



## CS 312 – Research Methods in Computers and Society

### Course Information

**Course Title:** Research Methods in Computers and Society

**Course Number and Section:** CS 312

**Term:** Spring 2026

**Class Meeting:** Online Fridays 9:00 am

**Instructor:** James Brusseau

**Email:** jbrusseau@pace.edu

**Office location:** Online

### Course description

Qualitative and quantitative research methods; mathematical modeling of scientific, business, and social problems, hypothesis development and validation; key factor identification; experiment design; data-driven decision-making; and survey design and data analysis. digital age social and legal issues, professional ethics, information privacy, and security. technical writing and oral presentation.

### Prerequisites

CS 113 – Discrete Mathematics/Permission of instructor

### Course learning objectives

After taking this course, students will be able to:

- design effective surveys and conduct effective data collection, analysis, visualization, and presentation;
- conduct effective logical reasoning, debate, and tradeoff analysis for scientific, business, and social issues;
- understand social responsibilities and professional ethics, and apply them to the analysis of situational vignettes;
- understand the social and legal impacts of computing including data privacy, security, and copyrights;

- write technical articles with effective planning, literature research, data collection, experimentation, results summarization, discussion, commenting, and revision;
- conduct effective oral presentations and writing of different forms both individually and as part of a team.

## Instructional Materials

### *Required*

- **Textbook:** Introduction to Research Methods: A Hands-on Approach SECOND EDITION Bora Pajo.  
**The DIGITAL VERSION is required – the ONLY way to buy the book is through Classes. You MUST buy the book this way because the text is electronically linked to the Classes Learning platform.**

### *NOT Required*

- **Reader book selections: Selections will be provided to students.**
  - Selections may include: More than a Glitch. Confronting Race, Gender, and Ability Bias in Tech. Meredith Broussard. ISBN: 9780262047654 The MIT Press.

### *Online resources*

Online resources may be made available throughout the semester on the different covered topics. The course may leverage news articles, podcast, videos, Ted Talks, interviews, documentaries, and free online books.

## Grading Policy

Grades for this course will be determined through a number of assignments and exams. Different kinds of assignments feed into the strengths of different students and provide you with a range of opportunities to show what you have learned.

Assignment	Percent of Final Grade
Team presentations (AI ethics, mainly)	33%
Assignments (Pajo book, mainly)	33%
Final exam (AI ethics)	33%
<b>Total</b>	<b>100%</b>

Pace University's grading scale (%) is as follows:

A range = 90-100  
B range = 80-89.99  
C range = 70-79.99  
D range = 60-69.99  
F range = 0-59.99

Grades in this course will be assigned near this scale, though adjustments are made for each particular course.

### **Exam, Assignments, Team Presentations**

**Final Exam (Approximate).** Format will be short answer and essay questions, concentrated on the ethics segment of the class. The exam will have 5 short answer questions and 3 essays. Students will choose 4 of the short answers and respond for 5 points each. Students will choose 2 of the essays and respond for 40 points each. The short answers will typically be questions asking you to provide definitions or quick summaries of class fundamentals. The essays will be similar to the ethical dilemmas discussed throughout the semester. You will receive a dilemma. Then you will respond with the ethical tools developed in class.

**Assignments.** Assignments are related to the Pajo book, and the online writing course. They will be completed online and are the chapter end quiz scores. Only the chapter end quiz scores will be incorporated into students' grades, even though the online material may state differently. (The "knowledge checks" located throughout the chapters will not be part of the final grade.) **There is no credit for late assignments.**

**Team article presentation.** Weekly team presentations, with teams (depending on the class size) presenting on topics covered in the class. The presentation must be written before the class meets.

### **WEC Grading Criteria and Expectations, applicable to each writing activity as noted below:**

Students will be asked to write a summarizing response to the professor's lectures, and then re-write twice. The process works as follows:

1. While listening to the lecture, outline the main points. Then write a report that captures the main ideas. The goal is to capture the important points of the lecture. Ideally, someone could skip the lecture and read only the report and get the big ideas. This report may be a written narrative or power point slides.
2. The first re-write will be tutored by an AI agent (ChatGPT being a good choice). You should use the AI to make your summery "better." You will need to decide how to do that.
3. Next the student group will present the report to the class. The second re-write will account for feedback received during in-class discussion. Then, the presentation must be submitted.

Try not to go over 600 words per person.

**Paper must be submitted no later than 24 hours after presenting the report to the class. (One group member can submit for the entire group.)**

Sentences and bullet points as part of the paper are acceptable. **The idea is to efficiently capture the big ideas of the video lecture in your own words. Providing your own examples is highly encouraged!**

Team members can work together or independently, but if working together everyone must do an equal share of the work. If people worked as a team, the part each team member wrote should be identified.

The grading rubric is composed of two elements, each worth 50% of the final score. The elements are **Completeness** and **Clarity**: Are all the major points captured and summarized? Is the grammar and syntax solid? Is the presentation readily comprehensible to a nonspecialist? Also, did you use your own personalized examples to help explain the major points?

Part of the final exam grade will be attributable to the completeness and clarity of the writing.

## **Course Schedule**

The weekly schedule is online here: <https://cs312.ethicsworkshop.org/GridSchedule.html>

## **Course Policies**

### ***Attendance & Participation***

Discussion and participation are a major emphasis in this course. This means that it is your responsibility to come to class ready and willing to take part in group knowledge building. Participation is based on in-class involvement in discussions.

### ***Online Work***

Proofread and check the spelling before submitting written assignments, sending emails or posting discussion items. While online communication is more relaxed, it is not careless communication. Doing a quick proof of your work before you send it may alleviate the need to clarify your posting and save you some time and potential embarrassment. Be aware of copyright and “fair use” law; do not plagiarize, and don’t forget to cite your information.

### ***Penalty on Late Work***

Late work is not accepted. No work is accepted after the last day of class.

## ***Plagiarism***

Check the section on Academic Integrity Policy below.

## ***Keys to Success in Courses***

1. *Be self-motivated and fully engaged in the course.*
2. *Approach the class with a desire to learn new things*
3. *Actively participate in this course – aim to engage multiple times each week (if not daily) with the course materials and communications (announcements, discussions, etc).*
4. *Practice “Netiquette”; be polite and respectful when you communicate with your instructors and peers; always check your grammar and spelling; do not write in all caps (it feels like you're shouting) or exotic fonts (they may not show up on everyone's computer).*
5. *Set aside a specific time during the day to study and work on assignments for this course — one that fits your schedule.*
6. *Develop your technology skills and use Pace University resources, including the Learning Commons and faculty office hours, for assistance.*
7. *Contact your instructor if you have any ideas, suggestions, or concerns about the course.*

## ***Classroom Climate***

Our Pace community benefits from the richly unique experiences and individual diversity each of us bring. Intellectual growth and development happen when we engage in free and open discourse that challenges our own assumptions and beliefs. Together we all have the responsibility to create and maintain an environment where differences are respected and valued. To that end, we will challenge all manifestations of bias and discrimination to maintain a climate of mutual respect and civility.

Whether you are learning in an online or on campus environment, the same expectations of courtesy and conduct apply. All classroom interactions should remain civil, respectful, and supportive. If you disagree with someone, aim to acknowledge your disagreement in a respectful way. Try responding with a question to open up further discussion (e.g., I'm not sure that I understand your point of view. Can you say more?). When working online, choose your words carefully. It's easy for someone to misinterpret your meaning when they can't see your expressions or hear the tone of your voice. Be careful when using sarcasm and humor. Without face-to-face communication, your comments may be misinterpreted.

## ***Anti-Racism Education (ARE)***

Anti-racism has been defined by a subcommittee of Pace University faculty as the “ongoing process of naming, analyzing, evaluating, and imagining ways to change systems of racism. This includes colorism, colonialism, casteism, and other mechanisms that discriminate against people on the basis of racial/ethnic identities whose meanings are constructed and assigned by society”.

## **Writing-Enhancement Course Statement (WEC)**

This class has been designated as writing-enhanced, a course in which writing and revision are central to learning content and achieving course goals. Writing will be thought of as a process whereby students generate ideas, receive feedback, and then revise. Students will practice their writing through a combination of low stakes, informal writing and more formal assignments. Students will receive instructor-generated feedback for revision on at least one writing assignment prior to a second submission and subsequent grading. Final drafts will be evaluated based on evaluative criteria from a checklist or rubric.

## **Pace University Writing Center (PLV)**

The Pace University Writing Center, part of the Learning Commons located on the third floor of Mortola Library, is staffed by Pace graduate and undergraduate writing consultants and offers free one-on-one appointment-based sessions (in person or online). Students can bring writing from all disciplines and at all stages of the writing process, from outlines to completed drafts, as well as non-academic and personal works. Consultants will not edit any work, but they will ask thoughtful questions and offer strategies to help students improve as writers. For more information about the Writing Center, please visit [pace.edu/learning-commons](http://pace.edu/learning-commons); for current hours of operation, refer to [pace.edu/learning-commons/current-students/faq](http://pace.edu/learning-commons/current-students/faq). To schedule an appointment using TutorTrac, please visit <https://www.pace.edu/learning-commons/current-students/scheduling-using-trac-cloud>. Questions? Please call (914) 773-3949 or email the Coordinator of Writing Services, Alicia Clarke-Barnes, at [aclarkbarnes@pace.edu](mailto:aclarkbarnes@pace.edu).

## **Pace University Writing Center (NYC)**

The Pace University Writing Center, located at E207 (upstairs and on the far-left wall of the Birnbaum Library) in 1 Pace Plaza, offers one-on-one appointment-based sessions (in person or online), group sessions and walk-in sessions to writers free of charge. Students can bring writing from all disciplines and at all stages of the writing process, from outlines to completed drafts, as well as non-academic/personal works. Please note, though, that consultants will not edit any work. Rather, they will help students learn how to improve as writers. For more information about the Writing Center, please visit [pace.edu/learning-commons](http://pace.edu/learning-commons); for current hours of operation, refer to [pace.edu/learning-commons/current-students/faq](http://pace.edu/learning-commons/current-students/faq). To schedule an appointment using TutorTrac, please visit <https://www.pace.edu/learning-commons/current-students/scheduling-using-trac-cloud>. Questions? Please call (212) 346-1962 or email the Coordinator of Writing Services, Grant Crawford, at [gcrawford@pace.edu](mailto:gcrawford@pace.edu).

## **University Policies and Resources**

### ***Academic Integrity***

Students in this course are required to adhere to Pace University's [Academic Integrity Code \(PDF\)](#), which supports honesty and ethical conduct in the educational process. It educates students about what constitutes academic misconduct, helps to deter cheating and plagiarism, and provides a procedure

for handling cases of academic misconduct. Students are expected to be familiar with the Code, which can be found in [Policies and Procedures](#). Individual schools and programs may have additional standards of academic integrity. Students are responsible for familiarizing themselves with the policies of the schools, programs, and courses in which they are enrolled.

Instructions for faculty, a paper about best practices, and the form for reporting integrity policy violations are posted on the Provost's webpage under "[Academic Policies and Forms](#)." Reporting forms should be sent to the Chairs of the Academic Conduct Committee on each campus.

### ***Learning Commons***

The [Learning Commons](#) uses an array of programs and a holistic approach to assist students with academic skills and content knowledge. We are dedicated to developing independent learners through purposeful interactions with trained, well-qualified peer and professional staff. Services offered:

- Content Support Services including, content tutoring, exam review sessions, & content preparation/support workshops
- Academic Skills Services including small group peer mentoring, academic skills workshops, and individual academic development
- Writing Support Services including, writing tutoring & writing preparation/support workshops

### ***Public Health***

Public health information and policies for the campus community are available on the [Respiratory Virus \(COVID-19, Flu, RSV\) Guidance](#) page. Pace recommends everyone continue to take steps to protect not only themselves but their colleagues, friends, and the campus by practicing good hand hygiene, staying home if you are sick, being up to date on vaccinations and boosters, and wearing a mask indoors when recommended by the CDC.

Pace University remains a mask-friendly community where mask use is always encouraged and supported. You may choose to wear a face mask, but they are not required outside of sick visits to healthcare settings.

### ***Procedure for Students Who Wish to Obtain Reasonable Accommodations for a Course:***

The same rigorous admission and academic standards apply to students with and without a disability. In order to support the continued success of students with disabilities, the University prohibits discrimination on the basis of disability and is committed to providing equal access for students with disabilities to its facilities, programs, and activities. The University's commitment to equal educational opportunities for students with disabilities includes providing reasonable accommodations for the needs of students with disabilities.

To request an accommodation for a qualifying disability, a student must self-identify and register with the [Student Accessibility Services Office \(SAS\)](#) for their campus. Student Accessibility Services is housed in the Counseling Center on both the New York City and Pleasantville campuses. Student Accessibility Services for the New York City campus may be contacted at (212) 346-1526, (212) 346-1199 or 161 William St, 10<sup>th</sup> Flr. Student Accessibility Services for the Westchester campuses may be contacted at (914) 773-3710, (914) 773 -3201 or the Administration Center, 861 Bedford Road,

Pleasantville. No one, including faculty, is authorized to evaluate the need and arrange for an accommodation except the Student Accessibility Services staff. Moreover, no one, including faculty, is authorized to contact Student Accessibility Services on behalf of a student.

To request an accommodation for a pregnancy or a pregnancy-related condition, a student must self-identify and contact Bernard Dufresne, the University's Title IX Coordinator, at [bdufresne@pace.edu](mailto:bdufresne@pace.edu). For more information, please visit the University's Pregnancy Adjustments and Accommodations for Students webpage.

***Technological Resources:***

- List of all Pace Information Technology Services.
- For assistance with a technological concern contact the Pace Helpdesk at (914) 773-3648 or create a help desk ticket.
- Visit the Learning Remotely website

***Appropriate Use Policy for Information Technology:***

Pace endorses the following statement on software and intellectual rights distributed by EDUCAUSE, the non-profit consortium of colleges and universities, committed to the use and management of information technology in higher education. The statement reads:

Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to work of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, right to privacy and right to determine the form, manner and terms of publication and distribution.

Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access and trade secret and copyright violations, may be grounds for sanctions against members of the academic community.

Pace's appropriate use policy applies to recordings of classroom instruction and digital artifacts created by faculty and students.

***Sex-Based Misconduct Policy and Procedure:***

Pace University is committed to providing a safe environment for every member of its community and to ensuring that no student, faculty or staff member is excluded from participation in or denied the benefits of any University program or activity on the basis of sex. Accordingly, the University prohibits the following forms of Sex-Based Misconduct: sexual assault, sexual harassment, gender-based harassment, dating violence, domestic violence, sexual exploitation and stalking.

Instructors have an obligation to report any information about sex discrimination, including all sex-based misconduct to the Assistant Vice President of the Office of Institutional Equity and Title IX Compliance – Bernard Dufresne, [bdufresne@pace.edu](mailto:bdufresne@pace.edu), 41 Park Row, 14<sup>th</sup> floor, (212) 346-1310. The

Title IX Coordinator is responsible for investigating violations of the sex-based misconduct policy. Go here for more information about the [Pace University sexual misconduct policy](#).

Members of the University community who believe that they have been subjected to Sex-Based Misconduct are encouraged to report such incidents to the University using the University’s [Online Reporting System](#) and, where applicable, to local law enforcement. **Confidential** resources include the **University Counseling Centers, Offices of Sexual and Interpersonal Wellness and University Healthcare**. Contact information for those offices may be found in the self-care section below.

***Self-Care:***

Your academic success in this course and throughout your college career depends heavily on your personal health and well-being. Stress is a common part of the college experience, and it often can be compounded by unexpected life changes outside the classroom. The Pace Community strongly encourages you to take care of yourself throughout the term, before the demands of midterms and finals reach their peak.

The [Counseling Center Emergency](#) page supplies potentially life-saving mental health information to Pace University students, staff, and faculty, putting vital information and support options at your fingertips, just in case you or a friend needs help. You can also find this information in the MyPace and PaceSafe apps. Students are also strongly encouraged to download the [WellTrack Boost App](#). It is a free, self-guided, clinically supported app that includes self-assessments and self-help resources on various mental health topics, mood checks, and other therapeutic tools. To download this confidential app, please go to <https://pace.welltrack-boost.com> and sign in with your Pace email.

<b>Department</b>	<b>Pleasantville</b>	<b>New York City</b>
Advising Center for Exploring Majors	First-year: (914) 773-3756 or (914) 773-3757	(212) 346-1798
Affirmative Action Office	(914) 923-2610	(212) 346-1310
Center for Wellbeing	(914) 773-3849	
College of Health Professions Academic Advisement	UG (914) 773-3436 UG (914) 773-3301 Grad (914) 773-3114	UG (212) 618-6027 Grad (914) 773-3114
Counseling Center	(914) 773-3710 (914) 773-3201	(212) 346-1526 (212) 346-1199
Dean for Students Office	(914) 773-3351	(212) 346-1306

Dyson College Academic Advisement	(914) 773-3781	(212) 346-1518
International Student/Scholars	(212) 346-1368	
Lubin School of Business Academic Advisement	UG (914) 773-3531	UG / Grad (212) 618-6550
New Student Experience and Transitions	(914) 773-3756	(212) 346-1219 and (212) 346-1346
Office of Multicultural Affairs	(914) 773-3628 (914) 773-3775	(212) 346-1546
Office of the Registrar	help.pace.edu	
<u>Office of Sexual and Interpersonal Wellness</u>	(212) 346-1931 (914) 773-3628 (914) 773-8783	
Pace Women's Justice Center	(914) 287-0739	
Pforzheimer Honors College Academic Advisement	(212) 346-1697 (914) 773-3848	
Residential Life	(914) 597-8777 (914) 773-3676	(212) 346-1295
Seidenberg School Academic Advisement	(212) 346 1946	
Study Abroad	(212) 346-1368	
Student Accessibility Services	(914) 773-3710	(212) 346-1526
Student Accounts	(877) 672-1830	
Student Engagement	(914) 773-3767	(212) 346-1590
University Health Care	(914) 773-3760	(212) 346-1600