

CS 311 Discrete Mathematics for Computer Science

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1 Course Logistics

1.1 Teaching Team

<i>Instructor</i>	Dr. Devangi N. Parikh
What to call me	Dr. Parikh
Pronouns	she/her/hers
Email	dnp@cs.utexas.edu
Office	GDC 5.704
Office Hours	Check Canvas ('Logistics' Module)

Teaching Assistants

Check Canvas for the list of amazing teaching assistants and undergrad course assistants that will be helping with this course.

1.2 Class Meeting Times and Location

Section	Time	Location
<i>Lectures</i>		
50615		
50620	TTh 9:30 AM–10:45 AM	JGB 2.216
50630		
50635		
50640		
50645	TTh 12:30 PM–02:15 PM	JGB 2.216
50650		
<i>Discussion Sections</i>		
50615	F 11:00 AM–12:00 PM	GDC 2.210
50620	F 12:00 PM–01:00 PM	GDC 6.202
50630	F 02:00 PM–03:00 PM	GDC 6.202
50635	F 03:00 PM–04:00 PM	GDC 6.202
50640	F 10:00 AM–11:00 AM	JES A305A
50645	F 12:00 PM–01:00 PM	JES A215A
50650	F 01:00 PM–02:00 PM	GDC 1.406

1.3 Class Recordings

This class is using the Lectures Online recording system. This system records the audio and video material presented in class for you to review after class. Links for the recordings will appear in the Lectures Online tab on the Canvas page for this class. You will find this tab along the left side navigation in Canvas.

To review a recording, simply click on the Lectures Online navigation tab and follow the instructions presented to you on the page. You can learn more about how to use the Lectures Online system at <http://sites.la.utexas.edu/lecturesonline/students/how-to-access-recordings/>.

You can find additional information about Lectures Online at: sites.la.utexas.edu/lecturesonline/.

2 What will I learn in this course?

This course discusses discrete mathematics, the part of mathematics devoted to the study of distinct or unconnected elements. Discrete mathematics provides the mathematical foundations for many computer science classes, including data structures, algorithms, database theory, automata theory, formal languages, compilers, security and operating systems.

2.1 Learning Goals

- Develop logical thinking to draw conclusions based on chains of reasoning
- Present coherent and mathematically accurate arguments.
- Apply reasoning skills to various discrete objects used to analyze programs.

2.2 Textbooks

Kenneth H. Rosen. Discrete Mathematics and its Applications, 8th Edition, McGraw Hill.

Susanna Epp. Discrete Mathematics with Applications, 5th Edition, Cengage Learning.

These textbooks are not *required*, meaning there will be no reading assigned or problems assigned from the textbook. However, the textbooks may serve as an additional resource.

2.3 Topics

- Proposition Logic; Predicates; Quantifiers; Encode statements into predicates with quantifiers; Boolean formulas; the notion of Satisfiability.
- Basic Proof Techniques—Direct Proof; Proof by Contradiction; Simple Examples; Refresher on summation notation.
- Induction and Invariants—Basic proofs by induction; Proving simple invariants
- Graph Theory—Graph Coloring and applications; Trees; Planarity; Proving simple graph properties using induction
- Sets and Functions—Definitions, Relations; Injections, Surjections, and Bijections; Infinite sets; uncountability
- Recurrences—Recurrence relations; Solving Linear recurrences
- Big-O and Intro to Algorithms—Growth of common functions; Big-O and Big-Omega; Master Theorem

2.4 Detailed Calendar

Table 2.4.1, p. 4 shows the schedule for the semester. Here you can find the dates of all the lectures, problem sets, quizzes, and exams. This schedule is subject to change during the semester. However, Exam dates are final. Download a graphical pdf version of this calendar [here](#).

Table 2.4.1 Course Calendar

Week	Date	Day	Topic
Week 0	Jan 14, 2025	Tuesday	L00: Introduction
	Jan 16, 2025	Thursday	L01: Propositional Logic
	Jan 17, 2025	Friday	D00: <i>No Quiz, No Problem Set</i>
Week 1	Jan 21, 2025	Tuesday	L02: Propositional Logic and Proofs
	Jan 23, 2025	Thursday	L03: Propositional Logic Proofs
	Jan 24, 2025	Friday	D01: Q01, Pset01 (due)
Week 2	Jan 28, 2025	Tuesday	L04: Predicates and Quantifiers
	Jan 30, 2025	Thursday	L05: Predicates and Quantifiers
	Jan 31, 2025	Friday	D02: Q02, Pset02 (due)
Week 3	Feb 04, 2025	Tuesday	L06: Predicate logic Proofs
	Feb 06, 2025	Thursday	L07: Proof Techniques
	Feb 07, 2025	Friday	D03: Q03, Pset03 (due)
Week 4	Feb 11, 2025	Tuesday	L08: Proof Techniques
	Feb 13, 2025	Thursday	L09: Proof Techniques
	Feb 14, 2025	Friday	D04: Q04, Pset04 (due)
Week 5	Feb 18, 2025	Tuesday	L10: Sets
	Feb 20, 2025	Thursday	E01: Exam 01 7pm-8:30pm
	Feb 21, 2025	Friday	<i>No Discussion Section, No Quiz, No Problem Set.</i>
Week 6	Feb 25, 2025	Tuesday	L11: Set Proofs
	Feb 27, 2025	Thursday	L12: Functions
	Feb 28, 2025	Friday	D05: Q05, Pset05 (due)
Week 7	Mar 04, 2025	Tuesday	L13: Functions
	Mar 06, 2025	Thursday	L14: Introduction to Principles of Mathematical Induction
	Mar 07, 2025	Friday	D06: Q06, Pset06 (due)
Week 8	Mar 11, 2025	Tuesday	L15: Principles of Mathematical Induction
	Mar 13, 2025	Thursday	L16: Strong Induction
	Mar 14, 2025	Friday	D07: Q07, Pset07 (due)
Week 9	Mar 18, 2025	Tuesday	Spring Break
	Mar 20, 2025	Thursday	
	Mar 21, 2025	Friday	
Week 10	Mar 25, 2025	Tuesday	L17: Structural Induction
	Mar 27, 2025	Thursday	L18: More problems on Induction
	Mar 28, 2025	Friday	D08: Q08, Pset08 (due)
Week 11	Apr 01, 2025	Tuesday	L19: Introduction to Graphs
	Apr 03, 2025	Thursday	E02: Exam 02 7pm-8:30pm
	Apr 04, 2025	Friday	<i>No Discussion Section, No Quiz, No Problem Set.</i>
Week 12	Apr 08, 2025	Tuesday	L20: Connectivity and Paths
	Apr 10, 2025	Thursday	L21: Euler and Hamilton Circuits; Trees;
	Apr 11, 2025	Friday	D09: Q09, Pset09 (due)
Week 13	Apr 15, 2025	Tuesday	L22: Planar Graphs; Euler's Formula;
	Apr 17, 2025	Thursday	L23: Graph Coloring

	Apr 18, 2025	Friday	D10: Q10, Pset10 (due)
Week 14	Apr 22, 2025	Tuesday	L24: Algorithm Complexity; Solving recurrences
	Apr 24, 2025	Thursday	L25: Program Correctness
	Apr 25, 2025	Friday	D11: Q11, Pset11 (due)

3 How will we communicate?

Canvas. We will be heavily relying on Canvas, UT’s Learning Management System. Each week, the topic, assignments, and assessments for that week will be posted to Canvas. Please check Canvas regularly.

Ed Discussion. We will be using Ed Discussion as our class’ discussion board. Ed will be the preferred and quickest way to communicate with the teaching team.

When you make a post on Ed, especially if it pertains to a certain problem on the problem set or in-class activity, please include the problem statement along with your question. Simply asking “I need help on Problem 3 of HW 3.” is not sufficient. Make sure your questions are communicated clearly .

You must read the discussion board at least once per day, and should post course-related technical or administrative questions or problems there. You are encouraged to respond to your class-mates posts. I expect you to make good use of the discussion board when you have technical or administrative questions or problems. Our TAs and I will be closely monitoring the discussion board.

Course-related announcements will be cross-posted on the discussion board. Every time I check throughout the semester, you must have read at least 85% of the discussion board posts (as recorded by the discussion board, so you must read them through the website, not through emails).

You are responsible for any and all information posted to the discussion board by any of the course staff. You are expected to read all announcements within twelve hours of being posted.

Emails to you. In this course, email will be used as a means of communication with students. You are responsible for regularly checking (at least every 24 hours) both your CS email and your email officially registered with UT for class work and announcements.

Emails to the Instructor and TAs. Email is not the best way to get in touch with the teaching team. If you need to have a personal conversation with one of us, please approach us at office hours or after class.

To follow up, we may ask you to send us an email. In this case, emails to course staff should begin with “CS311:” in the subject line, followed by a brief description of the purpose of your email. I teach multiple classes, and by following this format, I can ensure I can better address your questions in a timely manner. If you miss this detail, a response to your email may be delayed altogether.

Do not use Canvas messages to contact the teaching team. If you use Canvas Messages, you may not receive a reply.

Please do not expect to get detailed answers to technical questions by email.

Last-minute assistance requests by email will not be supported. To ensure successful and timely results, please plan for sufficient lead time to account for

the time to do your work including the additional time for the waiting period for assistance.

To Summarize. Please make a sincere effort to find your own answers by checking the syllabus, Ed, announcements on Canvas and in class before contacting the teaching team.

Category of Question	Examples	Where to get the information
Logistical	<ul style="list-style-type: none"> - When and where is class? - When is HW due? - Do we have discussion this week? - When is the exam? 	Can you find this information on the Syllabus or Canvas (Modules and Assignments)? If not, make a post on Ed.
Content Related	<ul style="list-style-type: none"> - Is this use of the associative rule correct? - I don't quite understand Proof by Induction, can you help me through this problem? I do not understand how to set up the inductive step. 	Post your question on Ed. However, if it is a more conceptual question, visit us at office hours and we will help you out.
	If you are struggling or feeling overwhelmed	Reach out to me via e-mail or visit me during office hours. We can chat to find a way to get you the help you need.

4 How will I learn?

Before each lecture. You will have to watch a few videos before coming to class using Panopto. The total time of each of these assignments are typically < 20-25 mins. These videos will introduce you to the topics and definitions we will be going over in class.

During each lecture. We will review the definitions you saw in the pre-lecture videos, and then we will delve deeper into the topics by working problems in class.

Actively participate in class by interacting with me, and your classmates. This will make for an enjoyable learning experience for you as well as your fellow classmates.

Recordings of the class as well as the notes I write in class will be made available to you. However, you should not primarily rely on these recordings to learn. Recordings are being made available to you to refer back to things you may have missed, or need to relisten to, or in the case of emergency, catch up with the material when you may have missed class.

Problem Sets. Each week you will be assigned a problem set based on the topics we have covered during the week. These assignments are meant to serve as a learning tool. The solutions of the problems will be provided along with the assignment.

While you are learning the materials, it is okay if you do not know how to approach a particular proof. Refer to your notes or the solutions for hints and help.

You may collaborate with others on these problem sets. If you do so, please write the names of the students you collaborated with on your submission. Self-evaluate your work using the solutions provide.

The work you submit, must be your own work and your work alone. You may do your work on sheets of paper, or on your tablet. You may also type out your solutions. You will be required to turn in your work electronically. You are not allowed to screenshot the solutions in to a document, or copy paste the solutions and claim this work as your own. If you are taking this course again, you may not submit your work from a previous semester.

Quizzes. During the discussion sessions on Friday, there will be a 10 minute quiz. This quiz is to help you evaluate, whether you are comfortable with the material learned that week. The quiz will be closed book, closed notes. However, you will be allowed one sheet (8.5x11 inches) of notes as support.

You are not allowed to collaborate on the quiz. This includes discussing the question during the Discussion sessions with your classmates, friends, or TAs verbally or via text. You may not discuss the quiz answers till the grades are released to you.

Discussion Sessions. The discussion sessions are scheduled for Friday. Your TAs will guide these sessions and work on problems with you. You may use this time to ask the TAs questions regarding the material.

Exams. There will be two mid-terms as well as a comprehensive final. These exams will help you review the materials, and showcase what you have learned.

You are not allowed to collaborate on the Exams. This includes discussing the question or answers with your classmates, friends or TAs. You may not discuss the exam question or answers till the grades are released to you.

5 How will I succeed in this class?

Keep up with content. As you will notice, attendance in class is not mandatory. However, I hope you will realize that showing up to class will actually benefit you in several ways. You will learn from the content introduced, planned activities in the class, as well as interacting with me and your classmates. You will have you plenty of opportunities to work on problems both in and outside of class.

There is a lot of material to cover throughout the semester, so please keep up with the class. If you are having difficulties keeping up or understanding the materials, get help early. Visit the teaching team during office hours, we are here to help you.

Do not leave all the learning for the night before the exam. You may not get the help you need last minute.

Be respectful. You can expect that as the instructor, I am concerned about the educational experience of each student in the class, respectful of individual differences, encouraging of creativity, reasonably open and accessible to discuss material and assignments, thorough in evaluating assignments, and supportive in maintaining high standards for performance.

As a student, you are expected to work individually and with others, to create an atmosphere that is safe, to value one another, and be open to diverse perspectives. Everyone is expected to show courtesy, civility, and respect for

one another. Comments or postings that degrade or ridicule another, whether based on individual or cultural differences, are unacceptable.

Participation/Engagement. Thinking is not a spectator sport. You need to participate in class by communicating your understanding and others' understanding with questions and dialogue. This course requires active participation, which is crucial to your success in this course and your career in CS. The more you put into it, the more you will get out of it. Active participation includes being prepared to discuss pre-lecture videos, assignments, and concepts, engaging yourself in classroom activities and discussion, and putting your best effort in both formal and informal assignments. Regardless of the format we use to conduct class sessions, consider your participation to be the equivalent to a face-to-face class session and be prepared to engage actively and thoughtfully with me and your peers.

Keep an open mind. I am constantly working on giving you the best experience I can during this semester. Class logistics may need to be tweaked if they are not working. Please keep an open mind and be patient and flexible, while we work through the class.

Talk to me. I always want to hear from you! This is a big class, but I do still want to get to know you. Ask me questions, introduce yourself, and do not be shy. This is a judgment-free zone.

6 How will I know how I am doing in the class?

6.1 Assessments

Participation. Participation is an important aspect of learning. Your participation in various activities make up 6% of your final grade. These activities include but are not limited to the following

Preclass You will be required to watch videos before coming to class. A part of your participation grade depends on your active engagement with the videos — which includes watching the videos and answering the embedded quizzes. If you engage with at least 80% of these activities, you will earn credit for this activity. These statistics will be captured before each class, so please watch the videos regularly. If you choose to watch the videos through a browser extension, the engagement statistics may or may not update properly, and so you may or may not receive credit. We will not entertain grade discrepancy concerns based on the use of such extensions, so use at your own risk.

Class Meetings For the purposes of this section, "class" and "discussion section" are considered synonymous. For each class, a sign-in sheet, exit tickets, activity sheet and other participation artifacts will be used to assign credit. In addition, we will be observing your participation and engagement in class, and you will earn credit based on your attention and contributions to in-class activities, including arriving prepared. Credit may be reduced or removed for extremely late arrivals or early departures, failing to be respectful to your colleagues or course staff, or the inappropriate use of laptops, phones, or other devices in class. Appropriate uses will be described during each class period. If you participate in at least 80% of these activities, you will earn credit for this activity.

Problem Sets. A set of practice problems will be given out each week. A solution to these problems will be given out as well. Using these solutions, you are expected to self-assess your work.

Your completed problems are to be turned in for a credit of 5% of your final grade.

You can collaborate with others when you work on these problem sets. If you do so, please write the names of the students you collaborated with on your submission.

Your work will be due at 9 p.m. on Friday.

You may use one of your allotted slip days submit your work upto 24 hours after the due date. You will not be allowed to submit your work after this grace period. It is your responsibility to make sure you have submitted the correct work to the correct assignment on time.

Quizzes. The quiz you will take at the end of each the discussion section, will a mix of multiple-choice, and free response questions.

Engaging in the activities your teaching assistants have planned for you, will help your performace on the quiz.

The quizzes will make up for 23% of your final grade.

Midterm Exams. There will be 2 midterm exams during the semester. The first midterm will be on **February 20, 2025** and the second midterm will be on **April 3, 2025** dates in the evening from 7p–8:30p. The midterms are worth 40% of your final grade.

Final Exam. There will be a final as on May 1, 2025 3:30p–6:30p The final is worth 25% of your final grade.

6.2 Late Submissions and Missed Assignments

Late Submissions (Applicable to Problem Sets only). You will have a total of 4 slip days in increments of 1 day units (that is, 1 minute to 24 hours late = 1 slip day, etc.) to use throughout the semester to extend your problem set assignment deadline.

However, you may use only one slip day on any particular assignment. Other than that, you may divide your slip days across the assignments in any

way you wish, subject to the 4 slip days total and the maximum 1 slip day per assignment.

Slip days are to account for unexpected life circumstances and emergencies. Use your slip days wisely. If you use all your slip days and are unable turn in your assignment on time for any reason then you will receive a 0 for that assignment.

Missed Assignments (Applicable to Quizzes and Problem Sets). The score of two assignments (quiz and problem sets) will be dropped from the final grade calculation.

These drops serve as a safety net in case you miss an assignment because of illness or other obligations that may come up. The two dropped assignments could be both quizzes, both problem sets, or one quiz and problem set. If you have not missed any assignments during the semester, then two assignments of the lowest score will be dropped. These drops will be applied automatically, you do not need to reach out to the teaching team to get these drops.

In general, there are no make-up or extra-credit opportunities for participation, problem sets, quizzes, and/or exams.

However, if you have an extenuating circumstance, such as an extended illness, work conflicts, or other issues, please fill out the *exception form* (link is available on Canvas under the ‘Logistics’ module) as you are able. We will consider form submissions at the end of the term, and the timeliness of your submission may matter. Also, if you need to quarantine, are ill, or even think you might sneeze, please stay home and rest, and then please submit any missed work via the exception form when you are able. If you are having trouble catching up after an extended absence, let us know, and we will help you create a plan for success.

6.3 Grading and Regrade Requests

Extenuating Circumstances. One of the objectives of this class is to communicate coherent and accurate mathematical arguments which will demonstrate your reasoning skills. This is done via proofs of theorems and claims. The proof you present (in class, on problem sets, quizzes, or exams) must convince the reader the accuracy and correctness of your mathematical argument. At times the proof that you write may seem logical to you, but the reader may not be able to follow your steps of reasoning. To ensure we communicate effectively, you must follow the format, terminology and notation that is established in class.

Your work will be evaluated on the basis of the legibility, clarity and how easy it is to understand the proof you write. There will be times where you believe points have been taken off for a *small* mistake, but it may be the case that the *small* mistake is actually a fundamental error in the mathematical argument.

The grade you are given on an exam, a quiz, an assignment, or your final grade, is not the starting point of a negotiation; it is your grade unless a concrete error has been made. Do not come to the teaching team to ask for a better grade because you want one or you feel you deserve it. Unless we have made a mistake in grading your work (i.e., you have a correct answer that was marked wrong, or your score was added incorrectly), your grade is final. Errors can certainly be made in grading, especially when many students are involved. But keep in mind that errors can be made either in your favor or not. So, it

is possible that if you ask to have a piece of work re-graded your grade will go down rather than up.

If you believe your work was graded incorrectly, you must reach out to the teaching team during their office hours. Emails or Ed posts regarding these requests will not be entertained.

For quizzes or problem sets, if a concrete error has been made in your grade, please visit your TA during their office hours to discuss your request. You must talk to your TA within a week of the date the grade became available on Canvas.

For exam grades, regrade requests must be submitted to me during my office hours. Any regrade request must be received by the given deadline. Your request must include an explanation of why your answer was not graded correctly. Complaints not following this format will not be considered, nor will complaints that argue the rubric (see below about which grade discussions are inappropriate).

Note that the following grade discussions are not appropriate:

- *“I know my answer was wrong, but I deserve more partial credit points.”*When we grade, we make decisions about how many points to give for various kinds of wrong answers. This is never a clear cut decision. The important thing is that we make some decision and then implement it fairly for everyone. It is completely unfair to come back later and give one person more points just because they ask. We won't do it.
- *“I don't like my final grade. It will ruin me for the following reason : ... Therefore you should give me a better one.”*Class grades reflect only one thing: how well you did in the class. Your grade is not a reflection of who you are. Your grades will not ruin your life.
- *“I don't like my final grade. I am desperate. Isn't there some sort of extra credit thing I could do?”*Any answer other than “No” to this question would be completely unfair to other students in the class unless they were all offered this option. That would be equivalent to saying that the semester isn't over and everyone can keep trying. We're not going to do this. Final grades are final.
- *“I am on the border of the next letter grade. Can you bump me up?”*The answer will always be “No”. Regrade requests are not given priority over any current grading, and so a response to your request may be delayed.

6.4 Final Grades

To summarize, your final grade will comprise of the following assessments

Category	% of Final Grade
Participation	6%
Problem Sets	6%
Quizzes	23%
Midterm Exam	40%
Final Exam	25%

Final grades will be assigned according to the following standard criteria:

Final Average	Letter Grade
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
60-69	D
0-59	F

6.5 Academic Dishonesty

The University and the Department are committed to preserving the reputation of your UT degree. To guarantee that every degree means what it says it means, we must enforce a strict policy on academic honesty: Every piece of work that you turn in with your name on it must be yours. Students who violate University rules on scholastic dishonesty in assignments or exams are subject to disciplinary penalties, including the possibility of a lowered or 0 grade on an assignment or exam, failure in the course, and/or dismissal from the University. Changing your exam answers after they have been graded, copying answers during exams, or plagiarizing the work of others (classmates or from the internet) will be considered academic dishonesty and will not be tolerated. You may not search for solution to problems given in the class on the internet. Moreover, you may not copy these solutions or be inspired by them and claim they are your own work. Plagiarism detection software will be used on the programs submitted in this class. If cheating is discovered, a report will be made to the Dean of Students.

7 Whole-Person Care

7.1 Personal Pronouns

Professional courtesy and sensitivity are especially important with respect to how we address each other, and we strive to address you in the ways you prefer. Class rosters are provided to the instruction with the student's chosen name, which you may update through UTDirect (https://utdirect.utexas.edu/apps/ais/chosen_name/student/). That said, we will gladly honor your request to address you by a name that is different from what appears on the official roster and by the pronouns you use (she/he/they/ze, etc). Please advise us of any changes early in the semester so that we may make appropriate updates to our records.

7.2 Students with Disabilities

My policy is to fully support all students with disabilities to the best of my ability. At no time is it required that you disclose the nature of your disability to me, and I will not ask you to do so.

If you are a student with a UT-acknowledged disability, I ask that you meet with me 1-1 to discuss accommodations as soon as you have your accommodation letter in hand. I do ask that you meet with me by the 12th class day so that we can put your accommodations in place as soon as possible.

If you are a student with a disability that has not yet been acknowledged by UT's Services for Students with Disabilities, I hope that you will be willing to let me know that you need accommodations. I ask that you meet with me 1-1 to develop a plan for your success this semester.

University-required language: The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Division of Diversity and Community Engagement, **DisabilityandAccess** at 471-6259, 471-4641 TTY.

7.3 Policy on Children in Class

Children are always welcome. I understand that if you have childcare responsibilities, you are a special-level of exhausted. Please talk to me if you need help.

7.4 Policy on Outside Responsibilities and Other Circumstances

At all times, we are not just our academic selves but our whole selves, with responsibilities and pressures from outside the classroom. If you find that those responsibilities or circumstances are preventing you from participating in this class, please contact me as soon as possible.

7.5 Religious Holy Days

Religion (or lack thereof) is an important part of who we are. If a holy day observed by your religion falls during the semester and you require accommodations due to that, please let me know as soon as possible. Email is an acceptable form of communication, though please use the format described in Emails to the Instructor and TAs, p.5 so I am more likely to receive it. In order to guarantee accommodations around exams and other big deadlines, I will need notice of at least two weeks. If you are unable (or forget!) to provide that notice, please contact me anyway in case I can still accommodate you.

University-required language: A student who is absent from an examination or cannot meet an assignment deadline due to the observance of a religious holy day may take the exam on an alternate day or submit the assignment up to 24 hours late without penalty, ONLY if proper notice of the planned absence has been given. Notice must be given at least 14 days prior to the classes which will be missed. For religious holy days that fall within the first 2 weeks of the semester, notice should be given on the first day of the semester. Notice must be personally delivered to the instructor and signed and dated by the instructor, or sent certified mail. Email notification will be accepted if received, but a student submitting email notification must receive email confirmation from the instructor.

7.6 Mental Health Counseling

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. That said, sometimes that is not enough. If you experience any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. All of us benefit from support during difficult times. There are many helpful resources available on campus and an important part of the college experience is learning

how to ask for help. You may begin by talking to any of us, and we'll help you get connected to resources, or the **Counseling and Mental Health Center** is here to help you. Asking for support sooner rather than later is often helpful.

If you are struggling, know you are not alone. We all need help when we are struggling. Please reach out to me if you need help so that I can support you.

Counselors are available Monday-Friday 8am-5pm at the UT Counseling and Mental Health Center (CMHC) on the 5th floor of the Student Services Building (SSB) in person and by phone (512-471-3515). The 24/7 UT Crisis Line is 512-471-2255.

7.7 Emergency Situations

If you experience an emergency situation during the semester, Student Emergency Services (SES) is here to help you. They can help in the event of family emergencies, medical or mental health concerns, and interpersonal violence, among other situations. If you experience such an emergency, you may contact them directly through email (studentemergency@austin.utexas.edu) or by phone (512-471-5017), or you may contact one of us and we will assist you with the process.

Please, if you are in an emergency situation, focus on "forgiveness, not permission". Please focus on your needs, and assume we will do something reasonable when we learn of the situation. If you have time to drop us a note to let us know what is going on, please do--but otherwise, focus on you. Documentation through SES will eventually be required, but it does not need to be immediate.

7.8 Safety Information

If you have concerns about the safety or behavior of students, TAs, Professors, or others, call the Behavioral Concerns Advice Line at 512-232-5050. Your call can be anonymous.

7.9 Title IX Reporting

Senate Bill 212 (SB 212)¹, which went into effect as of January 1, 2020, is a Texas State Law that requires all employees (both faculty and staff) at a public or private post-secondary institution to promptly report any knowledge of any incidents of sexual assault, sexual harassment, dating violence, or stalking "committed by or against a person who was a student enrolled at or an employee of the institution at the time of the incident". Please note that the instructors and the TAs for this class are mandatory reporters and **MUST** share with the Title IX office any information about sexual harassment/assault shared with us by a student whether in-person or as part of a journal or other class assignment. Note that a report to the Title IX office does not obligate a victim to take any action, but this type of information **CANNOT** be kept strictly confidential except when shared with designated confidential employees. A confidential employee is someone a student can go to and talk about a Title IX matter without triggering that employee to have to report the situation to have it automatically investigated. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>,

¹capitol.texas.gov/tlodocs/86R/billtext/html/SB00212F.htm

contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

7.10 Online Privacy

Web-based, password-protected class sites are associated with all academic courses taught at The University. Syllabi, handouts, assignments and other resources are types of information that may be available within these sites. Site activities could include exchanging e-mail, engaging in class discussions and chats, and exchanging files. In addition, electronic class rosters will be a component of the sites. Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For information on restricting directory information see: <https://onestop.utexas.edu/student-records/personal-information/>.

8 Course Policies Caveat

This syllabus is a plan of action for the semester. It is NOT a contract and is subject to change. As the instructor, I reserve the right to make additions, deletions, and modifications to the syllabus and the course requirements with reasonable notification to the students enrolled in the course. You are responsible for any changes announced in class or on Canvas/Piazza.

9 Acknowledgment and Copyrights

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