Location/Time: The course meets M/W 2:00PM–3:15PM, in Zoom-land.
In particular, all class meetings and office hours are via Zoom. To get to a class session or one of Sid’s office hours, always use the link for that event in the Zoom Meeting Manager (sometimes referred to in this document as ZMM) area of our course in Blackboard. That area can be reached in our BB area via, within “BB Parts of Course Content,” the link “Zoom Meeting Manager: Your springboard to all our Zoom meetings.” Using that link, which usually builds in the meeting’s password, will in most cases avoid you having problems getting in. UnivIT says that from some devices, the password don’t pass through from the links correctly and you’ll have to know the meeting password. In our BB area, as a visible comment right under the header “Zoom Meeting Manager: Your springboard to all our Zoom meetings,” you can find the password information for all the password-protected Zoom meetings of this course (and generally all meetings are password-protected, to try to avoid Zoom-bombing).

Instructor: Lane A. Hemaspaandra, csc486staff “at” cs.rochester.edu. Office hours: Mondays 4:50PM–5:50PM (but from 5:05PM onward I’ll stay only if there are people at my office hours, so please do arrive by 5:05 for sure), via Zoom. Meeting ID for my office hours is NOT in our BB area’s Zoom Meeting Manager (ZMM) meetings list, but rather in the ZMM description text in BB for our course you can find as text the meeting ID, and as text the password (which is different than the password for our class session or Sid’s office hours). I sometimes can be very slightly late getting to the office hours, as I teach a class immediately before the office hours. My office hours start on February 1 and end on May 3.

TA: Siddharth (“Sid”) Vashishtha, csc486staff “at” cs.rochester.edu. Office hours: Mondays 4:50PM–5:50PM and Thursdays 3:25PM–4:25PM. Office hours are via Zoom, and the link (with embedded password) can be clicked on (or the Meeting ID seen) in the Zoom Meeting Manager area within our course’s BB Parts of Course Content folder within Blackboard.

Address for Course-Related Email: Please use csc486staff “at” cs.rochester.edu for all course-related email. (This address will be automatically forked by the system to go to both me and the TA, though he’ll do the answering of most of the email that is sent to this.) Please make sure to always use it so that neither of us is left out of the process of being on top of any questions and discussion. The only exception is if you are for example trying to set up a one-on-one appointment time with Sid, then you might want to write him directly at his individual email address of svashis3 “at” cs.rochester.edu.

Overview: This course studies the difference between computable and uncomputable problems and between feasible and infeasible problems. Regarding the latter, what properties of a problem make it computationally simple? What properties of a problem may preclude its having efficient algorithms? How computationally hard are problems? Topics often covered include: Complete sets

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1 Any substantially updated versions (typically that means an update in the A or B of Version A.B.C; changes just in C are typically minor clarifications or typo corrections) of this document will be announced as the course goes on via BB, and the current version is always available via the course home page.
and low information content; $P=\text{NP}$?; unambiguous computation and one-way functions; reductions relating the complexity of problems; complexity classes and hierarchies.

The course is discovery-driven. Rather than me just pushing theorems and proofs at you, we will—after a prefix of the course that indeed will be of that flavor—be having you work on discovering for yourselves the proofs to many of the important results of the field (often in class or over a few class sessions, perhaps starting individually or in a small group, and then maybe coming together and the entire class as a group of the whole covering on and presenting its approach to a problem).

The goal of this framework is to help you improve your skills at discovering, formalizing, and proving, which are core skills for researchers (and more generally, for problem-solvers).

Prerequisites: CSC 280 (prereq). You should also have taken (or know equivalently well) discrete mathematics (MTH 150), which is a prerequisite of CSC 280.

Pandemic/Health Regulations: If meeting in groups outside of class sessions, I suspect best would be to meet by Zoom or Skype or some other similar service.

However, if within all UR and other rules and safety precautions you are able to meet literally face-to-face with each other, that is allowed too. But I’d urge you to not take any chances of pandemic-endangering yourself or others; and so things like Zoom and Skype and so on thus very attractive options.

Collaboration and Class Participation: You may discuss and work with other (current) CSC286/486 students on the reading, studying, and problems; the goal of the course is not to compete with each other, and, indeed, in real research, collaborative work is very common. However, it is cheating to solicit help from anyone other than your classmates—this includes (as cheating) using electronic forums such as StackOverflow/wikis/Piazza-or-so-on/Facebook-or-Google-etc.-groups (or even mailing lists that function as electronic discussion forums) and also includes (as cheating) using solutions from previous years’ CSC286/486.

If there are take-home exercises (which from now on I’ll often more tersely refer to as “home exercises), perhaps in groups, those will as to collaboration follow whatever rules are attached to them if specific rules are, but by default, if those are by groups, you may speak freely to your groupmates but should not speak with anyone else, not even people in the class’s other groups (as typically the groups will work more on—or compare, or seek to negotiate and merge—their solutions at a coming class session, and the between-class time is for each group to work as a team).

In some cases the groups will be graded on the home exercises (e.g., they will, as on in-class exercises, put solutions up at a class Zoom-session and I’ll assign grades to the solutions, though quite often the groups will be asked to create, during class, a group-of-the-whole solution, which in that case would typically be what is graded). These same two grading patterns also often will hold for graded in-class group exercises.

On home exercises that are done without groups, you (unless when assigning it I set other rules) may may speak about the problems with your classmates within the frameworks and rules mentioned above and below (so talking to your classmates is ok, and talking to anyone else—even CSC 286/486 students from previous years or writing to web forums or etc.—is cheating). Individual home exercises usually are not graded (so your plan should not be to maximize the quality of the solution via drawing on others so early or so much that you don’t understand the solution or gain the learning from the task of trying to move toward it, but rather should be to immerse yourself in the learning/solving process, using the allowed ability to talk with your classmates wisely and in

\footnote{However, see Footnote 7.}
such a way as to help the learning rather than to weaken it). If a given home exercise done without
groups will be graded, I’ll let you clearly know that as it is assigned.

More broadly speaking, as to what can be used, it is cheating to get or use, during this course,
course quiz or homework or home exercise or exam materials (quizzes or their answers, homework
sets or their answers, home exercises or their answers, exams or their answers, etc.) from any previous
offering of CSC286/CSC486. Further, when doing home exercises, you indeed may use the library
and the internet to search for information and examples on techniques and so on. But you should
not attempt to find/look up a solution to a given in-progress home exercise; doing so is cheating. If
you by accident stumble on a web page that happens to solve an in-progress home exercise, that in
itself is not cheating. But you should, immediately the moment you realize that this has happened,
not read or copy the solution. The experience and skills you’ll build by working on solving problems
are an important part of doing this course; this is not a course about web-searching for answers.

Also, on the (rare, or quite likely none at all unless working in groups seems not to be working
well; plus quite a bit of the exercise work will be done purely within the class sessions) home
exercises that are done without groups and that will be graded and on which I ask for a written
turn-in (typically via pdf), the answers must be your own work/words, even if you discussed the
problem(s) with others; you may in no case copy all or part of anyone else’s write-up. \( \text{(A very wise
way to achieve this is as follows: Even if you have discussed the problem with others, as you do your
final write-up have nothing in front of you but rather write just from the knowledge/images of the
solution you have in your head.)} \)

As to in-class exercises and what can be used during them, you cannot use computers/the
web/etc./slides/printouts/etc., but if you have notes taken by you by hand, I sometimes will let you
use those (but often, what you may bring in will be your own knowledge). Yes, I know, you’ll be
taking the course by Zoom, and so of course you could try to use resources that I’ve said you cannot
(though that would be an academic honesty violation). But you should not, not just because it
is an academic honesty violation, but because the exercises are usually designed to test what you
can do based just on your own current knowledge, and your brightness (paired with that of your
groupmates, if any).

I strongly encourage the undergrads and grads not to act as if they have no connections and
cannot interact, but, rather, I’d encourage you to treat each other as what you are: fellow learners
who are interested in complexity and may be able to help each other better learn this important,
fun, difficult area.

Anything that has a due date must be done/submitted on time; late items get no credit (and will
not be graded or marked up with comments; although you always can stop by the TA’s or my office
hours to, after solutions have been gone over in class, make sure you understand those solutions
or to discuss an alternate approach). \( \text{(No late turn-ins means no late turn-ins; even if one of my
faculty colleagues tells you that they think it will be fine to hand in late an item in this course, even
for some very good reason such as there being a research paper deadline or there being a fellowship
deadline, you nonetheless must hand in your work on time in this course if you wish to get credit for
it; similarly, none of my faculty colleagues can excuse you from this course’s other items/material.)} \)

The TA and I generally won’t answer questions about home-exercise questions (or for that matter
in-class quiz questions) that are currently in progress (my typical answer to such questions is to
point to this sentence itself (let us label this sentence “β1” as a convenient reference string), or
“no comment,” or “understanding the question is part of solving the question” or if it was asked
by email simply not to reply); of course, if you have questions about the underlying material (that
a question might be related to), you can and should use the office hours to ask questions about
or better learn about that material (but \textit{not} to ask for answers to or explanations of in-progress
home exercise questions; side comment: I do leave the TA some flexibility to use their discretion
and judgment as to where the line is between what is answering question about underlying material (which is fine) and what is an answer/explanation of the in-progress home exercise (which is not fine), since sometimes this is a line that one could see as falling in different places depending on one’s judgment), and please note that on things when consulting with groupmates or classmates is allowed, that is a likely your go-to resource (and a valuable part of the process—working together to understand things).

Regarding class participation, you are expected to attend class, to be prepared for class, and to participate in class. For example, if you are called on to put up your answer (or your group’s answer) to a home exercise, it should be clear that you have put in a serious amount of time and thought. Note that, even if you do not know a perfect answer, if you clearly have put in careful thought (e.g., you have partial results or a clear description of what issue is stumping you), that certainly will make a much better impression than if you clearly have not thought at all about it. As another example, you of course should always have done any assigned reading.

By the way, if you have a question in class about some of the course material, it usually is a good idea to ask it. Probably other students have exactly the same question,\(^3\) and you will be doing yourself, them, and the class a big favor by asking, so we all can explore whatever issue you raise!

(Some caveats: This is a course on certain material, not a course on how to design and teach a course on that same material. Thus please do not ask course-design/course-logistics questions such as “Why are there so many exercises?” or “Why can’t I use my supersmart pet dog Fido or my computer (so I can search the internet and find an answer rather than me or my groupmates having to solve the problem) during exercises?” I don’t answer questions about the “why”s of the course’s design or its rules. (Most of the rules are designed to help teach a good course and to allow the TA and me to spend as much of our time as possible on content. And also, some rules are related to CETL-accommodation issues.)

Audio or video recording of the class sessions is not permitted,\(^4\) except if you have a documented disability that would need such recording, in which case please speak to me about this.

Finally, regarding asking questions about the course material: Questions should not be asked by email, but rather please ask them in class, or use Sid’s or my office hours—and please also keep in mind that your 286/486 classmates are often a great resource with which to discuss the course material (let us label this sentence \(\beta_2\), and if you do ask questions by email, I probably will either refer you to this sentence, or will simply not reply since I expect that you know that the expected thing to do is to come into an office hour or to, when doing so is within the rules, discuss with your classmates); a corollary is that if you have a question sometime after Sid’s final office hour of the week, you likely won’t get an answer to it before, for example, Monday’s class session, or whenever you discuss it with a classmate.

**Grading:** The overall course grades (A, A-, etc.) will not be any fixed curve, but rather will reflect the instructor’s judgment about what grade is appropriate based on performance.

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\(^3\)Even professors sometimes—more often than they would like to admit—don’t understand talks/lectures, even in their own areas! Here is a cute, relevant anecdote from Moshe Vardi’s introduction to the September 2011 issue of *CACM*, where he mentions asking, at a top theoretical computer science conference, how many people understood at least N% of at least N% of the papers—to get 50% of the people to say yes, he had to drop N down to 50. Understanding lectures is a nontrivial challenge, and requires a lot of focus!

\(^4\)That is, is not permitted by you. Due to the uncertain times, we will try to capture each class session as a Zoom recording and post it in the course BB area. Please consider this syllabus your notification and warning that everything said during a Zoom session may thus potentially be—and may well be—recorded, including things said in breakout rooms, since when a recording person visits a breakout room everything in the room is part of the recording that person makes (which is not a bad thing—it will be helpful to people who due to illness watch the class via video rather than live; note that watching via video does not earn attendance credit, except if you have gotten exceptional permission from me to watch the entire course via video due to living in an extremely far-away time zone).
Everything in the course comes in 100-point chunks. All 100-point chunks are created equal, whatever they come from. Most or all of the chunks will be exercises (probably some in class and some home ones). If late in the course students in groups present a unit I assign (e.g., a book chapter or a paper from a top journal or etc.), that will count as 5 100-point chunks, “superchunked.” What I mean by that is if your score on it is 88, that will recorded in Blackboard as 5 100-point chunks each with a score of 88. It is not impossible that some other items in the course (you will in such cases be told this either on the item itself or beforehand) will be handled as superchunks. For example, your attendance grade will count as 4 100-point chunks, superchunked (see later in this document for how the attendance grade is calculated).

If you are taking the course as 486, at the end of the course we will average all your chunks, after dropping the lowest five. If you are taking the course as 286, at the end of the course we will average all your chunks, after dropping the lowest eight.

Note that the grading scheme is very different from that of a course where there are major exams that count for a large part of the course grade and sometimes people try learning things the day before the exam (and forgetting them the day after perhaps). In contrast, our stress, since almost all the chunks are coming from your exercise grades week in and week out, is on having/gaining/sustaining day-after-day and week-after-week performance, competence, and with luck mastery, as reflected in your work on the exercises. It is a 14-week course, not a 150-minute course.

As to grades (and what is made public and what is not), each student gets their own grade on each item, (and of course I assume and expect that you will keep each given-back item/grade for items that are on paper and are given back marked), and through Blackboard they will see some information about the overall class performance each of those items, and at the end of the course they will receive their course grade either from the registrar or from me. However, I in general do not give out grade or grade-distribution or grade-range-cutoffs info beyond that (or provide guesses of what letter grade a student is “headed toward”), though of course if a student wishes to share with some classmate their grades on some items or the course, that is up to them.

Note that, very informally put, the chunk dropping in some sense covers 286 students for eight chunks of misses, and 486 students for five chunks of misses. However, I would urge each of you to attend every class (except when sick) and do all items; you will learn far more and enjoy the course far more; and that will let the drops just end up dropping whichever chunks you happened not to do well on, rather than ones you skipped outright.

Beyond that, in grading the course, the 286 students will have their grades assigned with consideration of the fact that they are taking the course as 286. (Thus, 286 students should not view themselves as being in competition with the 486 students—though actually no one should view themselves as being in competition with anyone else in the course.) All undergraduates in the course (except those who did excellently in CSC280) should speak with me immediately after the first class, so we can get a handle on exactly what your background is as it relates to the current course, and whether you are ready for this course, as also should any grads who have any worries about their background.

We will use Blackboard to store and to share with you the grades on each item.

This course is available for audit credit, but only with my permission, so if you want to audit this course, please do make sure to talk with me (by email or on the first day of class).

Class Attendance and Credit Hours: Class attendance is required. This is a 4 credit-hour course.\(^5\)

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\(^5\)The course follows the College credit hour policy for four-credit courses. This course meets twice weekly for three academic hours per week. The course also includes independent out-of-class assignments for an average of at least one academic hour per week. In this course, students will complete group activities that will variously use course materials, readings, and notes. These activities include team-based work on challenging problems.
We’ll take attendance via Qwickly at many though perhaps not all class sessions. If you are not there for the Qwickly attendance-taking, then you get a 0 percent attendance grade for that class session as to attendance (even if you were there for other minutes of the class). If you are there and put in the correct code I’ll give you, within the allowed time, then you get a 100 percent attendance grade as to that class session. Your attendance average is, after internally dropping (for both 286 and 486 students, the number is the same: five) the five lowest of your class-session attendance grades, the average of the remaining attendance grades. And then THAT average itself, as mentioned above, will be handled in a superchunked way.

**Academic Honesty:** On all aspects of the course, it is very important to follow appropriate norms of academic honesty and professional conduct, most importantly including those regarding plagiarism; do not plagiarize. Please see the link from the course’s main web page to the school’s site on academic honesty. And note carefully the rules about what you can and cannot do/discuss together with classmates (note the discussion at the start of the section “Collaboration and Class Participation” of this document) and the rules on what notes/etc. you can/cannot have during exercises.

**Missed Items/Lateness/Etc. and Some Issues Regarding What Items We Will Have:**
No makeups (not after the fact; not before the fact). No exceptions (except for religious holidays discussed long in advance). As a bow to sicknesses, broken cars, varsity events, conferences, and other compelling excuses, each 486 student will have their five lowest chunks dropped (but no more, even with good excuses). As a bow to sicknesses, broken cars, varsity events, conferences, and other compelling excuses, each 286 student will have their eight lowest chunks dropped (but no more, even with good excuses). The only exceptions to the above will be with a letter from a convincing Dean (i.e., one with the authority to mandate exceptions to course policies; here and elsewhere in this document, references to letters implicitly include letters from university officials, such as various CCAS staff members, who have the delegated authority of a dean or director having such authority) who has read the course’s policy regarding no makeups and that dropped chunks are given to all students in the above way to account for all reasons) and who having seen that has determined that your case is so extraordinary that they are mandating an exception to the policy in your case.

By the way, regarding sickness or other times you’ll be missing a class session at which some item that will be graded is being collected (though most often you’ll be asked to have emailed it to csc486staff@cs.rochester.edu before the start of class), let me mention you should please do your item and mail it to us as a pdf (e.g., computer typeset, or as a scan of your handwritten take-home quiz), to the address csc486staff@cs.rochester.edu, and as long as it arrives in that emailbox before the deadline (such as the 2:00 start of class; after sending it, keep looking for a few minutes to see if you get a “bounce” error message, e.g., because you misspelled the email address or you sent a file so large the mailer bounced it—the UR faculty email system as least used to bounce any message on which the total size of the message, including all attachments, was 20MB or more, although I am not sure if it still does since it now is actually Office 365), we will grade it as if you had turned it in just before the class session.

The no-exceptions policy (about number of drops and lateness) is so settled and broad that I expect you to understand it and not to ask for exceptions; and so if you email asking for an exception, *To be explicit: You should, no later than February 8, noon, send me an email if any of the class days fall on days where due to observance of a religious holiday you will not be able to attend; in that email, you should please let me know all such days for the entire term. If you have a religious conflict told to me by the above date, I’ll regarding the in-class exercise (if any) give you a makeup (perhaps oral or perhaps written) one or will simply try to avoid having an exercise on that day. If a home exercise that is being written up and handed in falls due on a religious holiday, you should take that into account and make sure you nonetheless turn it in on or before the deadline, via emailing that item to csc486staff “at” cs.rochester.edu no later than the deadline of course, as a pdf.*
I generally won’t reply to the email, but rather the answer is implicitly a “no.”

There will be no midterms and no final. There will be many exercises. You should assume that each class might have exercises—some might have more than one, or some for home and some for class.

Please use only black or blue pen (no pencil allowed) on handwritten (scanned, of course, into PDFs) turn-ins and even in computer-generated text (such as if you typeset exercise answers on a computer) please don’t use the colors red or purple, as we may use those when we annotate or grade things. As to in-class exercises that will be graded, ideally you’ll do those in black or blue pen (and then will scan or photo them and send them right in), but if you truly feel that writing in pencil is far better for you than using pen, you may do your in-class quizzes in (black, number 2) pencil; you may if you want typeset them, but that usually takes extra time, and one exercises you probably want your time for solving things, not for writing LaTeX commands.

By the way, if you see in Blackboard a 0.01% as your grade on an exercise, what that means is the following: If you don’t submit something, we of course record a 0.00%. But if you hand something in and get a zero (or even any grade between 0 and 0.01%), we will often record it in Blackboard as a 0.01%, so that we can see that you did hand it in.

As mentioned earlier, depending on how the course goes, we might do discovery-based learning for the entire rest of the course once we start that part of the course; or we might have a superchunked in-groups project in the form of tackling and presenting a topic (which might be an interesting paper I assign your group or might be some chapter that I assign your group from a textbook, most likely Hemaspaandra and Ogihara).

Anyone with a documented disability for which accommodation is relevant to this course should please have the appropriate university office inform me of this and the related accommodations immediately (and should please speak privately with me at my February 8 office hours so we can start on the logistics related to those accommodations).

Typically, during in-class exercises (and home ones too but those are covered above) you should not ask any questions; see $\beta$ above; aha... see... we now have actually invoked that label! If you see on a quiz something that you’re sure makes solving the problem impossible (or equivalent to something such as resolving P versus NP that is something I wouldn’t possibly ask you on a quiz) or makes the problem meaningless or incoherent, what you should do is that as part of your answer you or your group should clearly explain what you have noticed, and why it seems to make the problem impossible or meaningless or incoherent. If what you notice seems to be a very minor technical typo and you are sure it is and you see the correction, you probably should note that, fix it, and the solved the fixed problem (but if the original one was really what was meant, you probably won’t get credit—if this is a graded-excise setting—if you change it to a different problem; and just noticing for example a spelling error or a missed “the” doesn’t get you out of having to solve a problem).

Timing of the Reading, in the Context of Discovery-Based Learning: For the discovery-based learning in class to work well, it is extremely important that you do the readings in the time periods in which I assign them. Obviously, you should complete each reading by its “Due” date/time. But I mention that, though doing so is not forbidden, if you try to read ahead in order to guess and find the answer to a day’s discovery-based learning challenges, you may be cheating yourself of much of what the course offers. The challenges are to help you explore and learn and prove, and to learn how to prove, but if you come in having read an answer intentionally, you won’t get that effect.

That is, if you pre-guess or pre-read a problem/solution, you’ll be doing more harm than help to your learning, as you’ll have lost the chance to work to find the insights that the exercise I assign is

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7 Caveat: I mean once we get past the prefix of the course that will take around four weeks and will review/cover the basics—and possibly some far more than basic things—about computability and complexity.
hoping you and your classmates will reach.

After some in-class discovery research days, I’ll on the web site or via Blackboard-announce post reading that covers or is related to what we just learned. In those cases, you absolutely should do that reading before the next class (or by its due date, but the due date will typically be the start of the next class in such cases).

**Zoom Issues and Moving Information Back to the Main Room:** As to the main room, I encourage you to have your Zoom video feed always unmuted. Having a sea of faces as the “tiles” in the gallery view makes the class feel far more live and real than if it is just tiles with names or static pictures. (If we have bandwidth/etc. problems, that request might be changed.) However, please keep your sound muted in the main room, except when speaking or part of an actively going conversation, so that your supersmart pet dog Fido’s barking doesn’t get sent to the whole class.

As to breakout rooms, when in them please always be sound-unmuted, and (unless you have some important reason not to, e.g., your setup does not support it or etc.) please keep your video on. Those rooms are you interacting with a small number of your classmates, plus whatever course staff members rotate by to touch base. But, beyond that, you are expected to all be active and participate in the breakout rooms. And if a course staff member pops by a breakout room, we expect that all its members will be there and responsive; if we come to a breakout room and it has three person-tiles but there is no conversation or work going on and no one answers our query as to how things are going, that would be a bad case. If it happens repeatedly, we might even start keeping track of such things and announce a change in the course grading basis to make this an aspect of it (from that point forward). But I trust that everyone will be at and responsive at their breakout rooms. It is part of taking the course, and is important to your Zoom-roommates.

Finally, before leaving a breakout room, please make sure that whatever solution/picture/etc. you have reached is captured by at least one of your room’s people in some way such that that person can, if your room is called on to present, share that work via Zoom screen sharing with the entire class. (You should not need to ask the entire class to go to some specific URL. Your group needs to itself be able to provide its work to the class and the recording via Zoom screen sharing; do note that Zoom allows a variety of things to be shared, though what your platform is may affect what that variety is.)

**Regrading:** Most of your chunks will come from the grades I assign to exercise solutions you or a group put up on the board, or to your superchunked presentations/slides on a paper or chapter, and regrading does not apply to those. But if, for example on an in-class exercise, if any, where you individually write a solution for grading and we hand it back (by email, typically) graded and with comments, on those you can ask for regrading during the 48-weekday-hour window from when they are given back (the window applies even if you skip the class where they are given back), and to do that, you must notify us (only via the email address “csc486staff” in the domain cs.rochester.edu—not via my personal email address—since “csc486staff” sends it to me and the TA) of that via email within 48 weekday hours (i.e., Sat. and Sun. do not count against those) of it being given back, along with an emailed explanation of what you feel was graded incorrectly, and an emailed color scan (B&W is ok only if you don’t have access to a color scanner or color smartphone camera) of your entire graded item (all parts of it—not just the lines you are asking for a regrade of). Note that the entire item that you are asking to be regraded may be regraded (not just the issue about which you are asking), and the grade may move either up or down (and moving down is a very real possibility, e.g., if I (or the TA) discover that a the TA (or I) I missed some errors, or just graded overgenerously, relative to what the regrader thinks during the regrading. The TA or I will usually send you the outcome of the regrading within a week of when you make your regrading request, although that is not a promise; rare cases may take longer. Also, a regrading request is irrevocable;
once you make it, you cannot withdraw it. And regarding the scan you must submit, it must be identical to what was handed back to you; altering what was handed back to you, in any way, before scanning it for a regrading request will be treated as an Academic Honesty violation.

When does asking for a regrade make sense (and when does it not)? It makes sense to use regrading if we gave you almost no credit for an answer that in fact was correct; regrading is not there so students can try to argue their way to a few more partial-credit points on an incorrect answer.

The only exception to the above time limits and scheme is that during the last 10 calendar days before the last day of classes (i.e., from April 27 onward), the 48-weekday-hour period is replaced by a 24-calendar-hour-after-it-was-returned-to-you time limit for being submitted for regrading (so look over things given back during the last ten days within the first 24 hours of getting them back, please); again, most chunks are not even relevant to regrading, so this likely does not apply anyway. (Classroom attendance generally—unless we find that Qwickly has somehow broken down—can’t be appealed as it is done precisely and via Qwickly, and so if you were there and did the right thing at the right time, you should have been recorded.)

**Texts:**

(required) Bovet and Crescenzi, Intro. to the Theory of Complexity Classes, *the online edition—NOT the earlier printed edition*.

(required) Hemaspaandra and Ogihara, The Complexity Theory Companion, Springer-Verlag. (Both the softcover and the hardcover versions of this book are equally good to use; but UR’s library gives you free access to the book as an e-book, so you might as well use that version!)

(recommended but actually we’ll very, very rarely refer to it, if at all) Papadimitriou, Computational Complexity, Addison-Wesley.

Currently, *Bovet–Crescenzi is kindly made available online by the authors via a Creative Commons license*; you can typically find that online (it currently seems to be available at https://www.pilucrescenzi.it/wp/wp-content/uploads/2017/09/itc.pdf, and to the best of my knowledge that is a valid thing to download, though I’m not a copyright-law expert.

Also, *the UR library has arranged, due to some access agreement for lots of Springer’s content, online access to the entire Hemaspaandra and Ogihara textbook*. So you may well be able to avoid the need to buy either of those books, if these electronic versions really are available.

Also, your own notes (whatever notes you take in class) surely will be useful to you.

**Books on Reserve:** Due to COVID, at the time I write this the library is not allowing faculty to put any (paper) books on reserve. The Hemaspaandra-Ogihara can be accessed simply by going to it in the UR library online catalog and going through the link there to the online resource.

**WWW Site:** You are expected, as part of taking this course, to visit the course web site

http://www.cs.rochester.edu/u/www/u/lane/=courses/=CSC486/

frequently (i.e., wise would be to peek at it relatively often each day—indeed, it makes a very good homepage for your browser!). *Be careful to make sure your browser isn’t caching and showing you an old version that you previously visited (browsers love to do that).* The web site will be a path that I will use to post reading assignments (and my quick description of what the topic of each past class was). The web site may also have other useful information.

Note that I usually don’t send a BB announcement when I add Notes to that web page. (I assume either you look at it often yourself (the Notes, if any, go up under the session-by-session
blocks, in chronological order, and so it is easy to see what the most recently added Note(s) are), or that—since you are CS students and so know your way around computers way better than I do—you added to one of your browsers the existing extensions that notice/alert when the page is updated or, even better, that you use something like Follow That Page; do be careful though... after the first moment I save a changed version, it can take a minute or few for the page to stabilize, as I look at it and see if the update I merged into the main page came out ok after the merge-in and if not I quickly fix things. I very highly recommend using Follow That Page (at least if it still is a free service) to be automatically notified of all updates to our home page; it is at followthatpage.com and I am told it takes just about 90 seconds to get everything set up and running.

**Blackboard Announcements:** Some day-to-day reminders/announcements (aside from those made verbally in class) may be transmitted using the Blackboard “Announcements” feature. You can see these announcements within Blackboard. By default, Blackboard will not send you these by email (except I can by hand-checking a special box each time override that and I try to remember to, but I make no promises about always remembering; so...). But you can, by changing your settings in Blackboard, arrange for it to do so (although the UR Blackboard administrator warns you that that option is not necessarily reliable; and so you even if you have it turned on you should very frequently peek at the course’s Announcements area within Blackboard). You definitely should do so; I assume that you have, and that you thus are quickly getting all late-breaking updates!

So, how do you turn on email notification of Announcements? Here is how, thanks to the UR Blackboard Administrator (disclaimer: I have not tested this to see if it works under the current Blackboard version):

In your main Blackboard screen, click on the caret or “V” near your name in the upper-right, then choose Settings, then choose Edit Notification Settings. Fixing your general settings won’t save you; the course ones override those in a bad way. So under Edit Individual Course Settings, select this course, and then check the Email box at the top of the email column, and then make sure to click on Submit. (If you get a big red error screen when doing this, wait a few minutes and try again at few times; Blackboard is prone to such errors but they usually go away in a few minutes when one retries.)

**Fun with Numbers:** Although the course is both CSC286 and CSC486, depending on which you are registered under, I’ll often just refer to it by one or the other of the numbers (or sometimes as CSC286/486 or CSC2/486).

**Various Other Good Stuff on the Course Web Site, Including Advice on Presenting a Paper:** Please note the “Useful Links” section on our course homepage, which contains many items. For example, that section contains a link to excellent guides by Parberry and Parberry-Spillman on how to present a paper; these should be big help in preparing your group presentations on the second part of the course (if we this year have group-based paper- or chapter-presenting).