

Professional Ethics in Computing
College of Engineering and Computer Science
California State University, Fullerton

In just about every area of society, there's nothing more important than ethics.

Attributed to Henry M. Paulson¹

CATALOG COURSE DESCRIPTION

Ethics and moral philosophy as applied to software and digital artifacts. Notions of rights, responsibilities, property, ownership, privacy, security, and professional ethics. Security obligations. Intellectual property statutes, licenses, and their terms. Oral and written reports are required.

PREREQUISITES

CPSC 131: *Data Structures*; or
Computer Science or Computer Engineering major or minor; or
Computer Science or Computer Engineering graduate standing

COURSE TOPICS

We are living in a period of human history known as the Information Age. Technology advancement has undoubtedly enhanced our way of life on multiple levels and transformed our very existence. Along with these tremendous benefits, however, there are significant social and ethical concerns. In this course, we will examine and discuss controversial social and ethical issues related to information technology such as networking and network security, intellectual property, information privacy, privacy and the government, computer reliability, professional ethics for software engineers, and the workplace and how it has and will continue to change. By evaluating these intricate and multifaceted issues, our hope is to develop an appreciation for how to approach innovative technology and the changes it brings. By understanding the complex relationships between the short-term benefits and long-term effects on our lives and the lives of future generations, we can help guide the development and implementation of these innovative technologies in a thoughtful, sustainable, and ethical manner.

¹ Henry M. Paulson served as the 74th U.S. Secretary of the Treasury from 2006 to 2009. Prior to that, he was the chairman and chief executive officer of Goldman Sachs.

COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

The course objectives and student learning outcomes are to 1) understand the broad, unifying themes in professional ethics from an interdisciplinary perspective, which includes computer science, information technology, law enforcement, homeland security, finance, and public policy (among others), 2) demonstrate your synthesis of the concepts presented through in-class discussions, 3) exhibit critical thinking and in-depth analytical skills by synthesizing and interpreting information, comparing ideas, developing opinions, and determining viable and appropriate solutions to ethical situations, scenarios, and problems, and 4) communicate ideas effectively both orally and in writing.

Note: The most-recent report done by the American Association of Colleges and Universities (AAC&U) entitled, "How College Contributes to Workforce Success: Employer Views on What Matters Most," points out that "critical thinking and analysis, problem-solving, teamwork, and communication through writing and speaking have consistently been ranked highest over time."²

INSTRUCTOR: DR. MICHAEL D. FALKOW, PMP (BIO DISTRIBUTED SEPARATELY)

Office: LH-408C and in the CS Building (TBD)

Office Phone: TBD

Cell Phone: (714) 875-1875 ← Best Number to Reach Me!

E-mail: mdfalkow@fullerton.edu

Office Hours: Mostly likely Fridays before and after class (*exact time to be determined, as I do not currently use an office in the CS Building*) and by appointment (in-person or via Zoom). I will also be on campus Tuesday evenings, as I teach a graduate political science course as part of the master's in public administration (MPA) program from 7:00 p.m. to 9:45 p.m. in GH 250 (when classes return to in-person). As such, I will be on campus before and after that class (in my office or Gordon Hall). The best way to reach me, however, is through e-mail, as I check it very frequently every day. You can also contact me on my cell phone during working hours (approximately 8:00 a.m. to 6:00 p.m. Pacific Time). **Text messages are preferred.** Be sure to let me know who you are and which class you are in when you text me! 😊

CLASS INFORMATION

Course: CPSC 315--02 (13719)

Room: CS-104 **(NOTE: First Two Sessions Via Zoom: 1/28/22 & 2/4/22)**

Meeting Times: Friday, 7:00 p.m. to 9:45 p.m.
(No class on Friday, 4/1/22—Spring Recess)

² <https://dgm81phvh63.cloudfront.net/content/user-photos/Research/PDFs/AACUEmployerReport2021.pdf> (p. 5)

Textbook: *Ethics for the Information Age*, 8th Edition, Michael J. Quinn, Addison Wesley. ISBN: 9780136681595

Course Materials: I will introduce additional reading assignments (e.g., journal articles, news articles, government documents, academic papers, etc.) throughout the course. Typically, I will provide them via hyperlink, a PDF file, or a citation you can use to find the item electronically in the CSUF Pollak Library. As a student, you should not have to pay for articles. If you have not used the library to search, find, and download articles, I urge you to do so as soon as possible.



Lecture Materials: PowerPoint slides, handouts, etc., will be provided via Canvas.

ATTENDANCE, CONDUCT, AND CLASS PARTICIPATION

This is an undergraduate course being delivered in-person (except the first two sessions as noted above). Class attendance is required and will be tracked; it is a graded component of the course. Students are expected to read the material assigned prior to the lectures and discussions.

Conduct in Class (In-person and via Zoom)

The past 20+ months has been especially difficult for many of us. For some people, the toll taken by the global pandemic caused by the COVID-19 virus has been especially harsh, and our hearts and prayers go out to all those whose families and loved ones were and are still being impacted. Coupled with that, we have witnessed some of the most trying and turbulent times modern society has faced in a generation. With that said, and even though better times are hopefully on the horizon, we are still in a delicate period where emotions have been worn thin, and the wounds of divisiveness are still fresh. It takes little to ignite fury among once civil individuals.

Some of the content of this course may elicit strong personal beliefs and convictions that are diametrically opposed to someone else's perspectives, not to mention the fact we are still dealing with an awkward return to in-person classes on campus. In the academic environment, especially when engaged in spirited academic discourse, I expect each one of you to respect one another and the varied opinions we all have. I do not expect you to always agree with one other—in fact, I guarantee you will disagree with someone (including me) at some point during the semester. That is completely fine and totally expected. While I have no expectation that anyone will exhibit anything less than complete professionalism, I will not tolerate under any circumstances personal criticisms (e.g., *ad hominem* attacks) of any sort, as it stifles discussions and limits the free exchange of ideas. ***Any obnoxious or offensive behavior will result in your immediate expulsion from the class, and you will need to meet with me before I will consider allowing you to return.***

This should not be construed in any way to limit the free exchange of ideas, thoughts, and perspectives. Furthermore, it is not intended to create an artificial environment where people feel that they can only say what is thought to be deemed acceptable for fear of being graded negatively. ***I will not grade anyone negatively for expressing an opinion that differs from mine.***

Moreover, I may pose questions where I am intentionally trying to promote a discussion opposing my viewpoint. So, please do not think disagreeing with me or anyone else will count negatively against you; it will not! I merely want you to be thoughtful, respectful, and courteous at all times.

A quick note...While “free speech” is a right afforded to us by the First Amendment to the U.S. Constitution, it is a limited right and not an absolute one—just as you cannot yell “fire” in a crowded theater or say in a public forum that you intend to harm an elected official. This means your ability to express this right can and will be limited in the classroom if I deem it necessary. If someone says something you vehemently disagree with, and you cannot have a cordial academic exchange, I recommend that you respond with something such as, “I respectfully disagree with your position” and say no more. We will use this response to gracefully end a conversation before it potentially spirals out of control. This is an institution of higher learning, and it should be considered a safe space to allow the free exchange of ideas and perspectives. At the same time, in the workplace, you will undoubtedly encounter people who will disagree with you (sometimes intentionally just to ‘get under your skin’). As such, learning how to effectively deal with them is an essential skill.

Finally, I expect that you will ask questions when you do not understand something. I will never reprimand you for asking a question or sharing a thought that follows the above guidelines, and I expect that each of you will extend this same courtesy to your peers. If you do not feel comfortable asking a question in class, you may certainly communicate with me privately after class, during my office hours, or via e-mail/text. Also, laughing at my jokes is a requirement. 😊

Class and Zoom-Specific Conduct

Other “rules” to keep in mind:

1. Be “present” during class. Nearly three hours can be a long time, so we will generally take a 10-minute break at 8:30 p.m. We all understand the difficult nature of the Zoom environment, and I will do my best to facilitate an active and lively lecture/discussion. Paying attention can be extremely challenging—please do your best! In-person, I will do my best to keep you awake!
2. If you need to leave class early, exit the Zoom meeting and e-mail me why you left. Depending upon the reason, I may or may not grant you attendance credit. The same holds true when we have in-person classes.
3. Please leave your camera on but mute yourself unless or until you wish to speak. This will minimize background noise, echo, and other distracting issues like roommates, pets, screaming children, screaming students, etc. Do your best to limit external noise when your microphone is live. Be prepared for me to call on you! 😊
4. Just like a class on campus, please put your phones away during the Zoom session...it is very distracting for me as the instructor to watch you doing something else during the lecture. If you do not want to pay attention, then leave the class. If you need to

do something more important than listen to me, you can turn off your video temporarily. If your phone rings in class, I reserve the right to answer it!

5. While you may be commuting from long distances (e.g., the living room or bedroom), keep in mind that traffic and parking can be very unpredictable. Please make every effort to be on time to the Zoom session. If you plan to attend class from the comfort of your bedroom, please do not fall asleep during class. If you are on a mobile device, and you need to use the restroom, please turn off the video and microphone temporarily. For Zoom classes, be sure you have pants on...you never know when you might have to get up! 😊

For both in-person classes and classes via Zoom, please do not ask, “Will we finish early?” Sometimes we will, and sometimes we will not. Let it be a surprise!

Thank you!! 😊

COURSE REQUIREMENTS, GRADING POLICY, AND CLASS SCHEDULE

Please take note of the course requirements, grading policy, and class schedule.

Course Requirements—Evaluation Categories	Weighted Value
Attendance, Class Participation, Assignments, Quizzes, etc.	20%
Term Paper	25%
Midterm Exam	25%
Final Exam	30%
Total	100%

Attendance, Class Participation, Assignments, Quizzes, etc. (20% of the Course Grade)

As upper-division students, you have developed good time management skills and fully understand the value of preparing for class each week (e.g., the expectation is about 2-3 hours per week for each unit of coursework). Coupled with this outside preparation, students who attend class regularly find themselves well-prepared for exams (and unannounced “pop quizzes”). As such, I will pass around a sign-in sheet at some point during the lecture. It is your responsibility to notify me if you miss class because of an illness or other extenuating circumstance at your earliest convenience, providing documentation only if requested. **Also, in accordance with the University policies in effect regarding COVID-19, please do not come to campus if you feel sick or are exhibiting any symptoms.** This will help protect everyone’s health and wellbeing, including yours. Finally, I fully expect the lectures coupled with the weekly readings and any outside research or assignments will easily stimulate active discussions, so please speak up during class. I may break up the class into small groups periodically and pose questions for class discussion. This evaluation category accounts for 20% of your course grade.

Term Paper (25% of Course Grade)

There will be one formal term paper due on **Sunday, May 1, 2022**, that accounts for 25% of your course grade. The topics will be discussed in class, and I will distribute a grading rubric and detailed submission requirements around Week 4. **Generally speaking, your paper must be your own individual work and are to be submitted via Canvas in Microsoft Word format (e.g., no PDF, XPS, TIFF, etc.—only Microsoft Word) by 11:55 p.m. (Pacific Time) on the due date. Late papers will not be accepted**, so plan accordingly and please do not wait until the last minute only to realize you are having a problem submitting your assignment!

I will process your deliverables through a plagiarism checker. All reference material used must be properly cited using APA 7th Edition format. **Plagiarism is a serious offense, and it will not be tolerated.** Please refer to the section on *Academic Dishonesty* later in the syllabus.

Midterm Exam (25% of the Course Grade) and Final Exam (30% of the Course Grade)

I will administer two (2) exams during this course—a midterm and a final. Both exams will consist of multiple choice, matching, short answer, and scenario-based essays questions. I expect well-crafted and cogent responses that adequately cover the material up to that point in the class, I will not grade down for grammar. I do, however, need to be able to read and understand your responses (e.g., your sentence structure should be reflective of your upper-division standing. I will supply the test (e.g., no blue book or scantron forms needed), and you may use pencil.

The exams are not collaborative, so anyone caught cheating will be dealt with as specified in the section on *Academic Dishonesty* discussed later in the syllabus.

Note: The final exam is NOT cumulative per se, but you will have to incorporate concepts, ideas, themes, and theories that carry through the entire course.

Late Policy or Make-up Exams

Given the generous timeframes for deliverables, late submissions will not be accepted without a **valid and documentable excuse such as a profoundly serious illness, death in the family, or other equally compelling reason (you should notify me as soon as possible of the situation so we can discuss its impact)**. If you miss an exam due to unforeseen circumstances like the ones previously noted, you must notify me as soon as practical. **All excuses are subject to verification and validation, and my decision is final.** Without a valid excuse, a score of zero will be assigned for any late deliverable or missed exam.

Extra Credit

Please do not ask, “Is there extra credit?” In my experience, when there are extra credit opportunities, students spend more time trying to earn the extra credit points than they will working toward earning the primary points. As such, there is virtually never extra credit in my classes. Also, please do not ask me for extra points because you are borderline, facing academic probation, etc. You have many opportunities to earn points in the course. I follow general rounding policies as far as grades are concerned (see *Grading Policy* below).

Grading Policy

The following illustrates how letter grades equate to percentage-based scores where \geq indicates the range minimum:

A+	$\geq 98\%$	B+	$\geq 87\%$	C+	$\geq 77\%$	D+	$\geq 67\%$	F	$< 60\%$
A	$\geq 94\%$	B	$\geq 83\%$	C	$\geq 73\%$	D	$\geq 63\%$		
A-	$\geq 90\%$	B-	$\geq 80\%$	C-	$\geq 70\%$	D-	$\geq 60\%$		

When calculating your final course letter grade, I will **round** fractional grade calculations at the tenths position (e.g., an 86.5% will become an 87.0 or B+, but a 93.49 is still an A-). **Please do not ask me to give you a higher grade at the end of the semester because you are on or in danger of being on academic probation or you are trying to keep a certain GPA! Plan early and score as many points as possible.**

While I do not expect this, if necessary, grades may be assigned by considering your performance relative to the class's overall performance (e.g., a curve), especially if the class average is low on a test or deliverable. **There is no guarantee of a curve; however, I will not curve downward—if everyone does extremely well on a particular test or deliverable, then everyone earns a high grade (e.g., there are no grade quotas).**

Class Schedule

As mentioned, this is a lecture- and discussion-style upper-division, undergraduate course being conducted in-person (except the first two sessions). The following is the tentative lecture and activity schedule. I will make every effort to adhere to this schedule, but I reserve the right to make modifications during the semester. **Under no circumstances will I change a due date making it earlier than what is listed.** To view the official CSUF Academic Calendar, please visit <https://apps.fullerton.edu/AcademicCalendar/> (be sure to select the Spring Semester 2022).

Note: Should the circumstances arise where the University declares that we must return to a virtual learning environment (e.g., Zoom-based classes), I will make the necessary adjustments to the class schedule. We will meet **synchronously** (e.g., on the same day and at the same time as our in-person class would have met [Friday evenings from 7:00 p.m. until 9:45 p.m.]). I may create discussion boards on Canvas and change some of the assignments to take into account that we are virtual rather than in-person. In addition, I will adjust the exams as well. While I do not foresee this happening, if it does, I will clearly articulate how we will appropriately adjust to the situation.

Week	Friday	Tentative Lecture and Activity Schedule
Week 1	1/28/22 ZOOM-BASED	Course Introduction, Syllabus, and Topic Overview
Week 2	2/4/22 ZOOM-BASED	Chapter 2—Introduction to Ethics Discuss Academic Writing and Term Paper Criteria
Week 3	2/11/22	
Week 4	2/18/22	
Week 5	2/25/22	
Week 6	3/4/22	Chapter 4—Intellectual Property
Week 7	3/11/22	
Week 8	3/18/22	
Week 9	3/25/22	Midterm Exam (Weeks 1-8: Chapters 2, 9, 4, & 5)
Week 10	4/1/22	No Class—Spring Recess
Week 11	4/8/22	Chapter 6—Privacy and the Government
Week 12	4/15/22	Chapter 3—Network Communications
Week 13	4/22/22	Chapter 7—Computer and Network Security
Week 14	4/29/22	Chapter 8—Computer Reliability
	5/1/22	Term Paper Due (Post to Canvas by 11:55 p.m.)
Week 15	5/6/22	Chapter 10—Work and Wealth
Week 16	5/13/22	Course Review and Special Topics
FINALS	5/20/22	Final Exam (Weeks 11-16: Chapters 6, 3, 7, 8, and 10) CS-104 from 7:00 p.m. to 8:50 p.m.

SYLLABUS CHANGES

While the syllabus is typically looked upon as contract between faculty and student in terms of course deliverables, due dates, and grading criteria, it also serves as a general plan for the layout of the class. As with most things in life, change does happen. Therefore, I reserve the right to adjust the schedule as we proceed through the course. Sometimes, I may not complete a lecture by the end of class and will complete it the following session. To the extent possible, I will always provide advance notice of any changes.

ACADEMIC DISHONESTY (PLEASE READ!)

Except for any collaborative-based research, I expect you to submit work that represents your efforts and not the efforts of anyone else without proper APA citations. It is your responsibility to maintain the highest standards of honesty and integrity throughout your academic and professional career. It is extremely easy to locate and use information found on the Internet (which is not always accurate, by the way). As such, it is equally as easy for me to discover that same information or determine that work you submit may not be your own (remember, not only am I a computer scientist, but I was also a police officer).

Academic dishonesty intended to gain an unfair academic advantage, such as plagiarism, cheating, purchasing papers or hiring someone to produce an assignment, extensive editing by another person beyond structural/mechanical assistance, or falsifying academic records, will result in the automatic issuance of a **zero (0)** for the assignment/exam, possibly an **F** grade for this course, and potential referral to the University's Student Conduct unit. Severe or repeat offenses may have more significant consequences, up to and including expulsion from the University.

The following excerpt comes from the University Policy Statement on Academic Dishonesty (UPS 300.021): http://www.fullerton.edu/senate/publications_policies_resolutions/ups/UPS%20300/UPS%20300.021.pdf

Academic dishonesty includes but is not limited to cheating on examinations or assignments, unauthorized collaboration, plagiarism, falsification/fabrication of university documents, any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor), assisting or allowing any of these acts, or the attempt to commit such acts.

Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Examples of cheating include, but are not limited to, the following: using notes or aides (including electronic devices) or the help of other students on tests and examinations in ways other than those expressly permitted by the instructor, or any acts which defeat the intent of an examination, plagiarism as defined below, and collaborating with others on any assignment where such collaboration is expressly forbidden by an instructor. Violation of this prohibition of collaboration shall be deemed an offense for the person or persons collaborating on the work, in addition to the person submitting the work. Documentary falsification includes forgery, altering of campus documents or records, tampering with grading procedures (including submitting altered work for re-grading), fabricating lab assignments, or altering or falsifying medical excuses or letters of recommendation.

Plagiarism is defined as the act of taking the work (words, ideas, concepts, data, graphs, artistic creation) of another whether that work is paraphrased or copied in verbatim or near verbatim form and offering it as one's own without giving credit to that source. When sources are used in a paper, acknowledgment of the original author or source must be made through appropriate citation/attribution and, if directly quoted, quotation marks or indentations must be used. Improper acknowledgment of sources in essays, papers, or presentations is prohibited.

Keep in mind that academic dishonesty could also involve the following:

- Having a tutor or friend complete a portion of your assignments.
- Having a reviewer or proofreader make extensive revisions/rewrites to an assignment.
- Copying or using work in whole or in part that was submitted by another student.³
- Purchasing a paper or using material from a 'paper mill' or essay writing service.
- Using information from online information services without proper citation.
- Submitting a paper where you have largely used the ideas and perspectives of another author even if you give credit to that author (e.g., you find a paper that nearly matches what you want to write about, so you follow that author's reasoning and simply restate those ideas in your own words).
- Submitting work product, edited or otherwise, for two different courses without permission from both professors involved.
- Using any external sources during an in-class exam without permission. This includes excusing yourself to use the restroom and then looking something up or asking for assistance while outside the classroom.

See also California State University Regulation – Section 41301: Standards for Student Conduct.

(PLEASE READ THE PREVIOUS SECTION AGAIN!)

This is an ethics course—plagiarism and academic dishonesty will not be tolerated!

When in doubt, please ask!

OTHER IMPORTANT INFORMATION

President's Directive & Health and Safety Guidelines

Cal State Fullerton (CSUF) is actively working to maintain the safety of our campus community in response to COVID-19. To stay current with information, please visit CSUF's Titan's Return: COVID Recovery at <http://coronavirus.fullerton.edu/>. Please review the FAQs to help answer any of your questions. Below are requirements to review prior to our first-class session.

- Read President's Directive No. 22 – COVID 19: Mitigation Measures and Guidelines, (<http://coronavirus.fullerton.edu/messages/presidents-directive-no-22/>), which outlines mitigation measures you are required to take, including use of face coverings, re-entry and surveillance testing, physical distancing/barrier requirements, case reporting, and other measures.

³ Both students are in danger of being disciplined for academic dishonesty.

- Review the Titans Return: COVID-19 Recovery website. There are important messages regarding the vaccine requirement, surveillance and testing information, as well as campus updates and messages from the Dean of Students Office that are important to review.

In addition, CSUF requests that students who test positive for COVID-19 or become aware that they may have been in close contact with someone who either has tested positive for or is suspected to have COVID-19 report the positive result or exposure using the CSUF COVID-19 Self-Reporting Form (<http://coronavirus.fullerton.edu/report-covid-19-case-or-exposure/>).

CSUF's Infectious Diseases Response Team reviews and verifies COVID-19 confirmed cases and responds to concerns from the campus community on COVID-19.

Prior to arriving on campus and before entering class, you should conduct a personal health screening (<http://coronavirus.fullerton.edu/mandatory-health-screening/>) and self-monitor for fever, cough, shortness of breath, or other symptoms of respiratory illness. If you are experiencing any of these symptoms, you should stay home and notify me of your absence. I will work with you to address any COVID-19 related impacts to your participation or completion of the course.

Before entering the classroom, you should wash/sanitize your hands and have your face covering on. While in class, you are required to:

- Sit in your designated seat,
- Wear a facial covering that covers both your nose and mouth (e.g., masks or face shields),
- Always cough or sneeze into your elbow or tissue,
- Use the materials provided to clean your desk and chair before and after use, and;
- Adhere to other health and safety protocols and directives for your specific classroom, lab, studio, and campus.

Students who do not follow these health and safety requirements may be reminded of the need to adhere to those measures. Failure to comply may constitute a violation of campus policy and may result in a referral to the Office of Student Conduct. Thank you for your cooperation and assisting in the University's efforts to keep our community safe.

Instructor Absence and Other Significant Impacts

I will do everything in my power to make it to class on-time or notify you in advance if I cannot attend a class session or my scheduled office hours. If I do not show up for class by 15 minutes past the start time, something serious and unavoidable has happened, and as such, you can assume class has been cancelled for that session.

As we learned in 2020 when the campus was forced to respond to the COVID-19 pandemic, we may find it necessary to adjust to or accommodate university-wide rules and regulations, including mask mandates, social distancing, stay-at-home orders, etc. I will use your campus-

issued e-mail to communicate with you should there be a need to meet via Zoom, cancel class, or deal with any other type of emergency or directive that significantly impacts the class.

Recording & Transcription of Class Content

Recording class content is governed by UPS 330.230:

http://www.fullerton.edu/senate/publications_policies_resolutions/ups/UPS%20300/UPS%20330.230.pdf

Each instructor must permit class content to be recorded or transcribed by students when mandated to do so by the Americans with Disabilities Act or by other federal or state laws. Any recording of class content is for private use and study and shall not be made publicly accessible without the written consent of the instructor and students in the class.

Intellectual Property Information

Faculty Intellectual Property: Intellectual property rights are not transferred as a result of using Zoom. Professors always retain ownership rights to their intellectual property when using Zoom or a Learning Management System (e.g., Titanium, Canvas, etc.). Students may not share, post, or distribute class materials (e.g., class lectures, assignments, tests, etc.), recordings, or transcripts anywhere outside of this class. Doing so may result in disciplinary action as well as personal legal action against a student.

Student Resources

Any student who wishes to discuss any concern, may contact the assistant deans of the college. Assistant deans are student advocates who will help you navigate the university's policies and procedures and assist with resolving any conflicts.

Ms. Shannen Allado
Assistant Dean for Student Affairs—CS-206B (657) 278-4407
shallado@fullerton.edu
<https://www.fullerton.edu/ecs/dean/assistantdean.php>

Emergencies

For information on emergency preparedness topics, please visit this website:

<https://police.fullerton.edu/programs/prepare/>

In the event there is a local, regional, or university-based emergency preventing access to Canvas, such as a sustained power outage or system failure, I will adjust any impacted due dates. If the event is long-term, we will adhere to the direction of the University's administration.

Documented Special Needs

If you believe that you may need assistance from the Division of Student Affairs, Disability Support Services, they can be contacted at (657) 278-3112 or via e-mail at dsservices@fullerton.edu. Their campus location is Gordon Hall, Room 101. Please visit this website: <http://www.fullerton.edu/DSS/> for more information.

Writing Help

If you require help with writing assignments in this or any other course, please contact *The Writing Center* at (657) 278-3650 (Pollack Library North, First Floor).

http://english.fullerton.edu/writing_center/

Counseling & Psychological Services (CAPS)

There are many stresses for busy college students! If you feel overwhelmed by your school, home, work, or other commitments, you are encouraged to contact campus Counseling & Psychological Services (CAPS) as soon as possible at (657) 278-3040. CAPS offers an array of services that are free to all enrolled students! <https://www.fullerton.edu/caps/>

Library

If you need help accessing databases and information at the library, contact a Librarian for assistance at <http://www.library.fullerton.edu/services/ask.php>.

Thanks! Let's have a great semester!