

Faculty of Engineering

School of Computer Science and Engineering

COMP3511 / COMP9511

Human Computer Interaction

Trimester 3, 2019

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Course Staff

- For any course management related issues e-mail *cse.comp3511@unsw.edu.au*
- Associate Professor Nadine Marcus, Lecturer in Charge
    - Room 401B-K17
    - 9385 5173
    - nadinem@unsw.edu.au
- Dr. Sasha Vassar, Admin support
    - a.vassar@unsw.edu.au
- Your tutor will also be able to answer questions in your tutorial/laboratory
- Individual consultation appointments can be arranged by e-mail
- Some issues can be dealt with during the breaks in the lecture
- Outside of consultation times use the on-line forums on Moodle or e-mail the specific staff.

Course Details

- 6 units of credit (UoC)
- Pre-requisites
    - 48 units of credit from any program (undergraduates)
    - No pre-requisites for postgraduates
- This course is a pre-requisite for COMP4511 User Interface Design and Construction and any HCI related thesis.
- The lectures (Monday 1-3pm [Law Th G04], Tuesday 3-5pm [Burrows Th]) are common for undergraduates and postgraduates.
- Each student should be enrolled in one of the designated 2 hour tutorial/laboratory time slots
- Tutorial/laboratory will start in Week 2 and go through until Week 10.
- Tutorial/laboratory and assignment checkpoints will take place every week in G13-K17 (Mac laboratory) also known as the “CHIL” (Computer Human Interaction Laboratory)
- Postgraduates and undergraduates will have different assignment contexts.

Course Summary

- Lecture topics are summarised in the Course Schedule below.
- The course includes topics relating to Requirements, Design, Prototyping and Evaluation within the User Centred Design process.
- You will also be given the skills to conduct a basic Usability Evaluation.
- Other topics covered within the course allow you to understand your users and their needs. This includes an overview of basic Cognitive capacities, Designing for Accessibility, Internationalisation, levels of Expertise, and Collaboration.
- You will also be looking at the differences between Scientific Data Gathering and User Studies, with a consideration for Human Ethics.
- Other topics include Visual Design principles and looking at different Input/Output devices and their potential impact on Design.

Course Aims

- to develop your skills in the area of user-centred design
- to provide background knowledge about how people think and process information
- to demonstrate techniques/heuristics necessary to evaluate systems for their usability
- to give you the capability of executing a user-centred design process
- to give you experience in using paper-based design techniques
- to give you experience in the formal evaluation of user interfaces
- to give you exposure to developing electronic prototypes of user interfaces
- to ensure that your design work includes user needs analysis
- to give you an awareness of user centred design tools, methods, and techniques
- above all, maintain a real-world perspective to applying this knowledge in industry

Learning Outcomes

10 Core Learning Outcomes

- Be able to prepare a project plan that is based on user-centred design principles and then carry out activities to design, evaluate and refine user interaction based on iteration.
- To develop the skills necessary to create a user interface evaluation report (written and oral) that critiques a user interface.
- Understand the strengths and limitations of human cognition and memory and apply these to the design of more usable interfaces that do not cognitively overload users.
- To develop design skills, primarily using paper for rapid solutions, and consolidate individual designs in small groups to understand the importance of design decisions and the selection process.
- Prepare and carry out usability walkthroughs to evaluate both paper and electronic based designs for their usability, and then create structured reports that quantify the issues discovered from evaluation activities.
- To ensure that your design work includes user needs analysis and is not just a reflection of what you believe your users need.
- Construct questionnaires/surveys to obtain pre- and post-test information from users, and to understand the importance of ethics and privacy in order be able to carry out appropriate user-centred design activities.
- Understand the relationship between the scientific method and the user-centred design approach and be aware of the scientific and research approaches used in user interface design research.
- Understand how user centred design processes should be inclusive of all users, including international audiences, those with special needs, such as disabilities, as well different levels of user experience, and use this knowledge to design interfaces appropriate to a particular group of users.
- To develop an awareness of user-centred design tools, methods, and techniques and maintain a real-world perspective in order to be able to apply this knowledge in industry.

Broader Learning outcomes

- Through the use of a design diary, develop an understanding of design conceptualisation, technical and creative thinking
- Distinguish (user-centred) design from (code) implementation
- Design a project plan that includes the important role of the user in the software design lifecycle
- Critique a user interface basing your evaluation on design principles, usability goals and user experience goals
- Be able to use the heuristic evaluation technique for evaluating user interfaces
- Describe the characteristics of human cognitive and perceptual capacities and their relationship to user interaction
- Understand the different methods people use to solve problems
- Describe the basic human cognitive architecture
- Be able to define and describe (with examples) cognitive load theory principles including the redundancy effect, split attention effect, worked example effect and modality effect
- Be able to apply cognitive load theory to the design of more usable interfaces that do not cognitively overload users
- Develop an understanding of the nature of human expertise, including an understanding of novices' capabilities and needs
- Use the knowledge of experts and novices to be able to design interfaces appropriate to a particular group of users
- Understand the difference between quantitative and qualitative research methodologies
- Understand the different phases of the user-centred design approach
- Be able to identify and distinguish users and stakeholders for a particular design situation
- Create scenarios and personas and apply them throughout the design and evaluation process
- Be able to deconstruct a system design into information, interaction and visual design components
- Appreciate the complexities of visual design and the role of graphic and visual designers
- Apply data analysis techniques to understand and refine information architecture and system requirements
- Carry out design activities to design, evaluate and refine user interaction
- Design and sketch primarily with paper to obtain rapid solutions to design questions

- Design on your own and in small groups, consolidating individual designs to understand the importance of design decisions and the process by which selection is made
- Understand the user interface design issues surrounding web design
- Develop an understanding of conventional and future input and output devices that extend the user experience beyond the graphical user interface
- Understand how to construct non-functioning visual electronic prototypes based on previous paper-based design activities
- Appreciate the special needs of other people, being able to define the goals of Universal Access and understand how user-centred design processes should also be inclusive of special needs
- Become aware of the design issues for preparing user interfaces for international audiences (those other than English speaking), and considerations that need to be made in the implementation phase
- Understand the issues surrounding the design of social and collaborative software, and the need for this type of software
- Be able to quantify user interaction in terms of low-level interactions, and understand some of the mathematical techniques used to measure that interaction
- Become aware of the scientific and research approaches used in user interface design research

Assumed Knowledge

The assumed knowledge for this course is that you know how to write a report and/or essay for your assignments, and that you are familiar with the technology in the Mac lab. Because students come from a variety of backgrounds, with different knowledge bases, the assumed knowledge is not extensive. The course does, however, involve extensive reading.

Teaching Rationale

Failing to take into consideration the needs of your software user audience will lead to costly disaster. People will become frustrated because the application does not work the way that they expect. You know it yourself – you have encountered web sites that are difficult and non-intuitive to use. We aim to show you a design process that helps reduce such user interface difficulties before users are unleashed on your software. This design process starts with understanding people. The process involves an on-going working relationship with potential users during the entire design of a system; not just in the software-testing phase.

Engineers have created many software applications without consultation with the immediate user audience. They may have talked to the managers of the software (those that will pay the development cost bills) but have not talked to the end users. The end users have valuable insight into the workflow of organizations, and this is complimented with knowledge from other stakeholders.

The intention is not for lectures to reiterate the text material but to re-activate it, re-represent it, elaborate it, and demonstrate the application of it to design. This implies, and it will be assumed, that you have done the reading prior to lecture. If you have questions about the reading, the lectures, or the interrelation between the two, make sure that you ask in lectures or via the various consultation methods described below.

Teaching strategies

Monday 1-3pm and Tuesday 3-5pm is a common lecture that will have lecture material, design diary exercises and some small group activities. **You will need to bring your Design Diary to the lectures.** Your participation in classes may count towards your participation component. For those who watch the lectures online, you will be expected to have listened to the relevant lecture in advance of tutorials and to come prepared to class. Failure to do so may result is associated penalties.

Each week you will be required to participate in your timetabled tutorial/laboratory class. This will be held in the CHIL (Computer Human Interaction Laboratory) G13-K17, ground floor Mac lab. Bring your design diary to tutorial class and remember to date each page. It will act as evidence of your original design and assignment work. Tutorial attendance is a compulsory component of this course.

You will be given three in-class quizzes to help you stay on top of the content covered in lectures and to solidify the covered concepts. These quizzes will take place in the laboratory and each quiz will consist of fifteen multiple choice questions. Quizzes will be conducted under standard test conditions.

Regular progress on assignment 2 group work is required and will be checked with weekly or fortnightly deliverables. This is designed to keep you working regularly on your assignments so that you don't leave things until the last minute. During some scheduled tutorial classes (see web site and assignment pages for dates) there will be assessable in-class activities and checkpoints (due at the beginning of the class) relating to assignment milestones. Late penalties will be applied if you have not adequately prepared for these activities.

This will also be a time for you to ask questions of your tutor, and for your tutor to give you some feedback on your work.

The practical periods in the tutorial/laboratory are intended to facilitate group discussion and to give you the ability to work through practical examples.

Your design diary will be marked periodically in tutorials and will be collected at the end of the semester for assessment and review. Your tutor will date stamp the diary in tutorial class. You are encouraged to find your own design examples of bad user interaction experiences. This may involve you taking a photograph, as an example, and gluing a print of that photo into your diary and writing up your ideas as to why the interaction is poor and solutions to improve.

This course appears to some as being "easy", but the reality is that it isn't. (This comment comes from student feedback). Many unfortunately don't make this realisation until the final weeks.

- There is a lot more reading than other courses
- Unlike code, you cannot hack out a solution the night before
- Design takes a lot more thinking and conceptualisation to explore the problem space
- The process is iterative and you must demonstrate improvements that evolve from iteration
- Your design work involves discussing issues with potential users
- Your design work involves discussing and working with others in your group

Lecture recordings: We plan to release lectures online for those unable to attend the lecture. However, we note that technology is not fault proof and while every effort will be made to record all the lectures, we cannot guarantee they will always be fully recorded. We thus encourage you to attend lectures in person whenever possible.

Assignments

All students (COMP3511/COMP9511) will complete 2 assignments.

- Assignment 1 – Individual Website Design Critique
- Assignment 2 – Group User Interface Design

Assignment 1 focuses on heuristic evaluation, design principles and usability principles. For Postgraduates and Undergraduates, you will apply your understanding of these concepts when evaluating a series of websites.

Assignment 2 context will differ between postgraduates and undergraduates to cater for the different experiences and learning approaches. This strategy has been formulated based on our own observations and feedback from students.

Assignment 2 is a group design activity where the group will carry out a full user centred design process to create a series of paper prototypes of a system. The process starts with design conceptualisation, analysing user needs and goals, through several design iterations, with on-going evaluation. You will discover through your testing that your first design will have flaws and not work the way the user expects. Iteration becomes an essential technique to improve the situation. Iteration is combined with an evaluation process to formally analyse whether improvements are being made.

Assignment 2 is heavily focused on paper design and introduces the formal evaluation process. The first phase will be based on individual design work, whilst the second phase will be carried out with a team of 3-4 students to consolidate individual designs. Group members must be from the *same* tutorial class because assessable exercises are carried out in tutorial time – so all group members must be present.

In week 8, a formal usability evaluation will be run by your group and observed and assessed. The outcomes of the evaluation and the subsequent design discussion will be written up and added to the final group report. This provides an opportunity to incorporate feedback from experienced tutors. In addition to the report, a final group presentation of the design will be presented in tutorial class in week 10.

Assessment

- Late penalties for assignment work will be applied to submissions received after the due date. 10% of the total assignment mark will be deducted from the assigned mark per day late. Assignment more than 5 days late will not be marked as they will automatically fail.
- Late penalties for tutorial deliverables will be applied if they are not received or completed by the beginning of class.
- All electronic work submitted will be retained by the University of New South Wales and can be used for teaching, research and review purposes. We will acknowledge your contribution if you wish, or withhold your name should you choose to remain anonymous.
- All submissions can be checked for plagiarism.
- Peer review software will be used for group projects, to assess relative contribution of each group member to the assignment. Marks will be scaled according to individual level of contribution. Details will be released with the assignment. It is to be noted that group assignment marks will not be released until ALL group members have completed a peer review. The peer review process requires student confidentiality to be effective, so please do NOT share the details or outcomes with your fellow group members. Failure to complete your peer review may result in penalties to your final assignment mark.
- **There is no non-medical supplementary exam for this course, so please ensure you turn up to the final exam and do not get the date, time or location incorrect.**

Assessment
(IND)=individual (G)=group

Task	COMP3511	COMP9511	Week Due
Assignment 1 User Interface Analysis	14%	14%	Week 4 (IND)
Assignment 2 Consolidated Group Design and Evaluation	28%	28%	Checkpoint Weeks 5, 6, 7 (G) Usability Evaluation and Group Assessment Week 8 (G) Individual Reflection Week 9 (IND) Final Group Presentations 10 (G)
Quizzes	9%	9%	Week 3, 6 and 9 (IND)
Design Diary/ Lab, lecture and forum attendance and participation	9%	9%	Week 2-10 (IND)
Final Exam*	40%	40%	(IND)

***You must attend at least 80% of all tutorials to pass the course, unless documented special consideration is in place.**
***Note:** you must achieve at least a pass on the examination to pass the subject. A harmonic mean may be applied to the final mark to ensure the mark reflects consistent performance across all areas of assessment. Peer review with scaling will be applied to group marks.

Academic Honesty and Plagiarism

What is Plagiarism?
Plagiarism is the presentation of the thoughts or work of another as one's own.* Examples include:

- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

For the purposes of this policy, submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism.

Knowingly permitting your work to be copied by another student may also be considered to be plagiarism.

Note that an assessment item produced in oral, not written, form, or involving live presentation, may similarly contain plagiarised material.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

The Learning Centre website is main repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via:

https://student.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle
† Adapted with kind permission from the University of Melbourne.

Textbooks

Required Text Book (all students)

- Preece, Rogers & Sharp (2019), 5th ed. Interaction Design: Beyond Human Computer Interaction, John Wiley
- Additional readings are posted on the library MyCourse site, by searching for COMP3511. A link will be available from Moodle in the relevant weeks.

References

- Buxton (2007), *Sketching User Experiences: Getting the Design Right and the Right Design*, Morgan Kaufmann.
- Cooper, A. (2004), The Inmates are Running the Asylum, Sams Publishing
- Cooper et al (2007), *About Face 3.0: The Essentials of Interaction Design*, John Wiley (COMP4511 Text)
- Goodwin (2009), *Designing for the Digital Age*, John Wiley
- Lazar, Feng & Hochheiser, (2010), *Research Methods in Human-Computer Interaction*, John Wiley
- Nielsen (1993), *Usability Engineering*, Morgan Kaufmann.
- Norman, D.A. (1998), *The Design of Everyday Things* (Paperback), MIT Press, London
- Rubin (1994 or 2008) *Handbook of Usability Testing*, John Wiley Publishing.
- Snyder C (2003), *Paper Prototyping*, Morgan Kaufmann

Other Materials

- Design Diary A4, A5 or A3 bound sketchpad for design work. This will be assessed during tutorial/laboratory sessions.
- Post-it Notes™, coloured pens and pencils will be used as part of the design work. Please use only Blu-Tack™ for placing posters on walls. Do not use sticky or masking tape.

Other Resources

- Students seeking resources can also obtain assistance from the UNSW Library. One starting point for assistance is:

  info.library.unsw.edu.au/web/services/services.html

Course Schedule

This is the intended course schedule. Subject to changes. Website will contain the up to date schedule.

Wk		Lecture Topics	Tutorial/Laboratory	Assignment Deliverables
1	Lec 1 16 Sep Lec 2 17 Sept	Course Introduction – 1 hr Design principles/Usability Goals (Part 1) – 1 hr Heuristic Evaluation/Usability Goals (Part 2) – 1 hr Universal Access/ Assignment 1 – 1 hr	No tutorials in week 1	
2	Lec 1 23 Sep Lec 2 24 Sep	Visual Thinking and Design diary – 1.5 hrs Ethics - 0.5 hrs User Centred Design Process (Ideas to Scenarios) – 1.5hr Scenario Samples and writing 0.5 hrs	Commence in CHIL G11-K17 Usability critique, heuristic evaluation activity	
3	Lec 1 30 Sep Lec 2 1 Oct	Interviews, questionnaires 1 hr Paper Prototyping – 1hr Requirements to Prototyping – 1.5 hrs + Assignment 2 overview 0.5 hrs	Personas/Scenarios Accessibility Quiz 1	
4	Oct 7 Lec 2 8 Oct	PUBLIC HOLIDAY – no lecture Visual Design – 1.5 hrs Basic stats – 0.5 hrs	Ethics Quiz Surveys and Interviews Requirements and Paper Prototype	Assignment 1 Individual Due (Friday 11th October 6pm)
5	Lec 1 14 Oct Lec 2 15 Oct	Memory (Part 1) – 1 hr Memory (Part 2) – 1 hr Problem solving – 1 hr Cognitive Load Theory (Part1) – 1 hr	Memory Form Assignment 2 groups Assignment 2 work	Assignment 2 released: Form Groups Product Description Statement
6	Lec 1 21 Oct Lec 2 22 Oct	Cognitive Load Theory (Part2) – 1 hr CLT + Heuristics – 1 hr Evaluation/Usabiilty Testing 1 hr Experts/Novices - 1 hr	Problem Solving Assignment 2 work Assignment Checkpoint Quiz 2	Assignment 2 Group Check Point (in Tutorial): Consent Documents Questionnaires
7	Lec 1 28 Oct Lec 2 29 Oct	Data visualisation guest lecture – 1 hr Electronic Prototyping – 1 hr WebApp Design – 1 hr Guest lecture from Industry – 1 hr	Assignment Checkpoint CLT	Assignment 2 Group Check Point (in Tutorial): Revised Product Description Statement Context Scenarios Requirements Questionnaire Summary
8	Lec 1 4 Nov	Internationalisation – 1 hr Scientific Methodology – 1hr	In-Class Usability Testing	Usability Evaluation

	Lec 2 5 Nov	Collaboration/Social Computing guest lecture		
9	Lec 1 11 Nov Lec 2 12 Nov	Guest lecture from Industry NO LECTURE - Assignment 2 Group Work	Electronic Prototyping Scientific Method Quiz 3	Assignment 2 Individual Reflection
10	Lec 1 18 Nov Lec 2 19 Nov	Input/Output Technology 1 hr Quantification 1 hr Finale – Review & Exam discussion – 2 hrs	Assignment 2 Presentations	Group Presentations
11	Lec 1 25 Nov	Make up Lecture for Public Holiday To be confirmed		

Special Consideration

If your work in this course is affected by unforeseen adverse circumstances, you should apply for Special Consideration. If your request is reasonable and your work has clearly been impacted, then

- for an assignment, you may be granted an extension
- for the Final Exam, you may be offered a Supplementary Exam

Note the use of the word "may". None of the above is guaranteed. It depends on you making a convincing case that the circumstances have clearly impacted your ability to work.

UNSW handles special consideration requests centrally (in the Student Lifecycle division), so all special consideration requests must be submitted via the UNSW Special Consideration website.

Special consideration requests must be accompanied by documentation, which will be verified by Student Lifecycle. Do not email the course convenor directly about special consideration.

If you cannot attend the Final Exam because of illness or misadventure, then you must submit a Special Consideration request, with documentation, through MyUNSW within 24 hours of the exam. If your request is reasonable, then you will be awarded a Supplementary Exam.

Note that UNSW expects you to be available to sit Supplementary Exams (held in the week 13-17 Jan 2020) if required. If you are awarded a Supplementary Exam and do not attend, then your exam mark will be zero.

For further details on special consideration, see the UNSW Student website .

If you are registered with Disability Services, please forward your documentation to Course Convenor within the first two weeks of term.

Course Evaluation and Development

We will use both lab-based feedback and/or electronic survey tools to gather feedback about the course. This is used to assess the quality of the course in order to make on going improvements. We do take this feedback seriously and approach the design of this course using user centred design philosophies. Students are also encouraged to provide informal feedback during the session, and to let the lecturer in charge know of any problems, as soon as they arise. Suggestions will be listened to very openly, positively, constructively and thankfully, and every reasonable effort will be made to address them. The MyExperience evaluations from last year showed that students were very satisfied with most aspects of the course. In particular, students really enjoyed tutorials/labs and found they learned a lot. Students were also generally happy with the assignment load.

Students valued the up to date lecture content and slides, which we will strive to maintain. The lectures have been changed to shorter time slots, as many students complained they cannot concentrate for more than 2 hours. We hope this leads to improved student concentration and participation. Students valued the availability of lectures online. Lecture recordings will thus continue to be made available online, with the onus on students to ensure they listen to each lecture before their tutorials so they can keep pace with the course and tutorial requirements. We note that lecture recordings rely on technology that is not fault proof and so live lecture attendance is still encouraged.

We will continue to include quizzes to be completed in tutorials that focus on lecture content, with the aim of ensuring students keep up to date with listening to/attending the lectures. They will also serve as a form of feedback to students as to whether their learning is on track. Students valued the inclusion of the quizzes, and a few students requested we release the quiz questions. However, we note that their main purpose is for testing feedback and not revision. Student feedback indicated that guest lectures as well as the perspectives of different lecturers were valuable, and so we will continue to provide these. In particular, students really valued the input from industry professionals and how what is learnt in the course translates into the real world. Please show your appreciation for these experts' contributions, by making the effort to turn up to their lectures in person.

A few students asked for shorter more concise lectures. However, other students really enjoyed the detailed examples which they indicated supported their learning and understanding. And yet other students asked for more examples. We thus aim to provide a balance between these competing demands in large student cohorts. A few students requested more concise assignment milestones. We provide reminders in many formats including the assignment specifications, lecture summary notes, and in tutorials. We will, however, endeavor to keep things more concise. The onus is still on individual students to track these on a weekly basis, otherwise it is easy to fall behind and miss deadlines. We note that HCI is an ill-defined domain, so assignment specifications will never be as clear-cut or concise as most other CSE subjects.

Other Matters

- Students are expected to attend all classes.
- Students are expected to read their UNSW emails regularly. They are also expected to use their UNSW email addresses for all UNSW related communications.
- Please be aware of **CSE's new Student Conduct statement** available at:
  http://webapps.cse.unsw.edu.au/cse/student-conduct.html
  (the content of which is listed below)

Student Conduct

The Student Code of Conduct (Information, Policy) sets out what the University expects from students as members of the UNSW community. As well as the learning, teaching and research environment, the University aims to provide an environment that enables students to achieve their full potential and to provide an experience consistent with the University's values and guiding principles. A condition of enrolment is that students inform themselves of the University's rules and policies affecting them, and conduct themselves accordingly.

In particular, students have the responsibility to observe standards of equity and respect in dealing with every member of the University community. This applies to all activities on UNSW premises and all external activities related to study and research. This includes behaviour in person as well as behaviour on social media, for example Facebook groups set up for the purpose of discussing UNSW courses or course work. Behaviour that is considered in breach of the Student Code Policy as discriminatory, sexually inappropriate, bullying, harassing, invading another's privacy or causing any person to fear for their personal safety is serious misconduct and can lead to severe penalties, including suspension or exclusion from UNSW.

If you have any concerns, you may raise them with your lecturer, or approach the School Ethics Officer, Grievance Officer, or one of the student representatives.

Plagiarism is defined as using the words or ideas of others and presenting them as your own. UNSW and CSE treat plagiarism as academic misconduct, which means that it carries penalties as severe as being excluded from further study at UNSW. UNSW has an ongoing commitment to fostering a culture of learning informed by academic integrity. All UNSW staff and students have a responsibility to adhere to this principle of academic integrity. Plagiarism undermines academic integrity and is not tolerated at UNSW. There are several on-line sources to help you understand what plagiarism is and how it is dealt with at UNSW:
Plagiarism and Academic Integrity
UNSW Plagiarism Procedure

Make sure that you read and understand these. Ignorance is not accepted as an excuse for plagiarism. In particular, you are also responsible that your assignment files are not accessible by anyone but you by setting the correct permissions in your CSE directory and code repository, if using. Note also that plagiarism includes paying or asking another person to do a piece of work for you and then submitting it as your own work.

If you haven't done so yet, please take the time to read the full text of

- UNSW's policy regarding academic honesty and plagiarism

The pages below describe the policies and procedures in more detail:

- Student Code Policy
- Student Misconduct Procedure

- Plagiarism Policy Statement
- Plagiarism Procedure

You should also read the following page which describes your rights and responsibilities in the CSE context:

Essential Advice for CSE Students - This site contains important information regarding use of laboratories, originality of assignment submissions and special consideration.

- Please review the official school policies that are all available online at the school web site: https://www.engineering.unsw.edu.au/computer-science-engineering/help-resources/for-students/unsw-computing-policies.

- Please read and understand the School Policy in relation to **laboratory conduct.**
  - Note that no food or drink is permitted in the laboratory. CSE fines will apply.
  - The laboratory is to be secured at all times. No equipment or furniture can be removed from the laboratory.
  - You are not permitted to provide unauthorised access to this laboratory. UNSW Occupational Health and Safety policies and expectations are available via the following PDF and website:

  http://safety.unsw.edu.au/sites/default/files/documents/WHS_Policy.pdf
  https://www.engineering.unsw.edu.au/computer-science-engineering/help-resources/health-safety
  - Computer Ergonomics for Students:

  https://www.engineering.unsw.edu.au/computer-science-engineering/help-resources/students/ergonomics