**COURSE TITLE AND COURSE NUMBER:**

- CPSC 8510: SOFTWARE SYSTEMS FOR DATA COMMUNICATIONS
- SECTIONS 001, 300, AND 843

**TERM: Fall 2021**

- Start/end dates: 08/18/2021 - 12/10/2021
- Last day to drop without a W: 8/31/2021
- Last day to drop without a final grade: 10/8/2021
- Fall Break: 10/11/2021 – 10/12/2021
- Thanksgiving Holiday: 11/24/21 – 11/26/21
- Final Exam Week: 12/6/2021 – 12/10/2021

Link to Clemson’s academic calendar:

**CLASS MEETING TIME AND PLACE:**

M/W 4:00-5:15pm

Location: Section 001 WFIC 310, Section 300 Small Classroom Second Floor ORD (ICAR), Section 843 Zucker 104.

**TIME TO WAIT:**

If the instructor or TA does not begin class within 15 minutes of the start time, you can leave the classroom. I will always try my best to inform you ahead of time if a situation arises making it impossible for me to teach (or to have setup a backup to take my place).

**INFORMATION ON MODALITY:**

Hybrid: In-person at ICAR (ORD) classroom, synchronous video format at other locations.

We will primarily use Canvas. There is a supplemental web page for our course: [https://people.cs.clemson.edu/~jmarty/courses/Fall-2021/CPSC8510/Schedule.html](https://people.cs.clemson.edu/~jmarty/courses/Fall-2021/CPSC8510/Schedule.html)

We will use the tool Slack. The links to slack and the workspaces and channels we have setup are provided in Canvas. Please ask any questions to the group (well...don’t ask for answers to HW questions!). But really, this is the type of class where you will be overwhelmed with information and having a peer group to help each other has proven to be extremely helpful in prior semesters.
INSTRUCTOR NAME:

Dr James Martin

DEPARTMENT AND COLLEGE OF INSTRUCTOR:

Professor, Computer Science Division, School of Computing, College of Engineering, Computing, and Applied Sciences

INSTRUCTOR EMAIL:

jmarty@clemson.edu You can expect a response to your email inquiries within 36 hours, excluding weekends and university holidays.

UNIVERSITY OFFICE PHONE: 864.656.7420

OFFICE HOURS:

Fridays: Zoom 1:00-2:00pm, Zoom link: https://clemson.zoom.us/j/3816861544 (no passcode needed)

Or by appointment- send me an email and we can meet on campus or via zoom. If you want to talk with me after class, send me an email or during class send me a direct message on slack. Required.

INSTRUCTOR INFORMATION: Please check out my web page to learn all about me!

TEACHING ASSISTANT: Adil Alsuhaim, email: aalsuha@clemson.edu

COURSE DESCRIPTION

Structure of software systems supporting communications among computing devices having diverse processing and communication capabilities; characterization of data communications software in terms of unified network architectures consisting of several functional layers; evaluation of several network architectures.

VALUE STATEMENT

Computer Networking is fundamental to the majority of sub-disciplines within Computer Science. Unlike other courses that are more or less self-contained, our course is systems
oriented. By definition, this makes the most useful and important knowledge you will learn will be based on a synthesis of knowledge you already have learned in other classes, knowledge learned that is systems oriented (operating systems concepts that might be new, mathematical methods for modeling and analysis applied to networking systems), along with foundational knowledge related to computer networking. This class will provide you with new skills that will be essential for both your future graduate work and for your future career.

**COURSE OVERVIEW**

Refer to the Topic List below. In brief, we will begin our study of computer networking from a top-down approach. This means we begin talking about standard network applications and begin to dig into a set of specific examples, including web browsing, Internet video streaming, Video conferencing. We then switch gears a bit and provide background and methods for studying complex network systems. We then switch gears again, applying the tools and methods to continue in our study of computer networks. The latter portion of the course brings everything together through a group project.

**LEARNING OUTCOMES**

After completing this course, students will be able to point to the various assessment methods and your outcomes to show that you have acquired:

- Basic understanding of Computer Networking principles
- Basic understanding of TCP/IP
- The ability to develop client/server applications based on Unix sockets
- Basic understanding of modeling (traffic modeling and systems modeling)
- Basic understanding of performance evaluation of network systems
- Basic understanding of simulation and how to apply simulation analysis to network systems

**PREREQUISITES**

Prerequisite: You must have had a basic course in probability and statistics (e.g., MATHSC 301/302).

**REQUIRED MATERIALS**

Two texts are required:

  - This is available at Amazon or other online bookstores.
NOTE: You cannot use earlier version of the text - please purchase or rent the 8th edition.


There will be other material that we will be looking at, some required and some supplemental.

We will be using a Ubuntu Linux VM Appliance running on VirtualBox. You will need to have a laptop with at least 8Gbytes of memory and at least 10 Gbytes of available disk space.

We will be using git to deliver example code, scripts and starting material for homework and quizzes. Instructions for how to use git as well as how to obtain the class repo will be provided.

**REQUIRED TECHNICAL SKILLS**

In addition to the pre-requisites, you must be proficient in the "C" or "C++" programming language and have basic Unix programming skills. You will be expected to learn in class basic use of Matlab and the open-source network simulation tool, NS3. We assume minimal prior knowledge of Computer Networking. However, an underlying skill that you will need to develop to do well in the course is to be able to assess many sources of supplemental information and quickly find a small working set of the most helpful sources.

**LEARNING ENVIRONMENT**

My teaching methods involve combinations of the following:

- I will maintain on canvas a weekly summary of what we will cover each week. It will point to the material that I went over in class (power point slides, typed or handwritten (scanned) notes, code examples.
- There will be weekly reading assignments. I will not have time to cover all the material you are responsible for in our lectures. It is up to you to keep up.

**Major Assessment/Grading Activities**

The class canvas page will clearly show all assessment and grading activities and components.

At the end of the semester, I compute a ‘raw’ grade (0-100). This raw grade will be based on the following weighted assessment components.

- Quizzes: 10%
There will be a number of quizzes throughout the semester. In the past, roughly 1 quiz per week is typical however depending on how things progress, there might be more or less weeks. Some will be announced, some will be a surprise. Quizzes are normally in class (closed book/notes), however some will be take home. At the end of the semester, I will drop your lowest quiz grade. If you are unable to make a class session with a quiz, it is your responsibility to tell me at least 24 hours ahead of class your reason. If it's a valid reason, we can make arrangements for you to take the quiz earlier.

- Homework 20%

There will be a number of homework assignments (between 3-5) throughout the semester. Assume you are to work on the HW individually. A common mistake is to wait until the very end to begin the HW. This WILL not work in this class. Completing the homework to the best of your ability followed by reviewing the posted solutions, and asking questions as needed, are the most effective way to learn the material in this class!

- paper presentations 10%

Working with a partner, you will read an academic paper and present a 10 minute summary to the class. We will add 5 minutes after that for questions and discussion. Each group will present at least 2 papers throughout the semester. Please divide up the presentation so each person in a group presents roughly half the summary.

- Exam 1: 15%: Assume the exam is in class, closed book, notes, but you can have 1 8.5"x11" cheat sheet and a calculator.

- Exam 2: 15%: Assume the exam is in class, closed book, notes, but you can have 1 8.5"x11" cheat sheet and a calculator. Exam 2 will include material from Exam 1 - however the focus will be on

- Project: 15%: The project will be described in more detail later, but you are to find a partner, and come up with an interesting networking project that uses the NS3 simulator.

- Final: 15%: Assume this will take place during our final exam time, it will be in class, closed book, notes but you can bring 2 cheat sheets and a calculator.

- Exercises: There will be several 'exercises' that will not count towards your grade. These are meant to be done in class (sometimes they will be take-home). Some will have a submission on Canvas, and some will not. If appropriate, I will post solutions on Canvas.
Late Work: My policy is to deduct 10 points (10%) per day for late submissions. I don't accept anything beyond 2 days late. This is the default policy in place for ALL submissions (take home quizzes, homework, projects milestone submissions).

Note that in certain cases, I might reduce the 'late period' or even eliminate it. I'll always clearly indicate if an assignment with a submission does not have the default 2-day late period.

Audits: For students who are auditing the course you will need to take the quizzes. Your final quiz average must be at least 8.0 (out of 10) to pass. You do not have to do the homework, projects or take the exams.

**GRADING SYSTEM AND POLICIES**

The following table provides a mapping between a letter grade and the highest value of your raw score. Depending on the distribution of raw scores, I might curve the grading scale. In other words, an “A” might require >=85. I will NEVER require a higher raw score than shown below to obtain the identified letter grade. In other words, if your raw score is a 90, you will get an “A”. I round up as follows: if your raw score is, as an example, a 89.4, you will get a “B”. If your raw score is 89.5 you will get an “A”.

<table>
<thead>
<tr>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>F</td>
</tr>
</tbody>
</table>

**Attendance and Absences:**

You are required to attend class in your assigned classroom. If you cannot attend in person for a valid reason (traveling to a conference, family emergency, illness) you must inform me at least 4 hours prior to class. If you get COVID, or are exposed to COVID, email me immediately. Unless we come to some other agreement, I will expect you to be online at your home participating in the synchronous Zoom class.

If you have a valid reason for not being able to participate in class, we can work out an arrangement for making sure you know what we covered and for taking any makeup quizzes or exams.
If you do not have a valid excuse, you will get a 0 on any in class graded activity. Refer to my Late policy stated above in the event you cannot submit a homework or quiz by the due date.

I will take attendance. At the end of the semester, when I convert your raw score into a letter grade, I reserve the right to reduce you raw score by the percentage of classes that you were absent without a valid excuse. Example: Let’s say at the end of the semester your raw score is 91. Also, assume you missed 5 classes and the total number of classes (accounting for holidays, perhaps several cancelations on my part) is 25. You missed 5/25 or 1/5 of classes which will reduce your raw score of 91 by (91\* 1/5) giving you a final raw score of 72.8.

Note: This attendance policy will go into effect beginning Monday 9/13. To reiterate: To not be considered absent, you MUST provide me with a valid excuse at least 4 hours prior to class. Send me an email explaining the situation. I highly recommend you contact me days in advance so that we have a chance to discuss your situation.

**Inclement weather or emergency**

Any exam that was scheduled at the time of a class cancellation due to inclement weather will be given at the next class meeting unless contacted by the instructor. Any assignments due at the time of a class cancellation due to inclement weather will be due at the next class meeting unless contacted by the instructor. Any extension or postponement of assignments or exams must be granted by the instructor via email or Canvas within 24 hours of the weather-related cancellation.

For Clemson’s latest information related to COVID, see this page: https://www.clemson.edu/coronavirus/index.html

**Course Feedback**

Included below is a brief overview of all methods I will use to gather your feedback regarding the course, including formative (informal) feedback tools:

- Periodic surveys- most will be anonymous. I try to do these at least every 3 weeks.
- Quizzes give me immediate feedback on how I am doing.
- About once a month I usually allocate 20 minutes during class for an open discussion on how things are going
- Finally, I will reach out to everyone privately (an email) at least twice during the semester to ask you how things are going. I might ask you to talk with me privately on a zoom session.
Topical Outline

The course will cover the following topics (subject to change):

- Overview of communications networks and the Internet (chapter 1)
- Application layer (including performance assessment topics) (chapter 2)
- Virtual Machines, Basic Linux Skills
- Review of probability/statistics
- Simulation concepts, NS3
- Transport layer (chapter 3)
- Network layer (chapter 4, 5)
- Link layer - LANS (chapter 6)
- Link layer- Wireless (chapter 7)

How to be successful in this course

Student Responsibilities:

- Be prepared for all classes
- Be respectful of others
- Actively contribute to the learning activities in class
- Abide by the University Academic Integrity Policy

Based on many years of teaching, the students that do well in my courses ask MANY questions and begin the homework as soon as it is posted. The homework might initially appear straightforward, but to get a 100 you really need to spend time on the details.

Instructor Responsibilities:

- Be prepared for lecture
- Be organized each lecture and across the timespan of the semester
- Evaluate all fairly and equally
- Be respectful of all students
- Create and facilitate meaningful learning activities
- Behave according to university codes of conduct

Based on many years of teaching, have adopted the following philosophy:

- I truly want every student to be the best they can be. I will go out of my way to help any of you if I see that you are trying your hardest.
I want to get to know each of you. My goal is to establish relationships with as many of you as possible and maintain those relationships for the years to come.

The last year has dramatically changed the way I view my role as an educator. Long story, but I have much more empathy for you as I have seen the extreme impacts COVID has had on all of us. You might hear me go off on a rant talking about ways that I try to manage my stress levels or point out some random but hopefully interesting article on the benefits of ‘mindfulness’.

Lastly, I have no empathy for students that are lazy, do not care about learning, or who are cheaters.

ACADEMIC POLICY AND STUDENT RESOURCES

The Academic Success Center (ASC) offers a variety of free learning and success services for all undergraduate students that include

- Mastery of course content
  - Tutoring – students can expect a 1:1 meeting with a trained undergraduate peer leader (who made an A or B in the course and was recommended by a faculty member) during which the student can share specific questions they have about course content with the tutor focused on helping the student, through questioning techniques and identification of helpful learning strategies, and master course concepts. Tutors do not help with homework or other class assignments.
  - Peer-Assisted Learning (PAL) – students can expect collaborative and active group learning and study sessions focused on mastery of course content and learning strategies that is facilitated by a trained undergraduate peer leader (who made an A or B in the course and was recommended by a faculty member). PAL leaders do not help with homework or other class assignments.

Learning and Success Strategies

- Academic coaching - students can expect a 1:1 meeting with a trained professional academic coach during which the coach helps students see themselves, their skills, and their study habits from a fresh perspective through one-on-one sessions focused on learning and personal success strategies.
- Success strategy workshops – students can expect 30–45-minute workshops on college success skills, time management and organizational skills, test-taking strategies, study strategies, finals preparation, life skills, and academic resources.
- College success skills course (CU 1010) – students experiencing academic difficulty can expect a course focused on academic and personal skill building taught by instructors who wish to work with this student population

ASC services are designed to equip students with strategies and resources they can use to:

- Succeed in their courses
• Become more confident, independent, and skillful learners
• Engage in more productive and effective study and learning strategies
• Manage their time more effectively

CAMPUS LOCATION
The Class of 1956 Academic Success Center building is located in the center of campus adjacent to Cooper Library and the Watt Family Innovation Center.

PEER LEARNING SUPPORT SERVICES
An overview of the Center’s peer learning support programs (tutoring and PAL) can be found at the ASC Courses page.

Please encourage your students to utilize one or more of our services. We welcome your feedback on how we can best serve your students.

ASC INCLUSION STATEMENT
We celebrate diversity in abilities, identities, and perspectives and invite Clemson students, faculty, and staff from all walks of life to participate in our programs, services, and employment. We believe that engaging with a variety of ideas and viewpoints results in deeper and more meaningful learning and creates the conditions for our students to thrive. We seek to be an active partner with Clemson students, faculty, and staff in creating an inclusive campus environment in which mutual respect and support are demonstrated for all members of our campus community.

ACADEMIC ADVISING
Academic advising is an ongoing educational process that connects the student to the University. Academic advising supports the University's mission of preparing the student for learning beyond the confines of the academy. Academic advisors represent and interpret University policies and procedures to the student and help the student navigate the academic and organizational paths of the institution.

COOPER LIBRARY
Do you need library sources but don't know where to start? Are you asking your students to search for a book, article, or data to support their argument? Not sure whether they know how to cite a source properly in their bibliography? Tell them to ask a librarian! Help is available in person at each of our locations: Cooper Library, Gunnin Architecture Library, and the Education Media Center. You can also chat with a librarian live from our website, by phone at 864.656.1557, or text 864.762.4884. Extended research assistance with librarians who specialize in subject areas is also available by appointment. A list of librarians and their areas of expertise are listed on the subject librarians page. Check the Library’s Ask Us page for details. For assistance with digital projects, the Adobe Digital Studio is located on the 5th floor and is staffed to support the needs of you and your students. You can download Adobe Creative Cloud for free.
COOPER LIBRARY AND TECHNICAL SUPPORT

If you are having hardware or software problems, CCIT’s Service Desk may be able to help you. Contact them by emailing ITHELP@clemson.edu, calling or texting (864) 656-3494, or starting a live chat at ccit.clemson.edu. The help desk is located in Cooper Library.

GRADUATE STUDENT SUCCESS RESOURCES

The Graduate School maintains a collection of grad student resources applicable to graduate students for professional development, governance, the handbook, and thesis/dissertation resources. It has resources regarding education, student life, and health and safety as well.

MICHELIN CAREER CENTER

The Michelin® Career Center, in the Center for Career and Professional Development, assists undergraduate and graduate students in selecting appropriate fields of study, learning effective job searching strategies, and making connections with employers. Career counselors are available to meet with students to explore career or educational options, develop résumés and cover letters, hone interviewing techniques, conduct searches for internships and full-time jobs, and ready themselves for interviewing with employers. In addition, students may utilize ClemsonJobLink, the Career Center’s on-line recruiting system, to view part-time jobs, internships, and full-time job postings and to sign up for on-campus interviews.

THE CENTER’S INTERNSHIP PROGRAM

This program brings together students and employers to facilitate academically enriching and mutually beneficial work experiences. This program offers on-campus, off-campus and international internship options. Students may participate in either part-time or full-time internships. The Center’s goal is to endow students with the skills and tools to find part-time jobs and internships while in school, as well as full-time jobs following graduation. Other information can be obtained from the Career Center’s website or by calling 864-656-6000.

UPIC: UNIVERSITY PROFESSIONAL INTERNSHIP AND CO-OP

The University Professional Internship and Co-op (UPIC) Program offers students on-campus professional learning experiences. Students have the opportunity to work with Clemson faculty and staff on Clemson's main campus, as well as other sites across the state, while receiving an academic internship notation on their transcripts. Enrollment in the appropriate INT course and payment of the corresponding fee is a requirement of the program (e.g. INT 1510). In order to be eligible for the program, a student must have completed at least one full semester at Clemson University and be an enrolled and matriculating undergraduate student in good standing.
Available internships are typically listed in ClemsonJobLink halfway through the semester prior to the experience. Additional information is available at http://career.clemson.edu or by calling the program office at 864-656-0282.

COOPERATIVE EDUCATION

The Cooperative Education Program (or Co-op Program) is a rigorous engaged-learning program designed to provide students with the opportunity to learn under a mentor in their field of study. Companies partner with the program to host the co-op student for two, three or more rotations and this in-depth learning experience becomes an integral part of the student’s education. The co-op student’s experience is monitored and evaluated by the faculty and academic staff of the Co-op Program. Co-op students are paid by the host company.

REGISTRAR

The Registrar’s office provides information about important deadlines, degree and program requirements, and other key information, including use of iROAR to add, drop, or withdraw from courses.

STUDENT ACCESSIBILITY SERVICES: ACCESSIBILITY STATEMENT

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the instructor know and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing studentaccess@lists.clemson.edu, or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen, if at all possible, but there could be a significant wait due to scheduled appointments. Students who have accommodations are strongly encouraged to request, obtain and send these to their instructors through the AIM portal as early in the semester as possible so that accommodations can be made in a timely manner. It is the student’s responsibility to follow this process each semester.

You can access further information at the Student Accessibility website. Other information is at the university’s Accessibility Portal.

STUDENT HEALTH AND WELLNESS RESOURCES
Student Health Services, locally known as “Redfern” Health, strengthens Clemson University by providing quality medical and mental health care and the health, safety and well-being of the campus community. Student Health Services strives to be an innovative health care system providing integrated quality services that are responsive to the needs of the University community.

For information on who to contact for help in a crisis situation, visit the Student Health contact page and the emergency/crisis page for getting help.

CAPS: COUNSELING AND PSYCHOLOGICAL SERVICES

At Counseling and Psychological Services (CAPS), you are encouraged to be an active participant in your medical and mental health care. Which service is the right one for you hinges on your individual need, and CAPS will help you figure that out.

CAPS is committed to educating students, as well as offering “outreach services to faculty and staff members in order to improve the quality of their interactions with students and to promote a healthy work environment.”

WRITING LAB

Clemson University’s Writing Lab offers free one-on-one writing support for all Clemson students. Students can seek support at any stage of the writing process, from brainstorming to final revisions. Visit the Writing Lab’s website for more information about their services or to make an appointment.

CLEMSON POLICIES

ACADEMIC CONTINUITY
Clemson has developed an Academic Continuity Plan for academic operations. Should university administration officially determine that the physical classroom facility is not available to conduct classes, class will be conducted in a virtual (online) form. The university issues official disruption notifications through email, website, text notification and Social Media. When notified, use one of the following links to navigate to Clemson Canvas where you will find important information about how we will conduct class:

- Primary access link: http://www.clemson.edu/canvas
- Secondary access link, if needed: https://clemson.instructure.com/
- You can also use the Canvas Student App. Visit the downloads page for this app.

Course activities will occur through the Canvas course.

🚨 ACADEMIC INTEGRITY 🚨

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

All infractions of academic dishonesty by undergraduates must be reported to Undergraduate Studies for resolution through that office. In cases of plagiarism instructors may use the Plagiarism Resolution Form.

See the Undergraduate Academic Integrity Policy website for additional information and the current catalogue for the policy.

For graduate students, see the current graduate student handbook for all policies.

academic grievances

Undergraduate students are advised to contact the Ombuds' Office prior to filing an academic grievance. If the undergraduate academic ombudsman agrees that a grievable issue has occurred, students can contact Undergraduate Studies (656-3022) for assistance filing official paperwork within 30 days of the semester following the awarding of a disputed grade.

Graduate students follow the Graduate Student Handbook (per the catalogue, “grievances must be filed with the Graduate School within 60 days of the alleged act.”)
COPYRIGHT

Materials from published sources (books, articles, and even videos) are protected under copyright. When used for educational purposes, they are intended for use only by students enrolled in a particular course and only for instructional activities associated with the course. They may not be retained in another medium or disseminated further as described in the provisions of the Teach Act. Students should refer to the Clemson Libguide Use of Copyrighted Materials and the “Fair Use Guidelines” policy on the Clemson University website for additional information.

COMMITMENT TO DIVERSITY

Clemson University aspires to create a diverse community that welcomes people of different races, cultures, ages, genders, sexual orientation, religions, socioeconomic levels, political perspectives, abilities, opinions, values and experiences.

THE CLEMSON UNIVERSITY TITLE IX STATEMENT REGARDING NON-DISCRIMINATION

The Clemson University Title IX statement: Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran’s status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This Title IX policy is located on the Campus Life website. Ms. Alesia Smith is the Clemson University Title IX Coordinator, and the Executive Director of Equity Compliance. Her office is located at 223 Brackett Hall, 864.656.0620. Remember, email is not a fully secured method of communication and should not be used to discuss Title IX issues.

Emergency Preparedness Statement

Emergency procedures have been posted in all buildings and on all elevators. Students should be reminded to review these procedures for their own safety. All students and employees should be familiar with guidelines from the Clemson Police Department. Visit here for information about safety.

Clemson University is committed to providing a safe campus environment for students, faculty, staff, and visitors. As members of the community, we encourage you to take the following actions to be better prepared in case of an emergency:
1. Ensure you are signed up for emergency alerts
2. Download the Rave Guardian app to your phone (https://www.clemson.edu/cusafety/cupd/rave-guardian/)
3. Learn what you can do to prepare yourself in the event of an active threat (http://www.clemson.edu/cusafety/EmergencyManagement/)

ONLINE CONDUCT

Appropriate online academic conduct means maintaining a safe learning environment based on mutual respect and civility. All participants in Clemson courses are expected to behave professionally by adhering to these standards of conduct:

- Never transmit or promote content known to be illegal.
- Respect other people's privacy as well as your own.
- Forgive other people's mistakes.
- Never use harassing, threatening, embarrassing, or abusive language or actions.

Online communication that fails to meet these standards of conduct will be removed from the course. Repeated misconduct may result in being blocked from online discussions, receiving a grade penalty, or being dismissed from the course. Such misconduct in the online environment may also be reported to officials for appropriate action in accordance with University policy. If you ever encounter inappropriate content in our course, please contact me, the instructor, with your concerns.

PRIVACY POLICY

This course is designed with your privacy in mind. If, however, you feel that an assignment or technology tool undermines your right to privacy, please contact the instructor immediately. We will work together to determine an alternative assignment that will help you achieve the course learning outcomes.

RESEARCH

Please consult the Clemson research policies. If a course includes the use of animals, IUCAC regulations must be followed. If a course involves any human subjects research, this research will comply with campus IRB regulations. This includes research of the course itself, which, while it may fall under one of the exempt categories, needs IRB review.