



THE

FIREWALL

AUGUST 2009

COLLEGE OF COMPUTING

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RESUMES 101

**TIPS AND TECHNIQUES THAT WILL
HAVE EMPLOYERS FLOCKING
FOR AN INTERVIEW!**

PLUS!

CAREER FAIR 1.0

COMPLETELY REVAMPED, REWORKED!

iPHONES AND FOOTBALL

FANS USE iPHONES EN MASSE DURING GAMES

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AT A GLANCE

A VIEW OF WHAT'S IN STORE



RESUME 101

TIPS AND TECHNIQUES TO GET YOUR RESUME OUT OF THE PIGEON HOLE, and your body into potential employers' spotlight.

Article written by: Tom Pilsch, Assistant Dean of Students in the College of Computing

BARCELONA!

THE FIREWALL Chief Copy Editor, Chris Russell, shows us around the beautiful city of Barcelona with his collection of photos and accompanying article, from his adventures abroad.

Article and Photos by: Chris Russell



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WELCOME!

A LETTER FROM THE FIREWALL PRESIDENT

As THE FIREWALL steps into its second year of publication, I would like to present to you the special back to school edition on behalf of THE FIREWALL team. This monthly student run magazine focuses on helping the students with career choices, growing in their community, and improving their college experience. This specific issue will help you prepare for the upcoming career fairs, share summer study abroad experiences, and give you all the insight you need on academia as well as extra co-curriculars. It is my pleasure to announce the RELEASE of our brand new website- www.gtfirewall.com. The website is the best place for you to network with other students, showcase your projects, connect with the alumni, and enjoy numerous cool features. I urge all of you to visit the website and use it towards your benefit. We appreciate any feedback you might have by using our website to communicate with us. We would like to thank each and every one of you towards making THE FIREWALL a success and on behalf of THE FIREWALL team- here's wishing you a great fall semester ahead!

FIREWALL PRESIDENT
MANSI SHARMA

INTERESTED IN HELPING SPREAD THE FIRE?

THE FIREWALL: The College of Computing's first and only monthly magazine

Want to know how you can contribute to the student community?

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Experience is welcome but by no means necessary!

FOUR TIPS TO TRIUMPHING IN CS 13XX



BY KARTHIK NARAYAN

Hello there! If you're reading this, most likely it's because of one of two things. Either, A, you're a freshman trying to figure out how to study for your introductory CS courses, or, B, you're a non-computing major, but are ripping your hair out over what are supposedly some of the harder classes Tech has to offer. Here's the inside scoop from a computer science TA; use these four fabulous tips to snatch away those free A's!

Tip 1: A Few Comments about Comments (+10 points)

Introductory classes often admonish students on their abilities to comment code. Homework typically represents a large chunk of your grade in introductory courses, and, many times, points are deducted because of "inadequate or insufficient commenting"; these points aren't inconsequential either... often, they can be worth up to 10 percent of an assignment. How do you keep your TAs from stealing these points?

The most important parts of an assignment to comment are function headers, unclear if-statements and loops, and any unclearly-named or strangely-used variables.

Remember that comments are really what they are: comments. They aren't meant to painstakingly describe every single line of code or be profound statements from Voltaire; keep them short, sweet, and descriptive, and gone will be those days where comments cost you points!

Tip 2: Cracking code in a nutshell (+20 points)

If you have taken a class which asked you to program a function involving casework, you may have lost points because the function didn't work in all possible cases. Sometimes, the missing cases are esoteric and farfetched, leaving students scratching their heads thinking, "When would people even use such cases?" These pesky trick cases can rob students of letter grades on assignments which may have taken days to complete. So how do you avoid losing points on strange test cases?

I usually go with what I call the extreme approach. First, make sure your program works for the most extreme cases you can think

of; for example, if you're making a program which adds a value to a list, make sure you can add to the beginning, to the end, and to an empty list. These are the extremes. Next, make sure you can add to the spot after the first value and before the last value. These are the less extreme cases. If your code

“STUDENTS WHO ACTUALLY UNDERSTOOD CONCEPTS... PERFORMED BETTER ON EXAMS”

can handle these, move on to the obvious cases; in our scenario, try adding values to the middle of the list.

To make your code even more secure, check that you have all the cases with your textbook. Finally, don't forget to test your code as extensively as a TA would by creating a separate program dedicated to cracking your code. If you want to be even more thorough, place assert statements (look this up if you don't know what these are) at key points in the program to ensure that everything goes according to plan.

Tip 3: Applying applets (+30 points)

How many hours have you spent

puzzling out how pointers really work? Or how an AVL tree balance itself? Or how a particularly tricky for-loop worked? Unless the answer is, “I got all these concepts immediately, without cracking a book or attending class,” a good idea is to find an applet that helps.

The use of online applets is one study technique that works especially well; whether you're trying to comprehend how a while-loop terminates or how an AA-Tree rotates furiously, concepts are often easily visualized.

Ask your TAs for such applets and tinker with them; the more you work with the applet, the more you will understand the concept.

Tip 4: To memorize or to learn? That is the question. (+40 points)

Contrary to the principles of many of your other classes, computer science ideas aren't amenable to memorization. When your professor lectures on the Big-O (i.e. efficiency) of a piece of code, he or she may refer you to the textbook for the proof of the formula. Now, truthfully ask yourself... would you rather read the proof of the efficiency, which would take ten minutes, or just memorize the answer, which would take ten seconds?

As a TA for CS 1332 last semester, I observed that students who

actually understood concepts instead of just memorizing a set of steps consistently performed better on exams than to those who merely memorized concepts and facts. ■

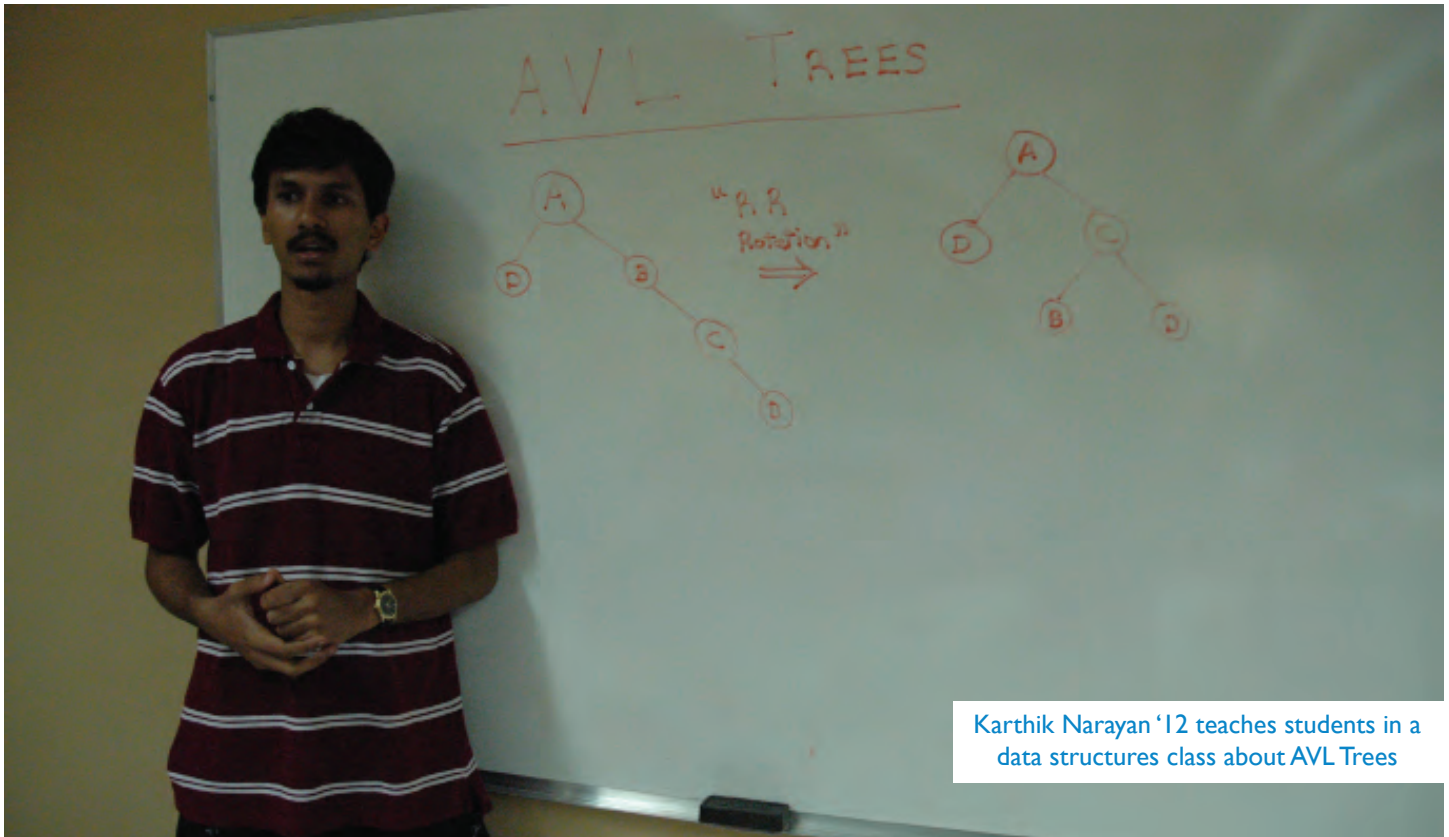
Quick Tips

- **Teach your classmates concepts and have them ask questions**

- **You are your best teacher; if you don't understand something, ask! Don't expect the TA to automatically know what you don't understand.**

- **Before you ask for help, try to figure it out yourself. If you muscle through a concept on your own, the solution will stick with you better than having it dropped in your lap.**

- **If you think an assignment may have been misgraded, ask your TA for points back nicely; remember that pestering them will only them less willing to help.**



Karthik Narayan '12 teaches students in a data structures class about AVL Trees

BEING A TEACHING ASSISTANT (TA)

COMPLEXITY, BABIES, AND THE ROCK

BY KARTHIK NARAYAN

When I first entered Georgia Tech as a first year Computer Science major, I was overwhelmed by the breadth of classes offered. Which classes should I take: CS 1332 or CS 2340? CS 1050 or CS 2110? CS 1171 or CS 1371? I felt like I was in an eye examination, when the doctor just wouldn't stop asking, "Choice 1...or choice 2?" After spending three hours wading through the entire curriculum, I reluctantly settled on taking CS 1332, and crossed my fingers, hoping for the best.

Then, October of my freshman year, I learned that undergraduate students could actually be TAs as early as their first year. I thought to myself, "Why not give it a shot?" and filled out the application online to see how I would fare. Three weeks and one interview later, I received an email informing me that I was accepted for the position. I waited anxiously throughout winter break, and started working as a TA last spring.

Since the first day on the job, I have considered myself the luckiest person for having taken that

opportunity. For me, the best part about TAing was conducting recitation. That's the part where students don't see you as a grim reaper who eats GPAs for breakfast, but instead see you as a teacher. In recitation, TAs can be as creative or mundane as they like. Personally, I tried to strive for the former, as I figured that students would learn more if they weren't bored stiff. Predictably, I was correct.

When students didn't understand a concept regarding complexity (why $O(n^2)$ is the same as $O(n^2 + 2n)$), I compared it to a wrestling match

where a computer scientist would be squaring off against The Rock and his assistant, a baby. In this case, when the computer scientist faces this duo, he would be more concerned about the Rock, $O(n^2)$, than the minor inconvenience of the toddler, $O(2n)$.

Though the example above was slightly eccentric, it worked! Generally, I've found that by using the strangest of analogies, students retain much more of the material. Occasionally, you may hear stifled giggles during the test when students stumble across that big-O question, but you can bet they will blow that question out of the water. ■

“WHY SHOULD I DO RESEARCH?”

WHEN SHOULD I START?

HOW DO I GET STARTED?

WHO SHOULD I RESEARCH WITH?

...WHAT WILL I BE DOING ONCE I START?”

HEADFIRST INTO RESEARCH

A DISCUSSION WITH DR. AMY BRUCKMAN



BY CHRIS RUSSELL

Whether or not it factored into your choice to attend Tech—or if you're even aware of it—research is to Tech as moisture is to the Pacific: it just wouldn't be the same without it. The CoC undoubtedly holds its own in this area too; hundreds of projects are taking place throughout the College at this moment, ranging from smart cars and houses to algorithms and cryptography. The best part? Undergrads are almost always a welcome addition to most research teams.

Students interested in doing research typically face five questions en route to a project: Why, when, who, how, and what? Or, more specifically: Why should I do research? When should I start? How do I do I get started? Who should I research with? And, finally, what will I be doing once I start? Dozens of Tech seminars, brochures, and programs have already made attempts at answering these questions, but last spring I had a chance to talk with Amy Bruckman, the chair of the Undergraduate Research Advisory Group and one of the designers

of Tech's Research Option, to see how students in the College of Computing should go about answering these for themselves.

The first question is, of course, why should you be interested in doing research? Research is by no means a requirement for undergrads and is a major time commitment, so why bother?

There are, unquestionably, many pros to doing research, one of which being the attraction of working on the cutting edge of something, rather than just doing the standard grunt work of school. Bruckman says, "Research is about discovering something that no one understands... It's not about, 'How many people have written the same program before?' or, 'How many people have written the same paper before?' but really is something new."

There are, of course, other, more tangible benefits associated with doing research as well. Research can be done for either credit or pay, with the former being more common for first-time researchers. Research projects can also be done for a senior capstone project as well, though, again, this is typically only an option for students who have been working on a project for at least a semester.

Another plus that people often overlook when considering research is the fact that it lets them get to know faculty members on a much more personal basis,

something that comes in handy when potential employers ask for letters of recommendation. Having a professor write a recommendation by pulling your name and grades from T-Square will work in a pinch, but the results will be exponentially better if he can describe you and your work in detail.

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Bruckman emphasizes how this is can be an invaluable tool for forwarding your career. She says, "You could get the top score in my class, and I could write the nicest letter possible, and it will say things like, 'John did great in my class, his assignments were excellent, he asked good questions, [and he] seemed like a nice guy.' But what else can I say? I'm running out of material here.

"If you work in my lab, I can say, 'He works hard, he had this original idea that turned into a publication, he takes initiative, he has good

work habits, I think he's particularly smart in the following dimensions.' I could go on for pages and say much more, and that's what makes the difference, whether you're applying to grad school or a job." Now, having decided why you should do research, the next question is when to get started? There is a bit of a range when it comes to how much experience is required, and this should be taken into account. While some projects have positions that a freshman could easily fill, many others require at least some knowledge of the field prior to getting involved. According to Bruckman, a good rule of thumb is to look around for a research area that interests you, then take the introductory course in that area. Students interested in researching graphics, for example, would probably have better luck getting involved if they have already taken Introduction to Computer Graphics.

This occasionally requires a bit of creative scheduling. Bruckman states, "A lot of the time, people don't take intro to graphics until their senior year, but if you get your sequence of prereqs right, you can take it earlier. What you want to do is, say, 'I'm really interested in, say, robotics,' and look at the sequence of prerequisites, so you can try and get that class in as early as possible." In contrast, however, some areas are relatively simple to get involved in early, as their introductory courses have few or no prerequisites.

While helpful, keep in mind that this is only a rule of thumb. Dozens of students get involved almost immediately after arriving on campus and do very well. In fact, many professors like getting students as early as possible, as it means that by the time they graduate, they know as much about the field as some of the grad students.

Once you feel ready to get involved and know enough about a field to hold your own, the next step is finding a professor that specializes in that field. One of Tech's major perks is that students have the chance to take classes from world-class researchers, and those interested in doing research should be ready to take advantage of this resource. Bruckman says, "I think the easiest thing to do is to find a professor you took a class with that you really liked, and, before you approach them, read about their work on the web. Read some of their papers... Get to know what they do, what their method is, and if the more you read, the more you think this is cool, that might be the right person to approach."

After deciding whose research interests you, the next step is approaching them, and, again, a little bit of prerequisite work goes a long way towards making a good impression. Be polite, send a well-formatted resume, and show that you really are interested in the subject (again, reading a few



Tech Square Research Building is home to various computing research projects.



of the professors papers never hurts!), and professors are likely to be fairly responsive. In other words, do not email a half-dozen professors vague requests; pick one or two professors whose research really interests you, and show them that you've done your homework, and the results will typically be pretty favorable.

What you'll be doing will, obviously, vary from project to project, but rarely will you start out in charge of anything major. As Bruckman states, "It's like any job: you start off doing simple things, and move more and more towards the center of the activity as you gain in responsibilities." What is often the case is that new undergraduate researchers will start out by

helping a grad student with their research, then, as time goes on, having more and more research that is their own.

Students interested in learning more about undergraduate research in general should check out the UROC (Undergraduate Research Opportunities in Computing) website at www.cc.gatech.edu/research/undergraduate. For more specific information on individual projects, the CoC website is an excellent jumping-off point for finding links to professors' and labs' sites. ■

COOL AS “ICE”

THE INSTITUTE OF COMPUTING EDUCATION

BY VINUTHA PRABHAKAR

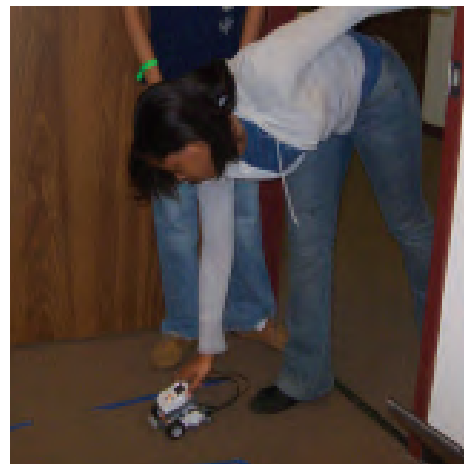
It's common knowledge that computer science is a versatile field. With applications in Biology, Chemistry, Physics, Math, and dozens of others, it seems that computing has a foot in the door pretty much everywhere you turn. But what about education? For years, computing applications for education has been a young and slow-growing field. Recently, though, the field has really begun to blossom and now, some amazing research in Educational Technology and Computing for Education is being conducted at Tech as we speak.

One specific program is the Institute for Computing Education, whose goal is to increase the number of both computing students and instructors in the state of Georgia. I started working for ICE back in Fall '08, and the experience has been incredibly rewarding. During the school year, we would typically spend weekends hosting workshops on campus for Girl Scouts, and, on weekdays, some of the ICE assistants would make trips to schools to teach after school programs on computer use. In order to increase the number and broaden the diversity of students interested in computing, these programs had a broad curriculum aimed at



getting demographics not typically interested in computer science (in this case, young women) excited about the field.

Students were exposed to several kinds of multimedia, and given the chance to play with LEGO NXT robots, create 3D movies and games using Alice (software aimed at teaching basic programming concepts), and use Scratch to create animations and PicoCrickets—interactive and intelligent pieces of art. Recently, we also added Pleo—a robotic dinosaur programmed to act like a real pet—to the curriculum, and the robotic lizards have been a major hit in getting the young girls excited about computing (perhaps too much so; the first day we gave them to the girls, they got so sucked into them that they refused to leave for lunch).



Apart from girl scouts and after school programs, we also taught several Mom/Dad and Me workshops. Initially, many of the girls we talked to and recruited last fall weren't really interested in a computing workshop, but after getting a chance to try their hand at PicoCrickets and Alice, they adored the ideas and immediately changed their tune.

It never ceased to amaze me what these kids could think up. Last spring, for instance, a group of Girls Scouts used Pico Crickets to create a multicolored "magical lantern," and in a recent high school workshop, a student used Alice to create a 3D animated concert with cheerleaders that looked like it came right out of a professionally animated cartoon.

During the summer, ICE partnered up with CEISMC (the Center for Education Integrating Science, Mathematics, and Computing) to provide workshops for elementary, middle, and high school students.

They hired two teachers who taught the workshops as if they were actual Tech classes. In addition to teaching these workshops, ICE also made sure the students were exposed to Tech's campus and current research projects in the CoC to get them thinking early

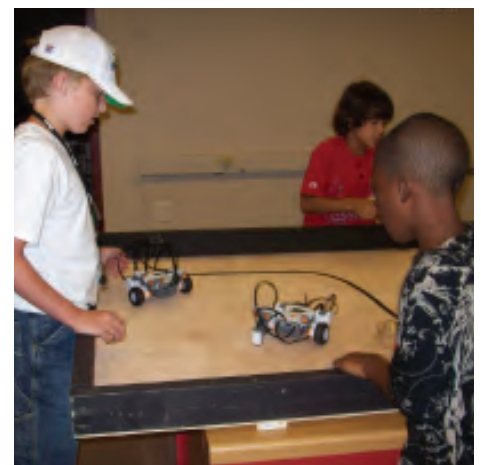
"IT NEVER CEASED TO AMAZE ME WHAT THESE KIDS COULD THINK UP."

about pursuing computing as an area of study in college. Elementary and middle school kids got a chance to learn about top-notch research and watch demos at TSRB (the Technology Square Research Building), while older students were shown around Tech's campus and learned more about the school itself.

I can't speak for others, but as a kid, the only exposure to technology I had was my family's

PC. Comparatively, these kids are amazingly intelligent and incredibly excited about technology, and have been exposed to technology at a much younger age than most current Tech students. What the future holds for computing is yet to be seen, but if these students are tomorrow's computer scientists, it should be a sight to see.

As mentioned before, though, ICE doesn't just focus on students. In addition to working with children, ICE hosts 1-2 week workshops during the school year and summer for computing teachers, and its founder, Barbara Ericson, visits classes to provide feedback and assistance. One of ICE's goals is to increase the number of AP-certified Computer Science teachers in Georgia, and to achieve this, training in teaching programming and Java is provided for teachers with little or no experience. ■



LAYMAN'S GUIDE TO THE CURRICULUM

BY STEPHEN HILBER

You know how some people I can spend what seems like years choosing what to wear for absolutely any occasion? You know how they'll debate and debate over which dress is the right dress to wear, whether a suit is too formal, or whether their shirt matches their shoes?

Yeah, that's basically our college.

Now obviously Dean Foley hasn't been shopping for a skirt and blouse to drape around the entrance to Klaus, so we're not talking clothing here. Instead, what we've been indecisively fretting about for the past few years is what classes should make up our curriculum. What's more, we burned down our metaphorical wardrobe a few years back and started afresh, and have cycled through enough classes to make your head spin like cat a dryer. Fortunately, we've recently managed to iron down our curriculum options to a nice, neat, manageable set. After four years of moving everything around, however, the closet's a bit of a mess, and anyone who wants to actually find anything in it needs either a trained spelunker or a color-coded spreadsheet and map.

To help you better understand

the options available to you as a student in the College of Computing (and to move away from this worn-out clothing metaphor), I've taken the time to assemble a guide to the curriculum options you face as a student in the College.

First up is the **Computational Media** major. Instead of spending your time with one College exclusively, you'll be dancing with both the College of Computing and the School of Literature, Communication, and Something Else with a 'C' in it.² Rather debonair of you, no? Unlike a real ménage à trois, though, both parties are quite OK with you flitting between them. You'll take a mix of liberal arts and computing classes, getting the best of both worlds in the process. The experience you'll earn in technical and creative disciplines is top of the line, and will qualify you for an endless variety of jobs.³

For those of us whose parents didn't pass on a the creativity gene, we have the endless variety of the Computer Science Threads™ curriculum, where you get to choose two mini-majors called, what else, Threads™. You've got a list of eight eager, lovely, and decidedly available Threads™ to choose from, so you've got plenty

of choices. To those lacking in the decisiveness category as well, while you have to declare your major, you never have to actually solidify which Threads™ you're taking. If you want to switch, you just switch.⁴ Be careful, though—you have to spend enough time with two of them in order to actually meet the requirements, graduate, get a job, and get out of here, so make sure you don't spend so much time show-boating around that you can't settle down at the end.

Of course, no description of such polyamoric bliss would be complete without introducing the lovely bachelorettes, so, without further ado, I present to you the eight lovely threads you'll be getting to know over the next four⁵ years:

Modeling and Simulation:

For those of you that are really into the visuals, with maybe a bit of roleplaying on the side. You'll have a lot of fun delving into high performance computing and building detailed and satisfying simulations; unfortunately, you'll find this thread to be a bit high maintenance⁶ with all the differential equations you'll need to learn.

Devices: With this thread, it's

all about the toys. Whether you specialize in wearable electronics and other types of embedded computing, or choose to focus on building and programming fully operational robots, you won't run out of fun things to play with.

Theory: While other threads may be flashier or more exciting, they all need to have a nice heart-to-heart with Theory from time to time. Here, you'll cover all the foundations of computer science, which includes such varied topics as abstract vector spaces, algorithms, and what puts the 'science' in Computer Science.⁷ If you want a nice, stable thread to go slow and steady with, here's your girl.

Information Internetworks: This one's for all the socialites in the College.⁸ Spend time with this thread and you'll learn all about networking, the Internet, and every conceivable way two computers can talk to each other. You don't

always have a grasp on what she's saying, but if you've ever spent time with a talker, you know that what you say back to them doesn't really matter that much anyways.

Intelligence: Some machines can be real lookers, but if they don't have the smarts to keep up with a Georgia Tech student like you, it's not going to be a satisfying relationship. There are two ways you can circumvent this problem: either work on getting your current options up to speed or learn to design your own artificial intelligences.

Media: The pretty, flashy thread that keeps up with all of the latest fashions. Digital animation, computer graphics, and audio design are just a few of the subjects you'll gain mastery in, and you'll learn to apply them to boot! You'll even learn enough from this thread to keep up with the latest discoveries in these fields yourself. You may, however, find yourself flat

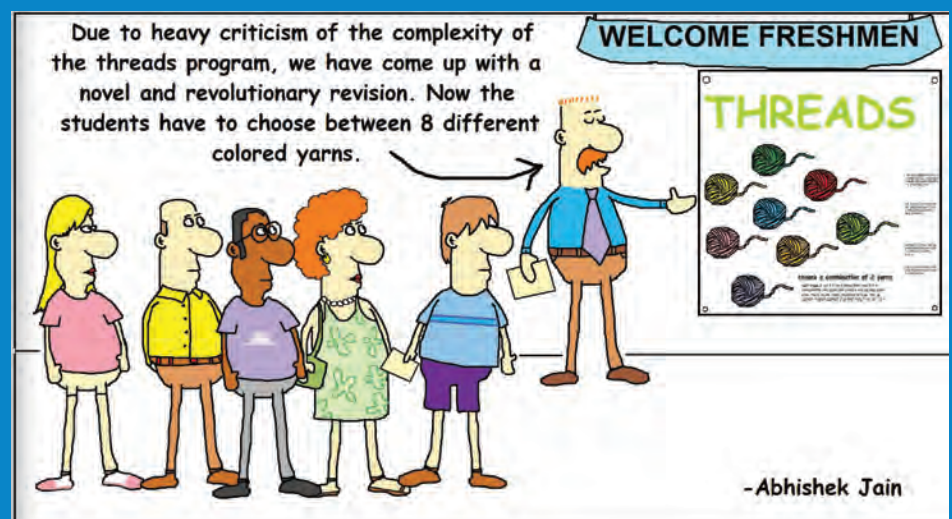
broke after buying all the licenses to the software you need, but hey, it's cheaper than jewelry.⁹

z This thread teaches you what people skills are all about...if by "people skills" you mean cognitive science, human perception, and the design of educational technology.¹⁰ While you'll gain a tremendous amount of insight into how people work and think, that insight is probably best kept boxed up if you ever find yourself on a hot date.¹¹

Platforms: Finally, we come to the thread that wants to schedule every single activity down to a 't,' no matter how simple or straightforward. Of course, when it comes to designing and maintaining the operating systems that drive every computer on planet Earth, it's nice to spend time with a thread that will show you not just how to make everything work, but how to do it all with blazing efficiency. ■

A COMEDIC LOOK AT THREADS

BY ABHISHEK JAIN





Laying the groundwork: Students attend the Career Fair in hopes of being hired.

HITTING THE CAREER FAIR

TIPS FOR MAKING THE MOST OF YOUR CAREER FAIR EXPERIENCE

BY AJAI KARTHIKEYAN Do Your Homework

Most career fairs—Tech’s included—publish a list of companies attending the fair well in advance. Take a chance to look over this list and do some background research into the companies you’re interested in. Pay particular attention to what job opportunities interest you, but build up a good base of knowledge about the company in general as well. Asking representatives specific questions focused on their company and the position you’re

considering shows a genuine interest in the company.

Clean Up and Dress Right

The old adage that the first impression is the best impression still holds true. Though only business casual dress is required at most career fairs, business professional has more often than not become the norm. Also, watch out for dirty shoes, undone buttons, and stains. For guys, shaving is advised but well-kept facial hair is acceptable as well.

Resumes, Resumes, and More Resumes

Bring enough resumes to last through two career fairs and more. Nothing is more disappointing than not being able to give a potential employer your resume because you are saving your last one for the company you really want a job with. Another good idea is to print your resume on resume paper—higher quality paper normally of cotton and available at most office supply stores (Tech’s bookstores included). Remember that the goal here is to stand out from the crowd, and every little bit helps.

Time, Time, and More Time

Arrive early! Career fairs are usually least crowded at the beginning of the day, and, aside from avoiding the crowds, the longer you are there, the more time you have to talk to people. Also, keep in mind that you don't waste time waiting in a line if you are the first person in it. Also, note that the most crowded times are those when everyone has a break. If possible, try to avoid lunch hours, closing time, and the free hour from 11 am to noon on Tuesdays and Thursdays. Smaller crowds mean less time waiting to talk to recruiters and more time actually getting to know them (not to mention less time sweating in a suit or balancing on heels!).

Get Your Bearings

Once you arrive at the fair, take some time to familiarize yourself with the place. Take a look at the map and walk around the room a few times. This will allow you to double-check representatives' locations as well as give you a heads-up as to where the lines and crowds are.

Prioritize

Make a list of companies you want to talk to and prioritize them. Try to start with someone low on your list (or even one not on it); the practice will get you warmed up and help you relax when you reach the companies you're more interested in, not to mention potentially opening up another employment option. Be sure to

balance this with the fact that there will be a lot of wait time, and that you will most probably not have enough time to talk to everyone on your list (especially if you plan on speaking with several companies).

A Firm Handshake

Nothing beats a firm handshake, a smile, and a quick, "Hello". Handing the representative your resume after this is ideal.

Be Flexible

You never know what can happen. The specific job you were gunning for might have already been filled, or, on the other hand, new positions might have opened up. Be flexible and hope for the best. Another time where flexibility is key is when you have to make the choice between waiting in a long line for that one golden job or using that time to talk to five other potential employers for silver jobs. Note that wait times for most big names can be anywhere from half an hour to an hour long.

Take Notes

With the number of companies you will be talking to, there is no way you are going to remember all the information that will be coming your way. In particular, write down dates and time for application deadlines and information sessions, as these tidbits of knowledge have a habit of dissolving quickly. Sometimes, the representative you speak with might not have the answer to one

might not have the answer to one of your questions, and in such a case, request and note down the name and contact information of someone who might.

Exchange Cards

If you have business cards, offer one to the representative. This is an indirect way of asking for theirs. If you don't have business cards, then simply asking the representative for theirs is perfectly acceptable, too. There are many advantages to having a potential employer's business card. It gets you a direct contact with the company (with the proper spelling of their name, direct phone number, etc.) and gives you the chance to send the representative a brief thank-you note for their help (once again, making you stand out just a bit more from the crowd).

Lay Off The Swag

Yes, career fair freebies are awesome, but try to maintain a bit of professionalism when you see them. Good practice is to not take anything until the employer offers it to you. If they don't, then try to resist the urge, but at least make sure you ask before you snatch something from their table. Never grab an obscene quantity of free stuff and never pick anything out of boxes. Remember, you came here for a job, not to go trick-or-treating. ■

COMPUTING CAREER FAIR THIS FALL

COLLEGE OF COMPUTING CAREER FAIR, SEPTEMBER 15 - 16



BY TOM PILSCH
ASSITANT DEAN FOR STUDENTS

2009 will go down as the year with two computing career fairs!

Many of you attended the big three-day CoC/ECE event in February. Now there will a new, computing-only job hunting opportunity, College of Computing Career Fair 1.0, coming September 15-16.

This is a must-attend event for all computing students. Whether you will be graduating this year or are an entering freshman, this is your

best opportunity to see who is hiring and what they are looking for. This is a chance to line up a job after graduation, an internship or co-op position next summer, or just to learn more about companies that you might want to work for.

College of Computing Career Fair 1.0 is a total break from the past, with a new format, new focus, and a new location. The new format involves moving the fair to the fall and running it all day – no shutdown during lunch! It also will be held in conjunction

with the Georgia Tech Career Fair September 14-15. This is all in response to comments from companies, many of whom did not want to make a second trip to campus in February and most

**“COLLEGE OF
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of whom wanted an earlier start to their hiring cycles that tend to focus on spring graduations from other schools.

This will be a College of Computing-run event. The focus will now be entirely on computing – CS and CM, undergraduate and graduate. This is what the participating companies will be looking for, and that means more opportunities for you. CompE majors will be invited to participate, but the companies present will not be expecting EE expertise as in previous years.

Our two-day event will feature different companies both days.

And don't expect to walk to the Student Center this year. Hop on the Tech Trolley and get off at TSRB – the venue for this all-new fair. In fact, on September 15th the CoC Career Fair at TSRB and the Georgia Tech Career Fair at CRC both will be open and are just a Tech Trolley ride apart!

For additional details on College of Computing Career Fair 1.0 and for a list of attending companies as the event approaches, go to the fair Web site at:

[WWW.CC.GATECH.EDU/](http://WWW.CC.GATECH.EDU/EVENTS/CAREERFAIR)
[EVENTS/CAREERFAIR](http://WWW.CC.GATECH.EDU/EVENTS/CAREERFAIR)

One other change for this year: there is no requirement to submit your résumé early! That does not, however, mean that you don't need one!

A well-prepared, readable résumé is the first thing a recruiter will expect from you. In addition to your carefully planned 20-second as you hand it to them, your résumé is the main memory of you that the recruiter will have with the when they start thinking of potential candidates to contact for interviews. Start working on yours now, and continue building on it every day until the career fair. See the accompanying sidebar for tips on building a “knock ‘em dead” résumé

Mark September 15th and 16th on your calendar and put a sticky note on your mirror to remind

yourself to get ready for this big event. It definitely could be a defining opportunity for you! ■

RESUME 101

ENHANCE YOUR RESUME FOR COLLEGE, CAREER

BY TOM PILSCH

ASSISTANT DEAN FOR STUDENTS

Probably one of the most daunting parts of a job search is preparing a good resume. Many dread this challenge so much that they wind up paying someone to write one for them. Big mistake!

Your resume is your introduction and primary memory jogger to prospective employers. Whether you mail it in with a well written cover letter or hand it to a recruiter as you deliver your 20-second “who are you” introduction, this document is what they will keep to remember you.

No one is in a better position to write your resume than you are. After all, who knows more about you and what you have done?

Here are some tips to keep in mind as you build your first resume or update an existing one.

The purpose of a resume is to get you an interview.

The average recruiter or HR professional will spend 30 seconds scanning your resume. In that time you need to convince

them why you will be of value to their company and why you are different from the hundreds, maybe thousands, of candidates they see every year. You want to interest that recruiter enough to call you for an interview. You want to get to the “tell me more” stage.

Building that concise but compelling document will be one of the greatest challenges you will face early in your career (other than, maybe, completing your undergraduate degree), but your effort will pay big dividends. But you only have one page to do it! Resumes need to convey four basic pieces of information. To meet the basic purpose of a resume (generate an interview) you need to include four key things about yourself:

1. Your education, including programs in progress
2. Your work experience, including specific accomplishments and contributions you made in each
3. Honors and things that differentiate you, including volunteer service, international travel, and unusual talents or

experiences. High school accomplishments are acceptable for freshman but need to be phased out as your experience at Tech grows.

4. How to contact you for the interview (this should go at the top of the resume, like a letterhead)

Opinions on resumes are like noses: everyone has one! Every book, Web site or counselor will have a different style or format for resumes. This holds for the things that you will see here. There is no right, wrong or best style, but over a period of time you will pick up a hint here and an idea there that you can store away in your resume toolbox to build a document that fits your experience, personality and – most important – with which you are comfortable.

Give your objective statement some serious thought. This is the first statement a reader will see after your contact information. It is your one big chance to establish

in their mind who you are and what you might do for them. Done well, it will compel them to read on.

“MAKE EVERY WORD COUNT: YOU ONLY HAVE ONE PAGE.”

Use this to define your ideal job – the position, not the company. Where do you want to be in 5-10 years? How do you see yourself contributing to some organization? Remember that it is not about you and your goals but what you can contribute to the employer.

And like everything else in this process, it will take time to get it right and effort to keep it short.

KEEP IT SIMPLE (REMEMBER KISS!)

Never forget that you have 20-30 seconds to get them to nibble so that you can set the hook in an interview. Help them find the nuggets in your background. Make

it visually “scanable”.

LOTS OF WHITE SPACE

Use wide margins and blank lines between statements

Divide and highlight the four basic information sections

Organize for readability
Consider using tables to provide consistency and to ease updates

Use telegraphic “bullet” format where possible




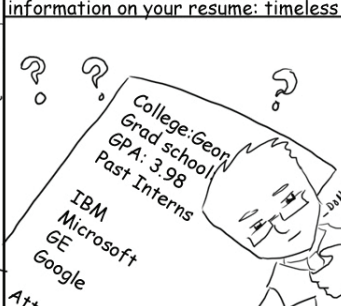
Make every word count: you only have one page. Eliminate articles, conjunctions and extraneous modifiers – just the facts!

GET ANOTHER SET OF EYES TO REVIEW YOUR RESUME

Ask a friend or, better yet, a business professional, to review your resume. Have them read it all the way through and time them. See if, in 30 seconds, they can learn enough about you to be interested in exploring further.

RESUMES BY CONNIE CHEN

Resumes

College Degree: 4 years	Summer Internships: 2 years	Graduate School: 6 years	Not putting your name and contact information on your resume: timeless
			

The document should be perfect for grammar and spelling before you get to this stage. This will be a final check before you go job hunting, but don't embarrass yourself with errors you should have caught.

“SPEND TIME EVERY SEMESTER TO UPDATE YOUR RESUME...”

Georgia Tech Career Services offers resume reviews by professional volunteers in September prior to the GT career fair. Be on the lookout for information about where and when.

ALWAYS BE WORKING ON THE NEXT REVISION

A resume is not a one-time document. It is not something you write and put away; you should be constantly improving and expanding it. More important, you constantly should be looking for things to add to your accomplishments: leadership opportunities in organizations; volunteer and service experience; research, papers or meaningful projects in classes.

Remember: you have the power of fire! You understand and can use computers. People need your skills. Some can pay you for

it, many cannot, but at this point every interaction is a potential experience that shows what you can do. Volunteer. Offer your skills. Take the initiative to use and record your skills.

Spend time every semester to update your resume, and when you walk across the stage at graduation, you will be smiling because you already nailed down the ideal job you described in your objective statement. ■

UPCOMING CAREER SERVICES WORKSHOPS

RESUME CRITIQUES

GT Career Services will have company representatives critiquing resumes in the College of Computing:

College of Computing Room 109

9/8: Tuesday, 10am to 3pm

9/9: Wednesday, 10am to 3pm

Career Services, Bill Moore
Student Success Center basement

9/11: Friday, 10am to 3pm

CAREER FOCUS

Career Services is sponsoring CAREER FOCUS:

Student Center Ballroom

9/10: Thursday, 11am to 1pm.

Company representatives will give on-going 30 minute presentations on job search related topics: Working the Career Fair, Resumes, Interviewing, Researching Companies, Site Visits, Evaluating Offers.



Just a few of the sights and sounds from various areas of Barcelona, Spain.

¡ VIVA ESPAÑA !

BY CHRIS RUSSELL

Ten weeks, three classes, two countries, eight cities, and twenty-two thousand photos. That, in a nutshell, was my summer.

Too vague? Let me try again.

This summer, I took part in Tech's Barcelona Summer Program, which, every year, takes a group of students and professors from Tech and drops them smack in the middle of Barcelona, Spain for the duration of the summer.

What sets this program apart is the whole aspect of "being there." Where many programs either hop from city to city, or stay holed-up on a college campus for the duration of the summer, the crux of this program is that students live in a foreign city for a summer, learning its comings and goings and, eventually, getting to know the city as locals, instead of tourists. The food, the housing, the transportation, and all the other trappings of everyday life are all part of the 100% Barcelonan student.

Classes, on the other hand, are all homegrown. With the exception of two optional Spanish classes, all courses taught on the program are Georgia Tech classes taught by Georgia Tech professors. Professor

Sabir Khan of the College of Architecture and Professors Frank Dellaert and Merrick Furst of the College of Computing accompanied the students this year, each teaching two classes apiece. Of these six classes, two (City Literacy, a COA special topics course, and Barcelona Leap, a CoC class on entrepreneurship) are only offered as part of the program.

One aspect of studying abroad that is often over-looked is how well you know the professors by the end of the summer. In some of the larger classes at Tech, you're lucky if your TA, let alone your professor, even knows your name. On the other hand, after spending two months crammed in a classroom with only thirty other students, you get to know your professors—and they you—on a very personal basis. Chatting after class is one thing; having a professor offer to buy you a beer after a particularly insightful comment is another thing entirely.

This is, of course, ignoring the 800 lb gorilla in the room: the fact that you're in Europe for over two months. No matter where you are, you can't throw a stone without hitting some amazing church, palace, monument, club, or beach. Whether it's spending a day climbing a mountain to

get to the combination gothic church/amusement park at the top, eating spaghetti and calamari on the Grand Canal in Venice, or screaming your lungs out while watching the Euro Cup finals, there is no shortage of things to do and see in Europe. Without a shadow of a doubt, the things you do and places you see will stick with you for years to come. After all, it's just a smidge difficult to top spying the Coliseum from the top of St. Peter's Basilica, seeing the Sistine Chapel, then taking shelter from a hail storm in a crowd of 5000 other tourists.

Everyone always thinks of the things to see and do, but, often, the people you meet are just as interesting as anything else. Whether it was playing pool with a New Zealand lawyer motorcycling his way across Europe, sharing a plate of pork cracklings—a Castilian delicacy, apparently—with a pair of siblings from Manitoba, or discussing Woody Allen movies with a Venetian school teacher on the train into Florence, Europe seemed determined to provide me with a never-ending stream of people to meet.

Of course, many of those you'll meet won't understand a word you say (and vice versa), but even when the language barrier rears its

ugly head, some things can quite easily be conveyed without a single common word. Standing in the center of Placa Catalunya, watching Barcelona finish an inconceivably successful season, it doesn't really matter if you don't speak a word of Spanish or Catalan; so long as you can throw your hands in the air and yell, "Barca!" people will cheer and dance with you all the same.

Among new experiences, new friends, unforgettable sights and people, and more of an education than anyone could ever get in an Atlantan classroom, my first summer as a Yellow Jacket was undoubtedly one of the best experiences of my life. ■



TRAVEL FAQ

BY ABHISHEK JAIN

Planning a trip to a foreign land can be difficult and tricky, leaving you confused and frustrated. But don't worry! This article will demonstrate how you can utilize the Internet and some common sense to create a good 3 day travel plan. These questions have been specifically answered for European backpackers.

WHERE DO YOU GO?

maps.google.com is the most basic tool in figuring out destinations. It gives you a good view of the connections and distances between small towns and big cities.

Tip: I personally like to use the photo tool in looking at pictures of places; this gives you a good idea of the monuments and landmarks the city has to offer.

HOW DO YOU GET THERE?

In Europe, travel by train is the most popular/easy mode of transport. Bahn.de is good website for searching for the fastest route and cheapest prices for the tickets and reservations.

Tip: France's high speed train is called TGV, Germany's ICE and Netherland's THALYS. They run upto 200 mph while the normal trains move at 100 mph. I recommend getting a Eurail pass

in your home country before embarking on your trip, eurail.com. The normal trains do not require any reservations but just a valid Eurail pass while the high speed trains require a reservation (generally 3 Euros/train) and have a separate quota for pass-holders, so reserve at least 3 days in advance.

WHAT DO YOU DO IN THE CITY?

This is where wikitravel.org comes into use. It's different from Wikipedia as it is specially designed for travelers. It gives a brief overview of the city and answers the questions like what to see, where to eat and drink.

Tip: If you plan to stick to one country and want to experience a variety of cities then take a look at the country page. It details the climate, language, visa, and regions etc.

WHERE DO YOU STAY?

Hostelworld.com and hostelbookers.com are the two most popular websites for booking hostels and budget hotels. A decent hostel/hotel can cost upto around 25 Euros/night. These websites also have a map application; try to get a hostel near a metro station and closer to the city center.

Tip: The Hostel vs. Budget hotel

debate...

Budget hotels are a little expensive (30-40 €) but give you your own room. They generally expect you keep to yourself. Hostels are cheap (20-30 €) and are a great place to meet other fellow backpackers. Good hostels have information on all the necessary amenities like tours, laundry, bars, Internet cafes, etc. The only drawbacks are the comparative lack of security/privacy, no-toiletries, shared bathrooms, and late night shenanigans.

WHAT DO YOU TAKE?

Travel light and when in doubt about something, avoid packing it. Remember that if you forget to bring something you can easily buy it in Europe.

Tip: Don't forget a European phrasebook!

MORE QUESTIONS?

Wikitravel.org is the best resource for any other questions which I might have overlooked.

Enough said, Bon Voyage! ■

WORDS OF ENCOURAGEMENT

FOR THE FRESHMAN CLASS OF 2009-2010



BY NIKEA DAVIS

First, I would like to welcome you to the CoC community and the field of computing. Glad to have you! I hope you make a lot of good friends and have a crazy fun time.

Back in medieval days, when I was a freshman, I had many opportunities to get involved with different organizations, attend once-in-a-lifetime events, and meet some of the most knowledgeable, influential people on campus and in the computing field. As time has gone on, though, I have come to believe that you—as a freshman—are one, if not the most, valuable asset to the CoC community. Whether or not you realize it, you bring along fresh ideas and the enthusiasm to see them through, which can change far more than you'd believe.

So, I want to encourage and challenge you to make a

difference and leave your mark by participating in the organizations and events that interest you or, even more, starting events and organizations of your own.

Learn as much as you can about things other than what your professors teach in class. Don't get me wrong, those book-smarts are important, but college can teach you far more than anything a book can. Start a club, do some research, find some cause worth fighting for. At a more personal level, try new things, make new friends, and talk to someone you wouldn't have in high school; you'd be amazed what you'd learn. At Tech, I've thoroughly enjoyed learning about the cultures of my international friends and, in particular, sharing cuisines. You can learn a lot in lecture, but the day your professors feed you in class, let me know.

While being in college is undoubtedly some of the most fun you'll have, there will be some down days as well. There will be challenges, both academic and personal. No one can tell you what personal challenges you will face and how to deal with them, but as far as academics go, take advantage of the students who've already butted heads with the same problems you're trying to

overcome. Dozens of students can tell you some academic challenges that most CoC freshmen—and even sophomores—face year after year. Most people, myself included, have had trouble mastering the foundational concepts of computer science in their first few years and, as a result, ended up questioning whether they were meant for

**“LEARN ABOUT THINGS
OTHER THAN WHAT
YOUR PROFESSORS
TEACH IN CLASS.”**

computer science. Well, I am here to tell you here and now that you can do it, and that you do have the ability to excel in this field. Don't be afraid to ask friends, professors, or upperclassman for help. Once you understand the concepts, you can do anything. The CoC community believes in you and supports you.

And, once again, allow me to welcome you to the CoC, Georgia Tech, and the field of computing! ■



Assistant Dean of Students, Tom Pilsch
deals a hand in Blackjack.

COCAESAR'S PALACE

PROFESSORS, ADVISORS, AND STAFF IN A DIFFERENT LIGHT

BY CHRIS RUSSELL

It's always a bit odd seeing a professor in an informal setting. Even more so if it's an administrator. It's an entirely different kettle of fish, though, seeing Dean Pilsch dealing cards in a traditional casino huckster's striped shirt, bowtie, and Panama hat.

As odd as it may sound, this was just one of the sights to behold last Spring at Women at CC's annual casino party, CoCaesar's Palace. Here, several members of the CoC faculty spent the evening mingling with students and dealing a handful

of casino games.

To add a bit of extra spice to the event, the entire shebang was dressed up in a wild-west theme; cowboy hats, lassos, bandanas, and six-shooters abounded, and a few staged events with several CC leaders had a distinct cowboy flare to them as well (including one ending in a would-be bandit getting gagged, hog-tied, and hauled out by his feet).

Of course, since the entire event was a mockup of Caesar's Palace, cards, casino games and raffles

took center-stage for much of the night. Poker, roulette, blackjack, and other games were available for students to bet on, with prizes awarded for students with the highest chip counts at the end of the night.

Many of the CoC organizations also put on events and games of their own alongside the food and gambling. Nerf quick-draw, a Wii wild west shooter, showings of Trigon and Wild Wild West, and—my personal favorite—Firefly Munchkin served as excellent distractions for students attempting to escape a run of bad luck. ■

COLLEGE FOOTBALL IN 2009

YEAR OF THE *iPHONE*



BY ERIC SEMBRAT

Flashback to 2008's college football season for a moment, specifically the 'Road to Tampa Bay' chaos when hopes for Georgia Tech to make the ACC Championship were on thin ice. Praying for a Virginia Tech loss, Georgia Tech students spent their Saturdays at Bobby Dodd Stadium, half watching the football showdowns, half texting and navigating through mobile web browsers, searching for scores to regional ACC matchups. The rush of texting and web-browsing, apart from crippling the data-capacity of nearby cell

towers, highlighted an up-and-coming phenomenon at college football games across the nation: fans demanding up-to-date instant access to game scores. And with the season this year, prepare to see the next step in up-to-date score updates.

During the 2008 football season, the iTunes App Store was in its infancy. Early applications were no more than scrapers of website data represented on fancy iPhone graphical interfaces. By bowl season, a few applications had appeared but all duplicated

functionality by providing scores, standings, and news in an easy-to-use interface.

In the eight months since last season's final college football game, the iTunes App Store has taken on a life of its own. CBS provided an application to stream live March Madness college-basketball games. Slingbox released an application of their popular Slingplayer desktop application, allowing Slingbox owners to stream their cable service across the Internet to the iPhone (with restrictions of course). ESPN

demoed an update to their popular ESPN SportsCenter application which teases the usage of Push notifications to push breaking news and final scores straight to the phone. Beautiful applications such as Sportacular, iSports, College Football Live!, and SportsTap have expanded on those early sports applications by providing unique ways of representing and displaying scores and game updates.

What does this mean for iPhone users this season? In short: as you sit in stadiums across the nation, prepare to be as concentrated on your phone as you are the football game going on right in front of you. Users will have three different outlets for updates: streaming video/audio, Push notifications of scores and news, and score repositories. Streaming video has been moved from proof-of-concept to reality, thanks in large part to the success of the CBS March Madness application (which garnered as much publicity as the video streaming on web-browsers CBS also provided).

Most apps have, however, paid more attention to pro sports than their college counterparts. With no college-football video applications in the App Store so far, the only question is what the big-name application developers (CBS, ESPN, and so forth) have in store for future application releases. The cause for this deficit may have to do with straightening out the variety of cable outlets that carry

specific games (Raycom, CBS, NBC, ABC, ESPN, Fox Sports, etc.) and the troubles that come from providing only a select percentage of televised games to eager football fans. The cause may, on the other hand, be as simple as that the start of college football season is still not upon us. CBS's March Madness application arrived in the

*“[IN 2008,]
THE ITUNES APP
STORE WAS IN
ITS INFANCY... IN
THE [LAST] EIGHT
MONTHS... THE
ITUNES APP STORE
HAS TAKEN ON A LIFE
OF ITS OWN.”*

iTunes App Store as a pleasant and unexpected surprise to iPhone users right at the start of March Madness.

However, there is a dark side to the evolution of the roles of mobile phones: data bandwidth capacity has not kept pace. 2008 provides an excellent example of the problem at hand, where Saturdays at Georgia Tech would see spotty cell-coverage, as thousands of fans attempted to make phone calls, text friends, and surf the web through mobile web browsers at the same time, leading cell towers to be quickly

overloaded and effectively neutered. Sent texts would never reach their destinations, phone calls would fail en-route, and data connections would be impossible to establish or maintain.

Couple last year's problems with the wide-scale emergence of high-bandwidth video and audio services for mobile devices, and the future of cell-phone coverage near college football stadiums looks bleak this season. Although the iPhone has provided the stepping stone for mobile applications to provide dynamic streaming data, without a similarly evolved cell phone network, these applications may be effectively disabled by the lack of a reliable consistent connection. Until we see rises in data capacity to match the continued increase in network data speeds by cellular providers, iPhones and other smart-phone devices may be a little more than expensive paper weights at college football stadiums across the country this season. ■

CHARITY OF THE MONTH: INVISIBLE CHILDREN

BY KARTHIK NARAYAN

Hello, and welcome to our first coverage of a charity at Georgia Tech. We have quite a treat for you today, as we have interviewed the co-presidents of Invisible Children @Georgia Tech, Akhil Kumar and Shabnam Gupta.

WHAT IS INVISIBLE CHILDREN, AND WHAT DO YOU REPRESENT?

Invisible Children is an organization that primarily works to help those families and children affected by the ongoing civil war in Uganda in 2003. The organization strives to provide assistance for those affected by Africa's longest running war, lasting 24 years and counting. We not only work to raise awareness but also work to raise money which goes towards rebuilding and refurbishing schools in northern Uganda.

COULD YOU TELL US A BIT ABOUT THE ONGOING WAR, AND HOW THE ORGANIZATION WAS FOUNDED?

Three film students from California went to Sudan with a camera, simply looking for a story to film. They wandered around for a bit and ended up in the northern Ugandan town of Gulu, where they found that thousands and thousands of children would sleep



together in public places like hospital shelters and bus parks; they were simply astounded by the number of children leaving their homes at night to find safety. After asking around, they found out that these children were running away from their homes to avoid being captured by a rebel leader, Joseph Kony. A self-proclaimed Christian mystic who believes that it is his god-given right to fight the Ugandan government, he robs these children of a normal childhood by turning them into child soldiers. Kony specifically selects children between ages 5

and 12 to abduct, since they are old enough to carry weaponry but young enough to be brainwashed. These child soldiers are turned into brutal little things that carry out the bidding of Joseph Kony's Lord Resistance Army, or LRA. Touched, the visiting film students released the documentary, "Invisible Children: Rough Cut," filmed in 2003. This marked the beginning of the organization.

WHY DID YOU START A CHAPTER AT GEORGIA TECH?

As incoming freshmen last year

who were extensively involved with the organization in high school, we saw that there was no Invisible Children chapter at Georgia Tech. Because of the dark undercurrents which have lasted for a long time, Uganda needs all the assistance it can get to make these grievances more known to help alleviate the pain caused.

HOW HAVE SITUATIONS IN UGANDA CHANGED WITHIN THE PAST FEW MONTHS?

Quite a lot has happened over the past few months; there have been multiple attempts at peace talks. Unfortunately, they have all failed, and Joseph Kony continues to barrage through northern Uganda and now even the Congo. His motives have become much more dangerous; whether he wishes to terrorize northern Uganda or to take it over is unclear.

WHAT IS YOUR MISSION, AND WHAT DO YOU HOPE TO ACHIEVE?

Our number one goal is to spread awareness of this conflict throughout Georgia Tech and the city of Atlanta. We can get support only with ample awareness. With the support of Atlanta and the rest of the global community, we hope to end this tragic war and capture the man responsible. Specifically, for the Georgia Tech Invisible Children chapter, we hope to raise money to send to Uganda specifically to rebuild Awere Secondary School in

Northern Uganda and to raise awareness of the conflict. As Tech students, we wish to go beyond the call of action by taking a more hands on approach; by going to Uganda. In addition to helping children in Uganda, we help underprivileged children in other global communities as well. In fact, there aren't any other Invisible Children chapters in the United States which work on additional local projects under the Invisible Children name.

WHAT SORT OF FUNDRAISING ACTIVITIES HAVE BEEN CONDUCTED?

Join our Facebook group to get all of our emails: Invisible Children at GT. So far, we have created fundraising events to raise money for the Schools for Schools project. A Valentine's Day fundraising included selling roses, candy, and other goodies in addition to handing out flyers with a brief explanation of the cause and where the money is going. We have also held two screenings of the Invisible Children: Rough Cut documentary, the film which initiated the organization. These screenings not only spread awareness, but also bring in more money through the TRI campaign, an ongoing fundraising campaign by Invisible Children in which participants donate 3 dollars a week to help end the war in Uganda. Held in over 100 cities on April 25th, "The Rescue" was another event in which Georgia Tech students participated in.

Many people camped out at local parks until a "mogul" came to "rescue" these people. Floods of letters were sent to members of Congress and celebrities; local news stations were repeatedly called to broadcast this event. Jeff Foxworthy was Atlanta's mogul.

WHAT ELSE WOULD YOU LIKE TO LET EVERYONE KNOW ABOUT THE ORGANIZATION?

We want you to join! We need the help of as many people as possible. It doesn't take much effort for a single person to spread awareness on this issue, but if everyone does their part, we will go a long way! We welcome everyone to join, grad students included, and need the creativity of the Tech community to grow and become a successful fundraising chapter. Look for our informational table at the start of the semester and join the Facebook group. ■

STUDENT ORGANIZATIONS

A GLIMPSE OF THE COLLEGE OF COMPUTING STUDENT-RUN ORGANIZATIONS

ACM



**“WE... SPONSOR A
NATIONALLY RANKED
PROGRAMMING TEAM.”**

The Georgia Tech chapter of the Association for Computing Machinery (GTACM) is the professional organization on campus for Computer Science students. Each year, we bring companies like Microsoft, Yahoo, and Google to talk about the latest technology and research in the industry. For GTACM members, these talks are great chances for students to get up close and personal with company programmers and recruiters.

In addition to these events for professional development, we also sponsor a nationally ranked programming team and host events such as programming competitions and LAN parties (with large amounts of free food, of course). Students interested in becoming members can visit GTACM.ORG for more details.

LUG



The Linux Users Group at Georgia Tech is the organization for anyone who has anything from a passing interest in Linux to a long history of involvement in kernel development. Each semester, in addition to giving Linux-related presentations on various topics every week, LUG@GT holds two Installfests, where a user can bring their computer to have Linux installed and configured exactly how they want it to be.

**“LINUX RELATED
PRESENTATIONS
...EVERY WEEK”**

Discussion is not limited to Linux only; BSD, Solaris, HP-UX, IRIX, and even BeOS users are welcome, as well as anyone with an interest in learning how their operating system works. More information on our organization—as well as a long history of past presentations—can be found at <http://www.lugatgt.org/> or at our weekly meetings are held on Wednesday nights.

SAB



**“IF YOU’VE EVER
WANTED TO BE THE
CHARMING HOST
OF A CRAZY PARTY,
SAB MIGHT BE THE
ORGANIZATION FOR
YOU.”**

The Student Activities Board (SAB) organizes and hosts social and community-building events for undergraduates in the College of Computing. If you’ve ever wanted to be the charming host of a crazy party, SAB might be the organization for you. It’s a great way to meet new people, help plan fun events, and get involved in your college community. We always need new faces and new ideas, so all CS and CM majors are welcome. Just sign up at any of our meetings or events!

W@CC



Come join the Women@CC as we "Welcome, Support, and Celebrate Women in Computing" and develop professional and social networks through corporate events, engaging social activities, and community service events. At GT, and especially in the CoC, it's no secret that females are vastly outnumbered by males, so join us as we come together to talk about our many professional opportunities, academic endeavors, and, of course, have fun!

We already have some great ideas in the works for this fall (such as the Grace Hopper Convention in Arizona and the CoC-wide Fall Festival) so be ready to have fun, socialize, and plan some great things! Feel free to contact organization Co-Chairs Candis Pham (cpham3@gatech.edu) or Victoria Au (vau@gatech.edu) if you have any questions or comments, or look us up on the web at <http://women.cc.gatech.edu>.

W@CC EVENTS

Second Week of New Semester (Date/Time TBA) - 1st W@CC Meeting

SEPTEMBER 30 - OCTOBER 3, 2009 - Grace Hopper Celebration of Women in Computing

M@CC



"[M@CC's] MISSION IS TO PROVIDE ACADEMIC, SOCIAL, AND CORPORATE SUPPORT"

Minorities @ The College of Computing (M@CC) is an organization whose mission is to provide academic, social and corporate support for African American, Hispanic, Native American and Multiracial computing students. M@CC's actively works alongside the other College of Computing organizations to build a stronger community and put on outstanding events for the ENTIRE College of Computing community!

M@CC EVENTS

MEETINGS: Every Tuesday 6:00pm

EVERY THURSDAY: M@CC Collaborative Study Session Thursday 6:00pm

LATE NOVEMBER: Gobble for Goods

UCOUNCIL



The Undergraduate Council (or UCouncil for short) serves as the advisory and lobbying board for undergraduate interests within the College of Computing. We help to improve communication between students and the administration and work towards solving any existing problems and preventing those that might crop up. Our meetings are not only attended by students, but also faculty and administrators (all the way up to the Dean).

ESP



Entertainment Software Producers (ESP) is a student organization dedicated to the creation and enjoyment of entertainment software. We hold weekly meetings where members are free to relax, discuss the game industry, and collaborate on game development projects. We also organize activities for our members and the entire student community, such as parties and gaming tournaments. Contact Emily Cribb at ecribb3@gatech.edu for more information.

CHECK US OUT ONLINE!

BONUS CONTENT!

ARTICLES
BLOGS
PICTURES
ARCHIVES
ETC.

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