

# SoCS Council Meeting

January 23, 2018

## **AGENDA**

1. Approval of Agenda
2. Approval of Minutes from Jan 9, 2018
3. Interim Director's Remarks — Pascal
4. Graduate Curriculum Committee — Stefan
5. Associate Director's Remarks, Undergraduate Studies — Gary
6. Discussion on Academic Integrity
7. Any other business

## AGENDA

1. Approval of Agenda
2. Approval of Minutes from Jan 9, 2018

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**Motion:** Changes to the required textbooks in all Undergraduate courses must be first approved by the SoCS Curriculum Committee. (Calvert/Hamilton-Wright)

In favour: All but ~~one~~. Abstentions: ~~One~~.

*four*

*four*

## AGENDA

1. Approval of Agenda
2. Approval of Minutes from Jan 9, 2018

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G. Grewal reminded everyone about the email he sent out about M.O.S.S. and courses CIS\*1500, CIS\*2500, CIS\*2750, CIS\*3100.

*3110*

### 3. INTERIM DIRECTOR'S REMARKS

### 3. INTERIM DIRECTOR'S REMARKS: URAs and USRAs

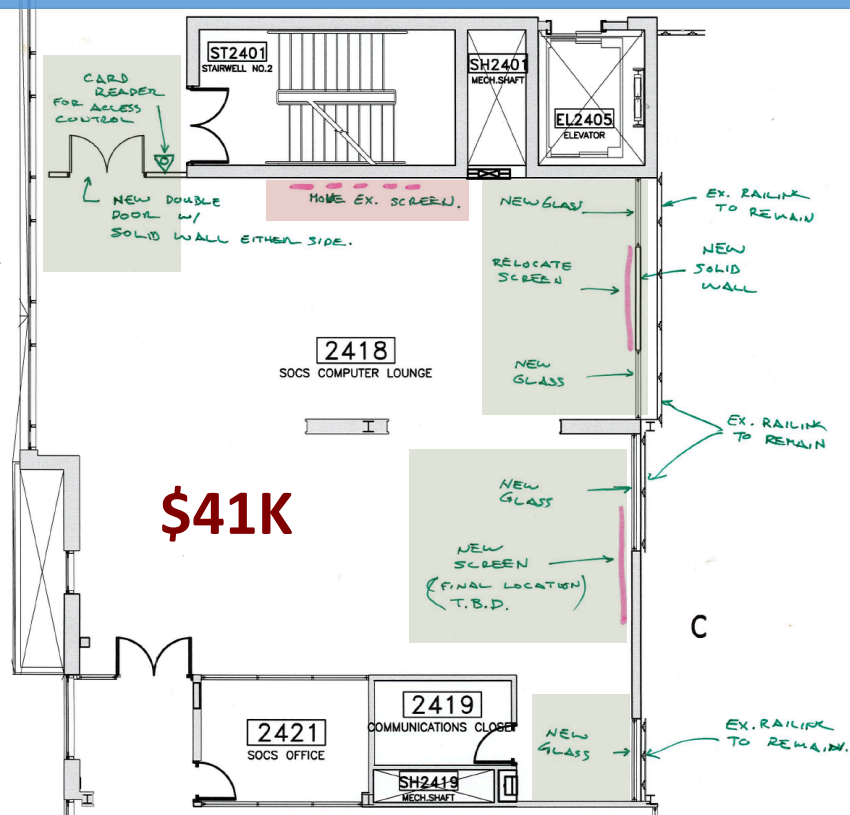
Priority given to new faculty

### 3. INTERIM DIRECTOR'S REMARKS: CL Position

*Two-year faculty position in cyber security:*

- ☐ 20 applications received by the deadline
- ☐ 3 candidates have been shortlisted
- ☐ 3 candidates have been interviewed
- ☐ Search Committee meets on **Thu Jan 25**

### 3. INTERIM DIRECTOR'S REMARKS: THRN 2418



#### 4. GRADUATE CURRICULUM COMMITTEE

## Two items

1. RFC: SoCS Learning Module: Data Management
  - Third, and final promised learning module for the PhD
  - Other modules can be developed ad hoc
  - Documentation to be circulated after last meeting
  - 1 week for comments
  - Vote: today
2. GCC is seeking direction: is it worth investigating, developing and proposing new initiatives:
  1. M.Sc. (Computational Science)
  2. Core and optional courses for M.Sc. (Computer Science)

## RFC: SoCS Learning Module: Data Management

- 1 Friendly Amendment:
  - Add an awareness of file encoding issues: Windows/Unix/Mac text files, and Unicode/ASCII/UTF-N (at least UTF-8), and possibly even ISO-Latin-X.
- Move that the proposed SoCS Learning Module: Data Management be accepted as circulated with the friendly amendment above.

## M.Sc. (Computational Sciences)

- We have our new innovative interdisciplinary PhD in Computational Science, but what about doing the same thing at the MSc level?
- (No plans to get rid of M.Sc. Comp. Sci. -> if anything: bring back PhD Comp. Sci.)

## Core and optional courses for M.Sc. Comp. Sci.

- Two motivators:
  - Our grad course offerings are unpredictable and inconsistent. Many of our courses are never offered, some are outdated. We like teaching specialized, one-off topics or reading courses.
  - We want students to have breadth so they need to take 2 courses outside of their “area” (this can be difficult when no courses are offered).
- Could try to just offer more standard (core) courses.
  - But need to have enough students in them to make it worth while.

## A new proposal (to be investigated further):

- Two core courses offered in Fall and Winter terms
- Can be taken in either order
- 2-weeks per core topic, taught by specialist in the field
- Objective to cover core CIS topics (applications, theory, practice, important areas in CS – about 12 modules)
- All M.Sc. Students take these two core courses and two specialized courses in their areas of interest
- We can teach special topics, reading courses to suit our research specialties
- Students still get a core background in advanced CS

## Pros and Cons

- Cons:
  - We've never done that before...
  - 12 of us have to teach 2 weeks of grad course per year
  - Coordination of teaching and grades
  - How to count this as part of teaching DOE?
- Pros:
  - Students get breadth in CS without having to rely on courses that may or may not be offered
  - Remaining courses can be more specialized, up to date, tailored to our research interests



## 5. ASSOCIATE DIRECTOR'S REMARKS, UNDERGRADUATE STUDIES

Update: *Academic Integrity*

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## Academic Integrity Committee (F17)

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- Members
    - Dhiren Audich (Academic Integrity Officer)
    - Dana Rea
    - Ritu Chaturvedi
    - Gary Grewal
- 

## Academic Misconduct Cases (F17)

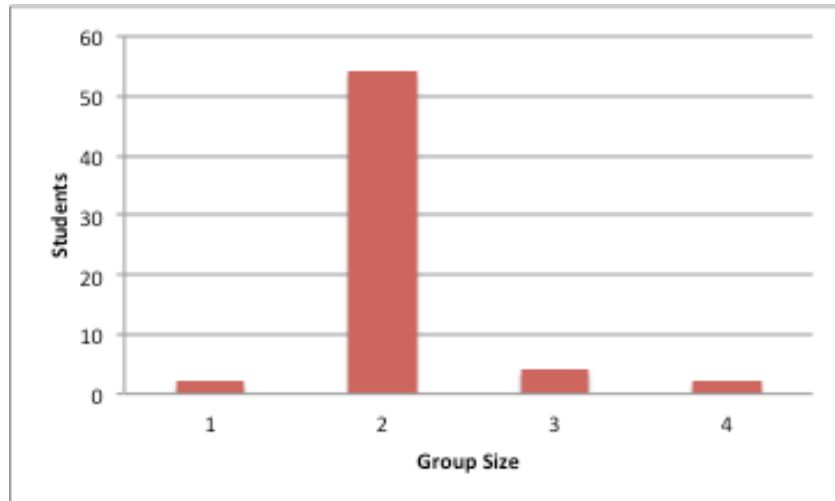
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Course	Number of Cases (Group/Individual)	Number of Students
CIS*1200	1	2
CIS*1500	40	93
CIS*2430	11	23
CIS*2520	6	14
CIS*2750	2	4
CIS*3150	1	1
<b>TOTALS</b>	<b>61</b>	<b>137</b>

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## Case (Group) Sizes

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## Academic Misconduct Cases (F16 & F17)

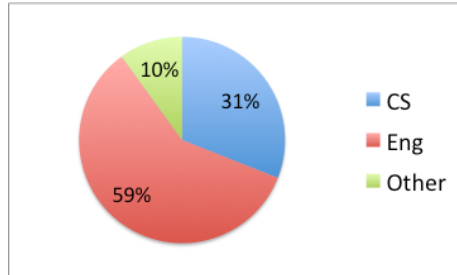
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Course	Number of Cases (i.e., students)		
	F16	F17	F17-F16
CIS*1200	0	2	+2
CIS*1500	66	93	+27
CIS*2430	25	23	-2
CIS*2520	11	14	+3
CIS*2750	2	4	+2
CIS*3150	0	1	+1
CIS*3530	2	0	-2
TOTALS	106	137	+31

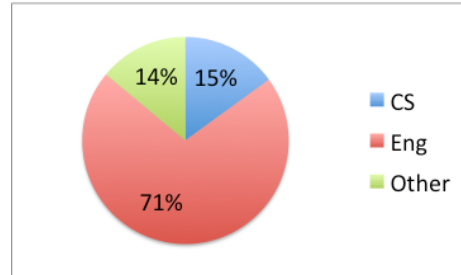
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## Cases by Discipline (F17)

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All (i.e., 137) Cases

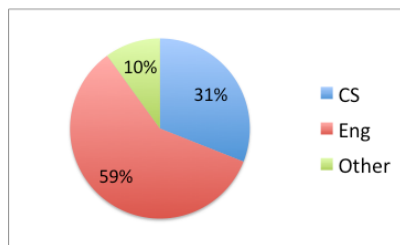


CIS\*1500 Cases

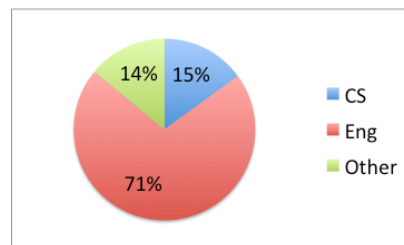
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## Cases by Discipline (F17 versus F16)

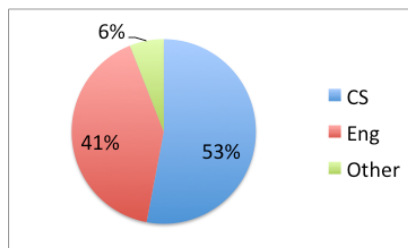
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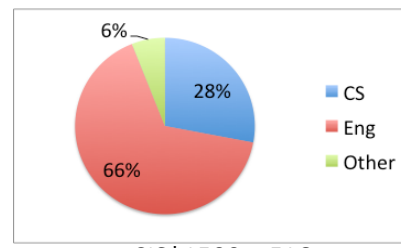
All Cases – F17



CIS\*1500 – F17



All Cases – F16

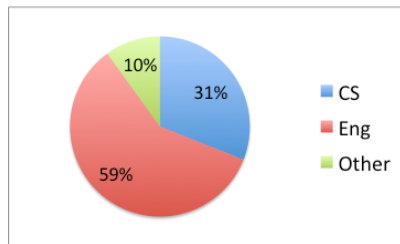


CIS\*1500 – F16

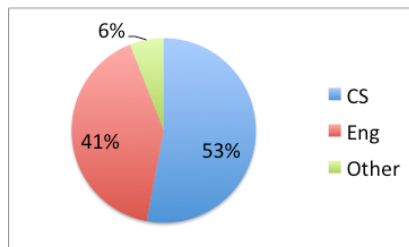
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## All Cases with F16 Adjusted

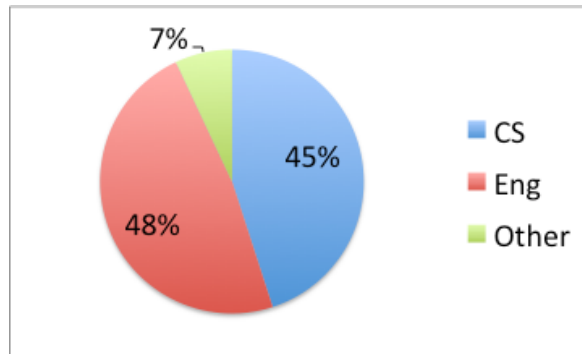
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All Cases – F17



All Cases – F16



All Cases – F16 adjusted for Leaked Exam

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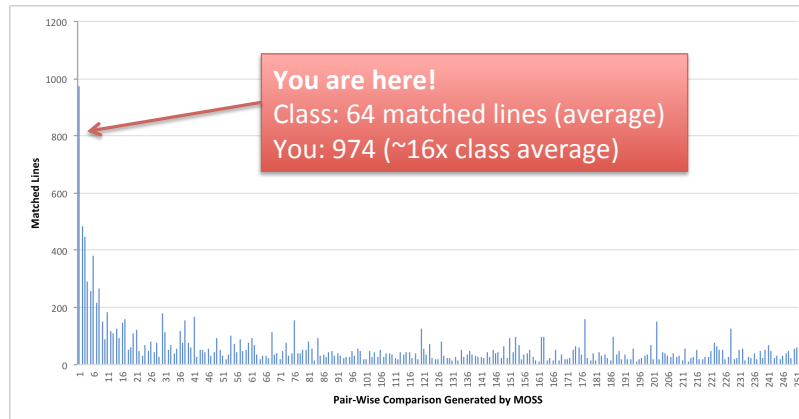
## Feedback from College

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- Results of (137) academic misconduct cases
    - 76 Guilty
    - 7 Not Guilty
    - 54 No decision yet
  - Approximately 95% of cases resulted in a “Guilty” finding
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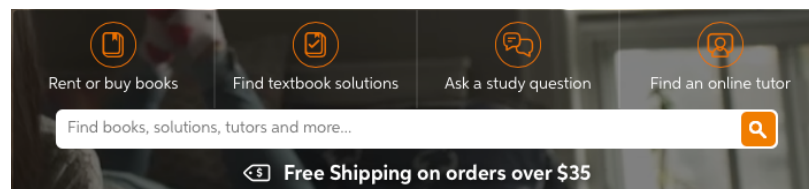
## Feedback from College

- Graphs are key element of evidence, and we should continue providing them



## Feedback from College

- Increase in students involved in pair-based cases claiming that they do not to know each other
  - More and more students are freely acknowledging that they have subscriptions to websites, like [chegg.com](https://www.chegg.com)



# Chegg Example

## "twitterlyzer"

ALL MATCHES BOOKS **STUDY** TUTORIALS

14 results in Study

### Questions and solutions

- Q: Question 2 **Twitterlyzer**: 20 marks This question is based on the social network site Twitter. Twitter is an online news and social networking service where users post and interact with messages called "tweets", restricted to 140 characters [Wikipedia]. Some useful terms: Tweet is a message posted on
- A: C Program: In below program main is included for t... [See answer](#)
- Q: Question 2 **Twitterlyzer**: 20 marks This question is based on the social network site Twitter. Twitter is an online news and social networking service where users post and interact with messages called "tweets", restricted to 140 characters [Wikipedia]. Some useful terms: Tweet is a message posted on
- A: //Note make sure you give compiler command as :\$gc... [See answer](#)
- Q: Question 2 **Twitterlyzer**: 20 marks This question is based on the social network site Twitter. Twitter is an online news and social networking service where users post and interact with messages called "tweets", restricted to 140 characters [Wikipedia] Some useful terms: . Tweet is a message posted on
- A: Given below is the code for the question. Please ... [See answer](#)
- Q: Question 2 **Twitterlyzer**: 20 marks This question is based on the social network site Twitter. Twitter is an online news and social networking service where users post and interact with messages called "tweets", restricted to 140 characters [Wikipedia] Some useful terms: ·Tweet is a message posted on
- A: dAswiniA3Q2.c #include<stdio.h> #include... [See answer](#)

## Chegg Example Cont'd

### Question: C programming question Don't use global variables Don't u...

C programming question  
Don't use global variables  
Don't use strlen  
Use appropriate variable names  
Please comment code appropriately  
Use the gcc -Wall -std=c99 fileName.c command to avoid any warnings  
Include a main function so the program can be tested.  
Need it ASAP.  
This answer will be rated as soon as it's answered correctly.

Question 2 Twitterlyzer: 20 marks

This question is based on the social network site **Twitter**. Twitter is an online news and social networking service where users post and interact with messages called "tweets", restricted to 140 characters [Wikipedia].

Some useful terms:

- **Tweet** is a message posted on Twitter that is between 1 and 140 characters long (inclusive). For this assignment, we assume that a tweet can have a minimum of 1 and a maximum of 140 characters only
- **Username** is the name of a Twitter user. For example, `michelleobama` is a username. For this assignment, any text without spaces is a valid username.
- **Mention** is a tweet that includes the character `@`, followed by username. For example, the tweet `Prince Harry and @michelleobama` is a mention of the Twitter user `michelleobama`.
- **Reply** is a tweet that is posted in response to another user's tweet. A reply tweet starts by mentioning the other user. For example, `@michelleobama, you are always right!` is a reply.

# Chegg Example Cont'd

## Expert Answer



Chandrasekhar Kuruba answered this  
377 answers

Was this answer helpful?



**C Program: In below program main is included for testing. Please remove when you submit. All mentioned test cases are tested.**

```
#include<stdio.h>
```

```
//function prototypes
```

```
int isValid
```

```
int isTwee
```

```
void short
```

```
int numT
```

```
int main()
```

```
{
```

### Comments



Anonymous posted 2 months ago



can you create a main that the user can enter a tweet and the functions can test for it... greatly appreciated



Anonymous posted 2 months ago



Hi, I added code you asked at the end in main function. find added screen shot also. Please comment for any help.



Leave a comment...

```
if(isValidTweet(""))  
  
    printf("This is a valid tweet.\n");  
  
else  
  
    printf("This is not a valid tweet.\n");
```

numTweetsRequired function test

1

2

## MOSS

```
printf("FinalMarkRequired %.2f \n", finalMarkRequired(totalTermMark(20,10,24), 80));  
printf("\n");  
return 0;  
}  
>>> file: out/F17/cis1500/A3-cheegs/submit/flatened/EalaAlaku_302205_assignsubmission_f11  
#include<stdio.h>  
#include<string.h>  
#include<stdbool.h> // #include <stdbool.h>  
#include <stdbool.h>  
  
int MAX_TWEET_LENGTH = 60;  
/* Inputs array of characters  
Returns an int value stating whether the tweet is valid or not*/  
int isValidTweet(char str[]){  
    if(strlen(str) <= MAX_TWEET_LENGTH && strlen(str) >= 1){  
        return 1;  
    }  
    return 0;  
}  
  
/*Inputs array of characters  
Returns an int value stating whether the tweet is valid or not  
Compare the first character of the tweet with '#' since every tweet reply starts with '#' if eq  
int isValidReply(char str[]){  
    if(str[0] == '#'){  
        return 1;  
    }  
    return 0;  
}  
  
/* Inputs 2 tweets and result to store the shortest tweet in it  
Here first compare first and second tweets  
if tweet1's length is greater than tweet2 then assign tweet2 in result otherwise if tweet1's  
assign tweet1 in result  
if both the tweets are of equal length assigns the same length to result*/  
void shorterTweet(char Tweet1[],char Tweet2[],char result[]){  
    if(strlen(Tweet1) > strlen(Tweet2)){  
        result = Tweet2;  
    }  
    else if (strlen(Tweet1) < strlen(Tweet2)){  
        result = Tweet1;  
    }  
    else {  
        result = "Same length";  
    }  
    printf("Result %s\n",result);  
}  
  
/*Input tweet character array  
first computes the dividend and remainder of of the tweet length using tweetlength 60 and two  
if we get remainder zero the dividend value will be the number of tweets required otherwise th  
remainder that means tweet length is greater than zero and less than 60 so here we need one mo  
Returns the result*/  
int numTweetsRequired(char tweet[]){  
    int rem = strlen(tweet)%60;  
    int dividend = strlen(tweet)/60;  
    //If tweet is within 60 characters only 1 tweet is enough  
    if(isValidTweet(tweet)){  
        return 1;  
    }  
    if(rem > 0){  
        return dividend+1;  
    }  
    return dividend;  
}
```



95%

22%



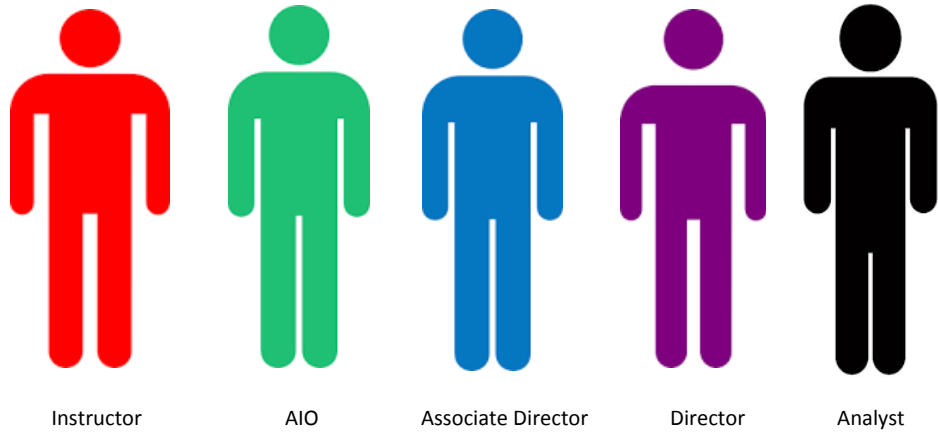
Student

Chegg code



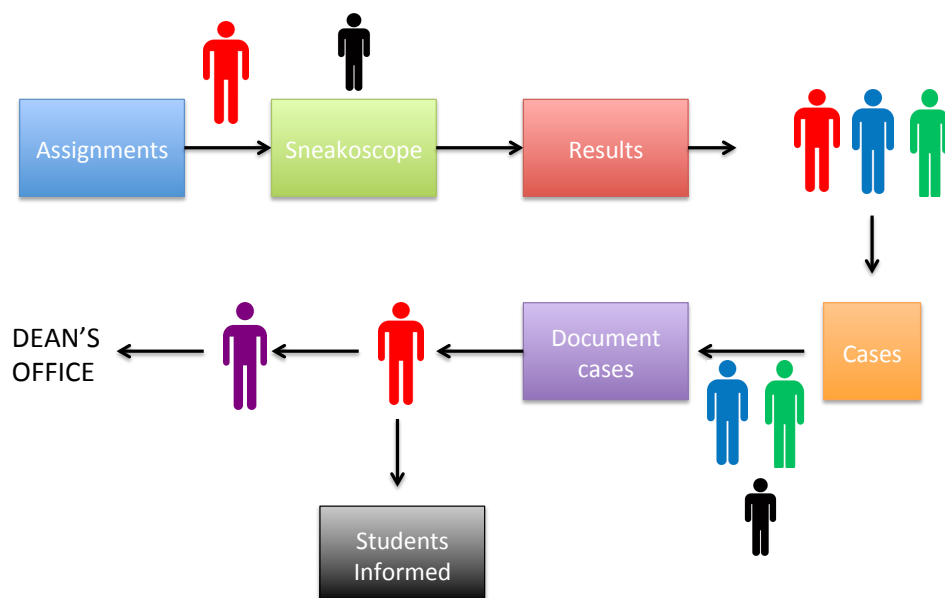
## Academic Misconduct Detection

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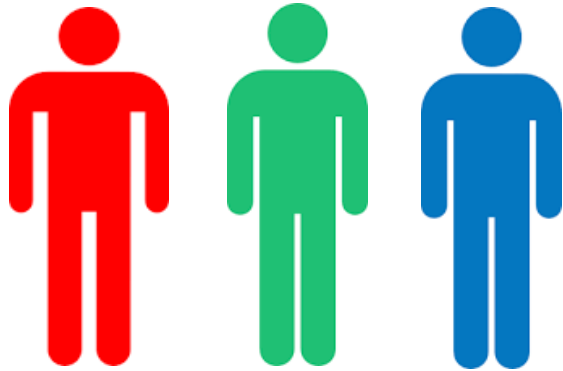
## Academic Misconduct Detection

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## Meeting with Student

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Admin

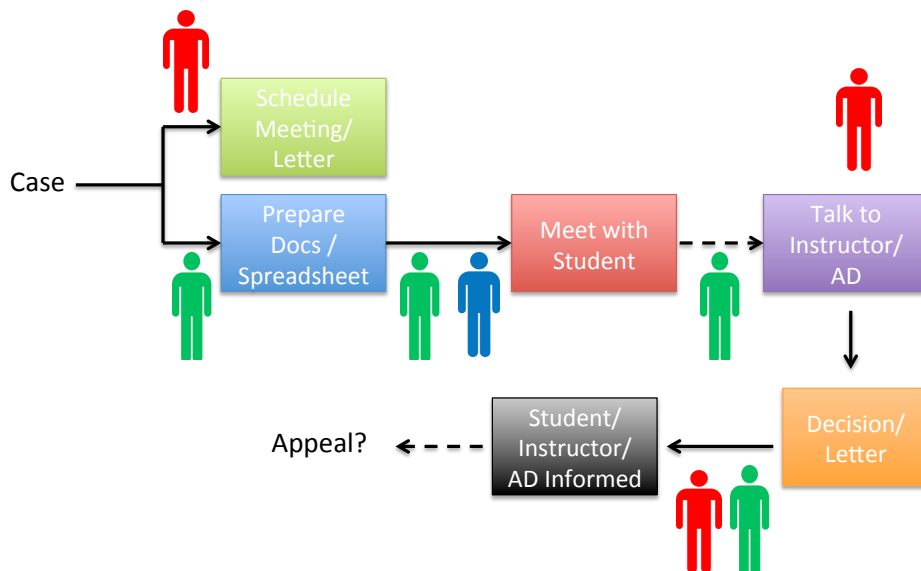
Associate Dean

Program Counselor

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## Meeting with Student

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## 6. DISCUSSION ON ACADEMIC INTEGRITY

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- Some discussion points
    - What do we value, and do we value it enough to pay for it?
    - Does it make sense to change assignments from year to year when solutions can be obtained online in (almost) real time?
    - Should assignments (and labs) be weighted much less than in-class tests and exams?
    - Given our limited resources, should we focus primarily on CS students?
    - Should we seek to hire a permanent individual to deal with academic misconduct?
    - Are the majority of cases that we pursue “egregious enough” to warrant pursuing in the first place?
    - Should more emphasis be placed on education and less time spent finding cheaters and penalizing students?
    - Do we need to hear from the Dean’s office?
-