	Mondays and Wednesdays 2:35 – 3:55 p.m.
Meeting Room:	2184, McCain Arts & Social Sciences Building
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	(class only) ⟨URL:http://courses.cs.dal.ca/⟩

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

Contents

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*3 credit hours, graduate course, syllabus Version: 03 January 2016 (1a).

1   Course Content and Goals

This course is described in the *Dalhousie University Calendar 2015/16* as 'Introduction to behavioural/human aspects of computing as applied to hypertext and other on-line information tools.'

The purposes of this course are to give students a working background in Human Factors (HF) and human-computer interaction (HCI) and to sharpen their thinking, reading, writing, and presentation skills. This course will introduce issues related to behavioural/human aspects of on-line information systems (especially hypertext), provide students with some (reading) knowledge of behavioural research methodology, and demonstrate its relevance to on-line information systems and computing endeavours in general.

1.1   Topics

Topics will include methodology and theoretical background; user interface design topics, such as I/O devices, types and applications of hypertext, usability and evaluation of user interfaces, documentation and designing for diverse users; other areas, such as psychology of computer use, programming, design and specification, computer training, etc.

The specific **topics for this semester** will be decided in consultation with the students. However, we will begin with background reviews of

1. theories of reading comprehension, especially as applied to scholarly writing;

2. annotation and interactive writing/reading.

Student suggestions for topics and individual readings are encouraged.

1.2   Expectations

Graduate work is generally harder than undergraduate courses but it is also more rewarding. I expect that, although you may find parts of this course difficult, you will find it fulfilling. If you know what you want for your thesis, then this is a chance to get background, and prepare or draft part of your thesis. If you have not yet decided on a topic or area, then active participation in this course can be a great way to explore your options and opportunities. I expect all students to participate meaningfully in the class and to listen to each other, and the professor, with respect.

1.2.1   Background Readings

We will be reading selected parts of textbooks and several research articles.

Some materials will be on reserve in the Killam library or available on the World Wide Web. I expect to assign many readings from the following two texts:

Michael W. Eysenck and Mark T. Keane. *Cognitive Psychology: A Students's Handbook*. Taylor & Francis, seventh edition, 2015. ISBN 978-1848724167.

Ben Shneiderman and Catherine Plaisant. *Designing the User Interface: Strategies for Effective Human-Computer Interaction*. Addison-Wesley, fifth edition, 2009. ISBN 978-0321537355.

1.2.2 FCS's 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 behavior 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 labeling, 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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1.2.3 Ethics in Research

You must *not* conduct research with humans *without prior* permission from one of Dalhousie's Research Ethics Boards (REBs). Since there is not enough time during the course to plan, get permission for, *and* conduct such research you are not expected to do any such research for any assignment in this class. **If you conduct research on humans *without prior approval* from one of the REBs then you will fail the course.** The *sole exception* is that you may conduct some types of research with students who are enrolled in *this* class *with you* so long as you get your professor's permission.

1.2.4 Plagiarism

Plagiarism will not be tolerated. 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, 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 Academic Integrity section on this syllabus *and* online at ⟨URL:http://www.cs.dal.ca/graduate/studentinfo/avoid-plagiarism/⟩*.

2 Help

2.1 Bibliographic Tools for Scholars

There is much software to help you keep track of texts you read and ideas you have about those texts. Five that are most interesting for this class are (in alphabetic order):

1. Bibsonomy ⟨URL:http://www.bibsonomy.org/⟩,

2. CiteULike ⟨URL:http://www.citeulike.org/⟩,

3. Connotea ⟨URL:http://www.connotea.org/⟩,

4. RefWorks ⟨URL:http://libraries.dal.ca/research/refworks.html⟩, and

5. Zotero ⟨URL:http://www.zotero.org/⟩.

I encourage you all to use at least one of them.

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*URL verified 2012-08-16.

2.2   Writing Centre

The Dalhousie 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, 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.

Details of hours, services, etc. for the Writing Centre are available at ⟨URL:`http://www.dal.ca/campus_life/student_services/academic-support/writing-and-study-skills.html`⟩.

The *main* location is in the Killam Library (6225 University Ave) in room G40C inside the Learning Commons.

3   Assessment

Students' final grades will be computed from the following mandatory components:

Other policies and rules are in §5.

- Term paper

- At least one presentation to the class

- Critical summaries of readings

- A midterm report *or* group project

- Contribution to learning environment

- Participation during in-class workshop

- Bona fide attempts at assignments

3.1   Summary of Evaluation

Details of evaluation components are in §4.

Contribution to learning environment	10%	
Seminar Presentation(s)	15%	See attached grading scheme for presentation
Critical summaries	15%	
Midterm report *or** ⎫ Group project ⎭	20%	See attached grading scheme for midterm essay
Term paper	40%	See attached grading scheme for term paper
Total	100%	

3.2   Grading Scale

Students will earn a grade of $\mathcal{B}^+$ for work which demonstrates evidence of original thinking, knowledge of the underlying facts, analysis and synthesis of the subject matter. I expect all students in a graduate level class to produce work of at least this quality.

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*You may not submit both a group report and individual essay.

The grades of $\mathcal{A}^-$ to $\mathcal{A}^+$ are achieved by work which exceeds the expectations of the $\mathcal{B}^+$ in the same categories. To earn an $\mathcal{A}^-$, a student's work must exceed expectations in at least one category. To earn an $\mathcal{A}$, a student's work must exceed expectations in more than one category or substantially exceed expectations in one category. To earn an $\mathcal{A}^+$, a student's work must substantially exceed expectations in at least two categories.

Students can earn the grades of $\mathcal{B}$ to $\mathcal{B}^-$ for work which is below the level expected for students in this course but which demonstrates some grasp of the subject matter, familiarity with the underlying facts, some evidence of critical and analytic abilities, and reasonable understanding of relevant issues. Work that does not deserve a grade of at least $\mathcal{B}^-$ is not acceptable.

For purposes of computation, all essays and projects will be assigned the arithmetic mean of the scale proscribed by the Faculty of Graduate studies as recorded in §7.6.2 of Dalhousie's graduate calendar*.

➤ Grading schemes for presentations, midterm reports, and term papers are attached to this document and form part of the syllabus.

3.3 Late Policy

Assignments, essays, project reports, etc. are due at the very start of class on days when we meet, and at noon on other days. Hardcopies of assignments submitted on other days may be placed under my office door. The Faculty's administrative support staff will **not** place assignments in my mailbox.

Assignments will be accepted up to 24 hours after they are due but no later. Assignments that are submitted directly to the professor (*not* under his office door or in his mailbox) on the same calendar day as they are due will be penalised 3%. Assignments that are submitted on the day after the class will be penalised 10%. Assignments that are submitted later than the day after the class will be assigned a grade of zero ($\mathcal{F}$).

4 Tentative Outline

Exact dates for presentations and other assignments will be announced later. You should check the website regularly for updates to the course schedule.

4.1 Lectures

The course will begin with lecture material and readings about the basics of human-computer interaction (HCI) also known as Human Factors (HF) but will quickly move to a symposium format focusing on assigned readings. Readings from various articles and chapters will be assigned and you will be expected to contribute to discussion.

Topics will include methodology and theoretical background; usability and evaluation of user interfaces; and may include other areas such as psychology of programming, design and specification, computer training, etc.

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*⟨URL:http://www.dal.ca/academics/academic_calendars/Graduate_Calendar_2014_2015/Faculty_of_Graduate_Studies_Regulations.html#7⟩ retrieved 04 January 2015.

4.2 Seminar and Summaries (15%)

We will read articles and chapters about topics in Human Factors (HF), Human-Computer Interaction (HCI) and user-centred design (UCD). We will discuss the articles together in class. Each of you will read the assigned articles before the class and prepare notes to refer to during the discussion.

As a researcher you will routinely send written articles and comments to journals and conferences. You must be able to (a) summarise claims and arguments, (b) critique them as a reviewer, (c) respond to them to improve your work as a researcher and author, (d) anticipate critiques and questions other researchers will have about your work. You particularly should expect to provide a rationale for your research direction.

These exercises are meant to simulate professional interchange. You will be expected to (a) demonstrate critical thinking by summarising the important and salient points of assigned readings, (b) provide critical commentary in the context of other research studies, including evaluating the credibility of claims of fact, and (c) improve your writing and hone your analysis through iteration.

4.2.1 Summaries

You must submit four summaries of the most important (not most obvious) aspects of articles we discuss in class. **One of those essays will be due by the third week of January, one by the end of February, one by the Ides of March, and one must be done by the first of April.** These essays will be commented on by other students so that you have the opportunity to revise each essay before it is graded by your professor.

The summary should be what would you write about the article for inclusion in an annotated bibliography. It must include full bibliographic detail of the article. Your summary must be useful to a later reader, but it should not be a review that will tell the next reader if the article is worth reading. Your summary will act as a surrogate for the document.

Further details are in the document entitled Seminar Discussion and Summaries for CSCI 6606.

4.2.2 Peer Comments

You must comment on at least two summaries. The comments you make should be critical but constructive and helpful. Your comments should be meant to help the writer to revise their essay so that it is better written and, most importantly, more insightful and complete. In doing this you will be acting as a peer reviewer for a journal.

Details about how essays and comments will be shared will be given to you soon.

Grading The summaries will be worth 15% of each writer's final grade. The grade you receive on your summaries will reflect your demonstrated understanding of the article and its implications.

4.3 Seminar Presentation(s) (15%)

During the early part of March, you will take turns presenting articles to the other students.

Mandatory   To pass the course, each student must make at least one presentation.

Grading   Your presentations will be worth 15% of your final grade. Presentations will be judged on your ability to share your understanding of the ideas raised by the article, and their implications, with the class. The grading scheme for presentations is attached to this document and forms part of the syllabus.

Other Students   If it is not your turn to present the article, then you will instead read the article carefully and prepare questions about it. How you interact with the presenters and other students will be assessed as part of your participation grade. The questions you ask will form a substantial part of that assessment.

4.4   Essays

You will also write a midterm report and a term paper. You may choose to submit a rough draft (or outline) of your term paper to be graded for 5% of your grade (see the 'Rough Draft' section, below for more details).

4.4.1   General Format and Quality

Your midterm report should be in the form of a wiki or wikipage, but may be on paper or in Adobe® PDF [portable document format] instead.

I recommend that your 'term paper' be on paper or in PDF but you are free to discuss other options with me.

Basics   I expect proper structure, grammar, and spelling (English or American). For all works submitted on paper you must submit both a hardcopy and a softcopy of your essay. I prefer to receive the softcopy on a CD-ROM or by e-mail. Softcopies should be either plain text or PDF files; I do not accept Microsoft Word files.

Each essay that is **on paper *or* designed to be printed on paper** (e.g., a PDF file) must be double-spaced with 1 inch margins, and use an 11- or 12-point font. Furthermore, [title page] each essay must begin with a title page in the format illustrated in Figure 1a; the following details must be clearly identified on that first page: the essay type (i.e. article summary, midterm report or term paper), the course #, semester, year, author's name and ID#, and date of submission. All printed pages (except the title page) should have running headings [headers & footers] at their top and bottom with the identifying information displayed in Figure 1b but not in a way that distracts from the body of the text.

All essays that are **not on paper** must have the same information that would be on a title page conspicuously displayed at the beginning.

Assessment and Grading   Essays will be graded for breadth and depth of understanding, originality of synthesis, quality of research, and clarity of expression (which includes grammar, spelling and adherence to the formatting requirements).

➤ Grading schemes for midterm reports and term papers are attached to this document and form part of the syllabus.
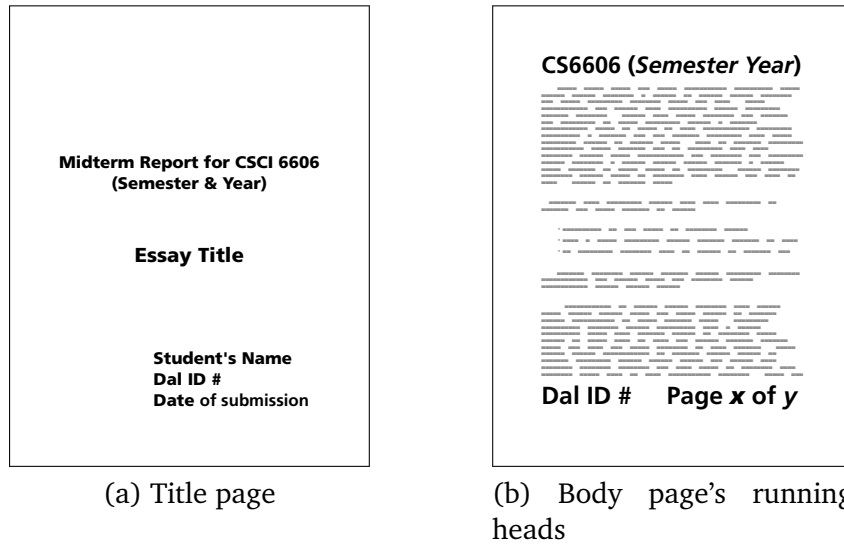
(a) Title page

(b) Body page's running heads

Figure 1: Format of pages for essays and reports

4.4.2 Midterm* (20%)

Format   The midterm report should be a briefing for the class, in the style of an encyclopaedia article. You are to write an article in the style of an encyclopaedia for a topic. My intention is that you will learn about one sub-area and then be able to teach the other students about it.

I recommend (but do not require) the following parts and order:

1. One or two sentence introduction/overview

2. Motivation

3. Background

4. Detailed Method
   How you gathered material to write about
   or

How the theory, principle, etc. you report on is justified

5. Examples of Application, Use, or Results

6. Concluding Summary
   (stressing practical applications)

7. References for further investigation

8. References to sources cited in the body of the essay

Your report should be equivalent in length to 4–7 single-spaced pages and cite at least five references.

Topic   Your midterm report should be about a basic topic in human factors. I will need to know the title of your midterm report by 02 February. Some sample topics are:

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*You must submit either an individual midterm essay or be part of a group that submits a midterm project.

- Definitions of Usability
- Interaction Styles
- Activity Theory
- Prototyping Methods
- Heuristic Evaluation

- Problems with Metaphors
- Usability Testing
- Fitts' Law
- Mental & Conceptual Models

- User-Centred Design Processes
- Rôle and defining characteristics of Expertise

but you are free to choose another topic in consultation with me.

4.4.3   Term Paper (40%)

Format   As well as the basic requirements (outlined in §4.4.1), I recommend labeled sections and a table of contents. A LaTeX template is available for the intrepid.

Your term paper should be between 15 and 25 pages long and include at least twelve references to cited research articles or books. You *must* provide two possible publication venues with your completed article (there are details below). See also the section about the plagiarism policy below.

I expect the best term papers to be good enough to be published in a scholarly journal. All of the term papers should be good enough to appear in the ACM Student Magazine *XRDS: Crossroads*.

Topic and Proposal   For your term paper, any topic in HCI will be acceptable but you must choose it in consultation with the professor. Your term paper should describe issues about an aspect of HCI and either propose solutions or survey solutions by others. The essay can be a great opportunity for you to explore a thesis topic or do a partial draft of part of your thesis document. However, your essay should be self-contained, i.e. with no references to chapters that are not included in the document or using technical terms that are assumed to have been defined in an earlier chapter.

week #	begins
4	25 Jan
5	01 Feb
break	15 Feb
8	22 Feb
11	14 Mar

You must tell me the area you are interested in (or the specific topic) by week 5. You can change this topic later but it will help you to focus if you can identify an area by week 4, and it can help me to make sure that no students are working on the same topic. Your proposal should be about one paragraph long. To show that you have begun researching your topic, your proposal must include three references that you think will be useful for your essay. In it you should tell me what topic you want to write your essay about and what you know about that topic. It will be best if you tell me what you want to write about the topic (especially if you have a tentative conclusion in mind). However, it will be acceptable for you to describe the topic and its relation to the topics of this course.

Rough Draft   I will be glad to comment on drafts after the Study Break. Outlines and rough drafts submitted to me for comments before the end of week 8 will be eligible for 5% of your grade, otherwise all 40% of your grade will depend on your final draft. Between then and week 11, I will be glad to provide comments on any stage of your essay, but only drafts submitted before week 9 will be eligible for grades. I cannot promise to comment on drafts submitted after week 11. You can get additional help with writing skills from Dalhousie's Writing Centre in the Killam building's Learning Commons (see §2.2).

Publication Venue   You must provide evidence that there are at least two possible places for you to publish your (revised) term paper after the class ends. You must be prepared to publish in *refereed* venues (conferences or journals). For upcoming conferences you must provide a copy of the call for participation that shows that the topic will be welcome and that the submission deadline is between six weeks and six months from the due date of the term paper. For a journal you must either provide a call for participation for a special issue (as with the conference above) or an e-mail from the editor saying that something on your topic would be welcome.

4.5   Group Project* (20%)

For the project, a group of students will perform heuristic evaluations of the usability of two or more of the bibliographic management tools listed in §2.1 (on p. 4).

4.5.1   Work in Groups

The project may only be performed by groups of between three and five students. If you choose to submit a project report instead of your midterm essay, then *all* group members *must* inform me by **02 February** of their decision. That decision can be revoked *only if* all group members agree.

The students will submit a *joint* project report. All of the students will be identified on the title page by name and ID number. Each student must also *individually* submit their own description of the contribution of all of team members, and a ranking of contribution with no ties. The individual reports are due 24 hours after the joint report. You will not pass the midterm if I do not receive a proper individual report from you.

4.5.2   Project Details

To conduct a meaningful heuristic evaluation you must first define and operationalise 'usability' in the appropriate context; Therefore you must identify characteristics of the user population and develop an (informal) task analysis. You will find the following references a good place to start learning about heuristic evaluation, but you and your group will need to conduct research on your own to teach yourselves enough to perform a sufficient evaluation and prepare a report.

[1] Bevan, N., Barnum, C., Cockton, G., Nielsen, J., Spool, J., and Wixon, D. (2003). The "magic number 5": Is it enough for Web testing? In *CHI '03 extended abstracts on Human factors in computing systems*, CHI EA '03, pages 698–699, New York, NY, USA. ACM. ⟨URL:http://doi.acm.org/10.1145/765891.765936⟩.

[2] Molich, R. and Nielsen, J. (1990). Improving a human-computer dialogue. *Commununications of the ACM*, 33:338–348. ⟨URL:http://doi.acm.org/10.1145/77481.77486⟩.

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*You must submit either an individual midterm essay or be part of a group that submits a midterm project.

[3] Nielsen, J. (1992). Finding usability problems through heuristic evaluation. In *Proceedings of the SIGCHI conference on Human factors in computing systems*, CHI '92, pages 373–380, New York, NY, USA. ACM. ⟨URL:http://doi.acm.org/10.1145/142750.142834⟩.

[4] Nielsen, J. (1994). Heuristic evaluation. In *Usability inspection methods*, chapter 2, pages 25–62. John Wiley & Sons, Inc., New York, NY, USA.

[5] Nielsen, J. (2005). Heuristic evaluation. ⟨URL:http://www.useit.com/papers/heuristic/⟩. Downloaded 2012-11-16.

4.6 Contribution to Learning Environment (10%)

Part of our grade will reflect how well you participate in class. The highest grade will be available only to those students who frequently have relevant and insightful comments that help the class as a whole to greater understanding. I am more interested in the quality of your participation than the sheer number of comments you make. Your participation is particularly important during presentations by other students.

☛ You may earn up to half of your participation grade from contributions you make to a class wiki.

☛ Part of your grade will be for making a genuine effort to complete exercises and assignments.

Your in-class participation will be assessed based on* your contribution to class discussions, i.e., your readiness and eagerness to engage actively in discussion, your display of familiarity with the readings, your preparedness for discussion and also your willingness to ask questions. Please be aware of the following scale:

Performance		Grade Range
Student always has something interesting to say or work through with the help of the class.	→	$\mathcal{A}^+/\mathcal{A}^\natural$
Student more often than not participates in discussion generated by others.	→	$\mathcal{A}^-/\mathcal{B}^+$
Student occasionally participates in discussion; does not always demonstrate a grounding in the material, i.e., perhaps has not read all of the assigned material.	→	$\mathcal{B}^\natural/\mathcal{B}^-$
Student does not participate in class discussion, for whatever reason.	→	$\mathcal{F}$

5 General Policies and Rules

Students are subject to all applicable University and Faculty policies. By your enrolment in this course 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. I do want to draw your particular attention to some of them however.

My grading methods and policy on late assignments are in §3.

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*The method of in-class participation is adapted from that used — and published — by Dr. Ann-Barbara Graff at Nipissing University. Dr. Graff graciously granted permission for me to use here. The wording is largely Dr. Graff's.

5.1   Accommodation on the Basis of Disability etc.

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 Advising & 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 (902) 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.

5.2   Undergraduate Students

It is a policy of the Faculty of Computer Science that undergraduate students may enrol in graduate level courses (such as this one) *only if* the student is in their fourth year and has at least a $\mathcal{B}$ average. If you are an undergraduate student who does not meet those requirements then you must drop this course.

5.3   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 is ensuring that any work you submit is your own and that you have given appropriate acknowledgment 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 (2008/2009) section on Intellectual Honesty, p. 23).

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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.

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

5.3.1 How is Plagiarism Detected?

Professors and TAs are highly skilled at recognising 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 MOSS for software code.

5.3.2 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 course, suspension or expulsion from the University, or even the revocation of a degree (for more information see Dalhousie's Academic Integrity website).

5.3.3 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

5.3.4 Specifics for CSCI 6606

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.

Webpages   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.

Images and Designs   Use of images (e.g. logos and icons) and designs (e.g. webpage layouts) 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.

5.3.5   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