



First Year Seminar (Computer Science)

GNST 102

SEMESTER: Fall 2018

COURSE DESCRIPTION

First Year Seminar is designed to introduce first-year students to the academic community and engage them in the unique aspects of Biola's biblically centered, liberal arts education. This course is linked to the student's chosen major or a disciplinary theme (for students exploring majors). Required of all first-time students with fewer than 12 transferable credits from a college (excluding AP, IB, dual credit, or CLEP). Notes: Required for graduation.

PROFESSOR/CLASS INFORMATION

Dr. Shieu-Hong Lin

Term: Fall 2018

Class Location: Busn 206

Office Hours: See announcements at
<http://csci.biola.edu/>

E-Mail: shieu-hong.lin@biola.edu

Class Days/Time: F 10:30-12:10pm

Credit Hours/Units: 1 unit

Office: Lim 137

Meetings with Professor: Make Appt by email

Admin Assistant: Jerriane Smith, x4741

Course Website: <http://csci.biola.edu/>

DISABILITY SERVICES

Disability Services exists to assist any student who thinks he or she may need such assistance. Students desiring accommodations for this class on the basis of physical learning, psychological and/or emotional disabilities are to contact The Learning Center that houses both learning assistance and disability services. The Learning Center is located in the Biola Library, Upper Level, Room U-137, and this department can be reached by calling 562.906.4542 or by dialing extension #4542 if calling from on campus.

BIOLA UNIVERSITY MISSION STATEMENT

TRUTH. TRANSFORMATION. TESTIMONY.

The mission of Biola University is biblically-centered education, scholarship, and service; equipping men and women in mind and character to impact the world for the Lord Jesus Christ.

COURSE ALIGNMENT WITH PROGRAM LEARNING OUTCOMES

GNST 102: This lower-division course is a core curriculum course required of all undergraduate students and is designed to be taken within the first semester of the program. Successful completion of this course will prepare students to demonstrate a beginning proficiency toward the accomplishment of the Civic Engagement PLO:

- Students will develop an informed understanding of civic roles, rights, freedoms, and responsibilities, and will respectfully communicate and apply key concepts in diverse communities.
- *This course emphasizes three of the five areas of the civic engagement rubric: Diversity of Communities and Cultures, Civic Communication, Civic Identity and Commitment.*

COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

By the completion of this course including class participation, class assignments (referred to as "Tasks"), class readings and group interaction, the following objectives and learning outcomes will be assessed and demonstrated:

IDEA Objectives: (i) Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course (Essential emphasis). (ii) Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) (*Important*).

STUDENT LEARNING OUTCOMES (The learner will demonstrate that he or she has satisfactorily fulfilled IDEA Objective #4 by being able to):

- identify the essential components of a Christ-centered and biblically faithful education, particularly through an understanding of the core curriculum and the Christian liberal arts tradition (see the Christian Liberal Arts Tradition presentation and the Civic Engagement alignment),
- identify challenges they face in the transition from high school to college and ways cope with the challenges (see the *college transition assignment*),
- develop basic skills of literature search using the library and a general idea of how to write a short survey article on a technical subject to fulfil the writing competency requirement (see the *literature search assignment*),
- describe the value of internship and steps to search for internship and jobs in the context of career preparation (see the *internship and REU assignment*),
- explain to others the code of ethics and professional conduct expected (see the *ethics and professional conduct assignment*),
- describe ways of integration of faith and learning in computer science (see the *faith and learning assignment*), and
- develop their thoughts about their future spiritually, intellectually, and socially, and devise a plan to attain the goals (see the *autobiography assignment*).

REQUIRED TEXTS & STUDY RESOURCES

- Online resources posted at <http://csci.biola.edu/>

LEARNING TASKS (Assignments) & ASSESSMENT (Grading)

This course is one unit and is intended to be not merely informational, but also formational. To achieve this, it requires everyone come to class ready to engage with one another. Please make a commitment right now to do that. To help facilitate this, I've devised the following grading policy: There are 10 assignments, worth 8 points each and there are 8 class days, worth 20 points each. Being late to class or turning in HW late will only earn 50% of the points for the assignment.

Assignments: There are 1 to 2 assignments due almost every week. See the tentative schedule below. (Note that we may have minor adjustment over the assignments and the due dates depending on the actual pace of progress in the class.) Most of the assignments can be completed in one to two hours (some less). The exception is the Part II of Autobiography, which should take longer. Note that many assignments have a portion to complete *Before* as well as *During* class.

CLASS INFORMATION

1. Class Attendance:

Attendance: You are expected to attend the class regularly since we will examine details of C++ programs using the computers in the lab. Missing the class can seriously hamper your understanding of many key concepts and programming skills critically needed in your programming assignments. Class attendance is counted toward points for the weekly reading report.

2. Turning in Assignments:

Assignments are expected to be electronically submitted under the Canvas system. Due dates are all on Wednesdays. The submission link under Canvas may remain open for 2 more days after the due date as grace period.

3. Late Policy:

1 point will be deducted for late submission within 2 days of the due date while the submission link is still open. **You will receive no points after the submission on canvas is closed** unless it is something like a serious health issue with statements from the doctor as proof.

4. Computation of Final Grade:

| | |
|-------------------------------------|------|
| Weekly attendance and participation | 60 % |
| Weekly Assignments | 40% |

Total

100%

5. Final grades will be awarded on the following point system:

| | |
|----|-----|
| A | 93% |
| A- | 90% |
| B+ | 87% |
| B | 84% |
| B- | 80% |
| C+ | 77% |
| C | 74% |
| C- | 70% |
| D+ | 67% |
| D | 64% |
| D- | 60% |

The GPA System used by the University Registrar's Office is:

| | | | |
|-----------|-----------|-----------|-----------|
| A = 4.0 | B = 3.0 | C = 2.0 | D = 1.0 |
| A- = 3.66 | B- = 2.66 | C- = 1.66 | D- = 0.66 |
| B+ = 3.33 | C+ = 2.33 | D+ = 1.33 | F = 0.0 |

6. Method of Instruction:

The following methods of instruction will be included in this course:

- Lecture
- Written Reports
- Labs
- Reading

7. Posting of Grades:

Grades for individual assignments will be posted under Biola's Canvas system. To access the records online, log on to <http://canvas.biola.edu/> to make sure the records are accurate.

8. Report Delayed:

In virtually every case that students do not meet the course requirements and when required course tasks are not submitted to the professor, such students should anticipate receiving a failing grade. In rare and unusual situations (e.g., serious illness of the student or illness or death in a student's

immediate family), the student may formally request a report delay (RD) through the Vice Provost's Office. Details can be found in the student handbook.

To read more about Biola's policies and procedures regarding absences, view <https://studenthub.biola.edu/undergraduate-student-handbook-absences-attendance>

9. Academic Honesty:

Biola University is committed to ethical practice in teaching, scholarship, and service. As such, plagiarism and other forms of academic dishonesty will not be tolerated. Please see the undergraduate/graduate student handbook and/or the departmental/program/school policy on academic honesty. It is imperative that you present all written, oral, and/or performed work with a clear indication of the source of that work. If it is completely your own, you are encouraged to present it as such, taking pleasure in ownership of your own created work. However, it is also imperative that you give full credit to any and all others whose work you have included in your presentation via paraphrase, direct quotation, and/or performance, citing the name(s) or the author(s)/creator(s) and the source of the work with appropriate bibliographic information. To do otherwise is to put oneself in jeopardy of being sanctioned for an act or acts of plagiarism that can carry serious consequences up to and including expulsion from the university.

To read more about Biola's policies and procedures regarding academic integrity, view <https://studenthub.biola.edu/undergraduate-student-handbook-academic-integrity>.

Another helpful resource is Plagiarism.org.

10. Non-Discrimination Policy:

As Christian scholars we are keenly aware of the power of language, and believe in treating others with dignity. As such, it is important that our language be equitable and prejudice free. Good writing and speech do not make unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status parentage, political or religious beliefs, race, sex, or sexual orientation. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the Biola community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of invitation.

Avoid the use of stereotypes or terminology that demeans persons or groups based on age, disability, ethnicity, gender, race, language or national origin. Avoid drawing attention to irrelevant identifiers of race or gender. Avoid gender-specific language when referencing people in general. Avoid terms that assume the universality of human experience, and in particular presume the normativity of the socially dominant group.

11. Additional University and/or Department Policies:

All university and departmental policies affecting student work, appeals, and grievances, as outlined in the Undergraduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus.

COURSE CALENDAR

Tentative Schedule

| | <i>Topics</i> | <i>Assignments</i> |
|-------|---|---|
| Sept. | 7 Introduction Overview of the CS Curriculum Welcome | <i>Assign: Autobiography Part I</i> <i>Assign: College Transition</i> |
| Sept. | 14 The Landscape of Computer Science Panel: Meeting the CS Faculty | Due: Autobiography: Part I <i>Assign: Literature Search #1 (IBM Watson)</i> |
| Sept. | 21 Transition to the College Panel: Meeting CS Sophomores | Due: College Transition <i>Assign: Literature Search #1 (IBM Watson)</i> |
| Sept. | 28 Site Visit: Meet the Librarian Library Instruction Lab | Due: Literature Search #1 <i>Assign: Literature Search #2</i> <i>Assign: Internship & REU</i> |
| Oct. | 5 Panel: Internship and Jobs Literature Review & WCR | Due: Literature Search #2 Due: Internship & REU <i>Assign: Literature Review and WCR</i> |
| | Oct 10-12 Torrey Memorial Bible Conference | |
| Oct. | 19 Integration of Faith and Learning | Due: Literature Review and WCR <i>Assign: Ethics and Professional Conduct</i> |
| Oct | 26 Ethics, Diversity, and Professional Conduct | Due: Ethics and Professional Conduct <i>Assign: Integration of Faith & Learning</i> <i>Assign: Civic Engagement</i> |

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| Nov. | 2 Career Preparation Career Center Presentation | Due: Integration of Faith & Learning |
| | | Nov. 30: Due: <i>Civic Engagement</i> |
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