Special Problems Course Syllabus

Course Information

Course Prefix and Number: CS6999
Credit Hours: 3
Instructor: De Choudhury, Munmun

Course Description

This course provides academic credit for individualized, advanced study conducted under the direction of a faculty member. It is designed to enable students to explore specialized topics, emerging areas, or interdisciplinary problems that are not covered in standard course offerings. Students engage in self-directed inquiry that may include literature synthesis, problem formulation, implementation of computational approaches, or exploratory research. Topics may span areas such as computational social science, human-centered computing, and the societal and ethical implications of data-driven technologies, among others. The scope, structure, and deliverables of the course are determined collaboratively by the student and instructor, based on the student's interests, background, and learning goals.

Course Learning Outcomes

By enrolling in this course, students will:

- Develop and pursue an individualized plan of study on a specialized or emerging topic in computing or an interdisciplinary domain.
- Engage deeply with relevant literature, tools, and methods to build expertise in the chosen area.
- Formulate and investigate focused questions or problems, which may include exploratory or research-oriented components.
- Apply appropriate analytical, computational, or conceptual approaches to advance understanding of the topic.
- Reflect on the broader societal, ethical, and human-centered implications of the subject matter.
- Communicate outcomes of the independent study through appropriate deliverables, such as technical reports, prototypes, or presentations.

Required Course Materials

No textbooks or materials are required. Resources for research are determined in consultation with the instructor.

Grading Policy

Specified on the course form along with deliverables.

Attendance Policy

This course does not include scheduled class meetings. The frequency and format of student–faculty contact are determined by mutual agreement and are consistent with the number of credit hours for which the student is enrolled.

Academic and Research Honesty/Integrity Statement

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review the and the , especially .Student Code of ConductAcademic Honor CodeAppendix A: Graduate Addendum to the Academic Honor Code

Students are expected to perform research in an ethical and responsible manner. All Doctoral and Master's Thesis students are required to take the , and it is expected that students abide by the principles taught in that training while performing research.Responsible Conduct of Research training

Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Allegations of scientific or scholarly misconduct are handled in accordance with the procedures outlined by the .Policy for Responding to Allegations of Scientific or Other Scholarly Misconduct

Core IMPACTS

Not applicable

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, as soon as possible to make an appointment to discuss your special needs and to obtain an

accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.contact the Office of Disability Services

Student-Faculty Expectations

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. articulates some basic expectations that you can have of me and that I have of you. Additional information for research-related work is given in . In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class. The Student-Faculty ExpectationsThe Expectations of Advisors and Advisees