

Prologue: I take academic integrity very seriously: it is a core value for a teacher and researcher (and should be for a student too). Therefore, I want to state unequivocally what behavior I expect from everyone in this course. Although I do not want to brow-beat you on this topic, I have learned that it is best to deal with this issue early and clearly, before any questionable incidents occur. So, as a preventative measure, I am asking everyone to read, date/sign, and submit this document. A copy is available on the Handouts link on the course web page for your future reference. I will not record your grades until you sign, date, and return this document to me. We will discuss it in class and on Ed Discussion. This class is primarily about learning, not grades; don't cheat yourself.

Summary: Do your own work: don't share materials (unless explicitly allowed) nor use any materials giving you any unfair advantage in earning a grade. **Assignments are not treasure hunts:** no one should search for/examine/download or use any parts of actual solutions to the same/similar problems posted on web repositories: e.g., **Chegg, CourseHero, GitHub** (nor other similar sites), even if it is just to help you "conceptualize/write/debug" your own code (nor should you post anything there). **You are prohibited from visiting these websites.** If your google queries include "ICS-33" or any text from the questions, or the names of specific programs/functions on the homework, you are committing Academic Misconduct. If you have questions, instead search my notes; ask them on Ed Discussion, talk to someone on the ICS-33 staff: me, your TA, or your Lab Tutor. **Start assignments early.** If you visit any other website, **cite its URL in the work you submit.** I expect students (re)taking ICS-33 to **(re)do all work on their assignments this quarter**, without examining or referring to materials they received or worked on previous to this quarter; **discard** all materials that you have written/collected. Do it **NOW!**

Bottom line: Better to get a lower grade on an assignment than to cheat, get a 0, and have your case sent to the Office of Academic Integrity and Student Conduct (OAISC). No one is entitled to any grade; you must earn every one. Start assignments early. **Safety clause:** If you use information from the web, cite its URL in the work you submit, as you would a reference in a paper. **Remorse clause:** If you commit academic misconduct in the heat of a trying to meet a deadline, but reconsider your action and contact me **before** I detect the offense and contact you, you will receive only a grade of 0: I will not send your case to OAISC; it happens.

Problems in Lecture Notes: These are not graded. You may collaborate with anyone and do not need to acknowledge collaboration on your work. In fact, I encourage collaboration on these problems and posting/discussing solutions on Ed Discussion.

Quizzes: You can spend as much time as you want (smart students start/finish early), but you are expected to do all your own work. All course materials are acceptable resources for solving these problems (the needed information appears in the notes) as well as the Python Webpages listed on the ICS-33 fact sheet. But, students **may not use the internet** to (a) ask questions, nor (b) search/examine homework solving websites (see the **Summary** paragraph above) to find answers/solutions for these or similar problems. Students should not post on such websites nor distribute any problems or their solutions to other students or on the web. Students may not collaborate with each other, discuss material, nor exchange answers on the quizzes: They may not receive written or oral help from anyone (except the instructor), whether it be in person, by phone, e-mail, texting, etc. For clarifying what a problem is asking or seeking further examples, post on Ed Discussion, so everyone can see the question and answer.

Programming Assignments: Some programming assignments permit (others prohibit) students to work in pairs, with just one submitting a copy of their joint work. When working in pairs, designing, synthesizing, documenting, analyzing, and debugging code while discussing it with your partner is an integral part of the assignment; all are important skills that we expect you to acquire by working together on the assignment. You are also welcome to discuss high-level ideas about a programming assignment with other students. It is fine to discuss its specification and approaches to designing/solving the problem, to draw pictures or object diagrams, etc. You are even welcome to discuss with other students, at a high level, how to debug your code.

But, the student/pair seeking help **may not examine code** written by any other students/pairs, and may not show their code to other students/pairs who are helping them debug it. I don't want to limit high-level discussions about the assignment, but **you absolutely cross a real boundary when you examine another student's/pair's code or show your code to other students/pairs for help when debugging:** I expect you to wrestle with some problems on your own (or jointly, with your partner). Think of a history paper: you can discuss the material covered in class and with other students, but you must write your own outline, using all your own words when you write the paper, and proofread it yourself. Looking at someone else's code or showing someone else your code invites plagiarism and violates this Academic Integrity Contract.

If a "friend" asks you to show him/her your code, you are opening the door wide for a possible charge of academic misconduct, for both of you. **Never email a copy of your code or provide a printed version to another student.** I have seen friendships crumble when student A supplies a copy of his/her code to student B, who then plagiarizes it, getting both in trouble. Do not be

an accessory to misconduct; truly help a friend by saying “no” to such a request. The best source for help on programming assignments is the instructor or staff (TAs or Lab Tutors) in person (office and lab hours) or by e-mail. We are experienced at providing the right kind of information and help, designed not only to solve your immediate problem, but help you understand the material and avoid similar problems that may arise later in the quarter. Better yet, think carefully and post a good conceptual question on Ed Discussion (but don’t post code there), where all students can benefit from the answer.

We use the program Moss (Measure of software similarity) to analyze submitted programs. Moss does a thorough job of comparing code in ways designed to detect cheating: so, operations like changing names, moving code around, etc. don’t fool it). This information is automatically indexed on a web page that makes it very efficient for me to examine the similarities that it detects (adding in my over 40 years of experience with this issue). The programs that we choose to examine closely have similarity metrics a few standard deviations above the mean (they are very, very similar). When I use assignments from previous quarters, I run moss with solutions from those quarters as well and program posted on the web. I will try to demonstrate Moss during one of the lectures, so you can see it in action.

In-Class (written/programming exams): Students are expected to do all their own work, wherever they are taking the exam, and do it during the allotted time (starting/stopping when directed), with the benefit of only the materials explicitly allowed during the exam. Students may not use in any other materials, nor access such materials physically or on the web, nor communicate with each other. Students should not discuss information about an exam with other students, until **the end of the day: after all students have taken the exam.**

Tutors: LARC tutors are trained to know how to help students learn the material without doing their homework for them. If a student hires a private tutor, the tutor may not do the student’s homework, nor even help the student with his/her homework (e.g., quizzes and programming assignments). Hiring a tutor who does your work, or helps you with your work, violates this Academic Integrity Contract. Tutors can only help you learn the material, not do or review your work.

Penalties: The penalty for violating this contract once is a 0 on the entire assignment (even if cheating occurred on only part: it is much better to leave some part blank and lose only a few points). In addition, I also **send a letter to the UCI Office of Academic Integrity and Student Conduct (OAISC)**, who will contact the student and then pass this information along to the Associate Dean of Student Affairs in the student’s School (e.g., ICS). So, a first offense is typically treated by OAISC as an educational experience, but a second offense typically results in suspension from UCI for 1-2 quarters. If you violate the contract a second time in my class, your grade for the entire course will become an F. Avoid any/all offenses.

A Safety Clause for Collaboration: If you collaborate with anyone, or get information from a web, document it: cite the source (as you would on any research papers that you would write) **on the work that you submit**, by including the name of that person and the nature of the collaboration, or the URL for a website. Doing so helps insulate you from any Academic Integrity violation: I cannot charge plagiarism when a **citation properly appears clearly on the work**. But, if I believe you received unauthorized help or used unauthorized materials (based on this document), I can lower your grade.

General Advice: If you are unable to perform well on an assignment, contact me immediately to discuss the problem. Of course, you will be at a disadvantage if you wait until the last minute to start your assignment: one big reason students commit academic misconduct is poor time-management skills. Such problems can be resolved in many ways. I should be your first contact point in stressful situations; you can also seek appropriate help from your TA and/or Lab Tutor. Remember, if a friend asks to see homework prohibited by this agreement, don’t show it to them. I understand the peer pressure to “help a friend”, but let me assure you that this is truly not the way to help: you are exposing your friend –and yourself– to a 0 grade, and a possible University-level penalty; a friend wouldn’t ask you to expose yourself in this way. This class is about learning, not grades. I’ve been told companies now search GitHub checking whether students publicly post solutions, deeming such students as showing poor judgement.

Bottom Line: Faculty are here (and assignments are designed) to maximize your **learning** and ensure that you receive a **fair grade**. If you cannot trust us to perform this function faithfully, and cooperate with us to do so, you are missing something important in your education at UCI. I want to create a positive environment, where students can truly help each other (knowing which boundaries not to cross when asking for or providing help); but students should also know that I will look for cheating and lower grades and report cheating when I find it. Aristotle said, “We are what we repeatedly do.” Don’t cheat/be a cheater.

Signature: Acknowledge that you have read this document and understood it; see me, or post on Ed Discussion, if you need any clarification. You must adhere to the letter and spirit of its content throughout this course, or you will receive the stated penalties.

Name (signed) _____ Date _____