



First Year Seminar (Computer Science)

GNST 102-18

SEMESTER (Fall 2017)

PROFESSOR/CLASS INFORMATION

Shieu-Hong Lin

(Course) Title: First Year Seminar

Term: Fall, 2017

Location: Grove 4A

Office Phone: 562 903-4741

Office Hours: See the info announced at
<http://csci.biola.edu/gnst102/>

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University Website: www.biola.edu

Course Code/#: GNST 102-18

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

Credit Hours/Units: 1

Office Location: Gove 8, MATH/CS Department

Admin Assistant: Jerrienne Smith, x4741

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

DISABILITY SERVICES

Disability Services exist 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 which 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.

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.

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.

SCHOOL OR PROGRAM MISSION/VISION STATEMENT

The Computer Science program at Biola endeavors to equip the students with the foundational understanding of the theories and practice of computing, the capability of effective problem solving based on the foundational understanding, and a holistic integration of faith and learning into their perspective of computing to impact the world for Christ.

COURSE DESCRIPTION

First Year Seminar is designed to initiate students into the aspects of biblically-centered education, which is the core of Biola's mission statement. This not only involves the practice of learning from a Christian perspective, but an understanding of how it can lead us to value and serve one another and the larger community. Students will also be guided in the introspective process to think more intentionally about their selected area of interest and be given information which better informs them and prepares them for their anticipated major, career, and vocation.. Offered every year

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 Objective #4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course (Essential emphasis).

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

- 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

No textbook required. Pointers to online articles and resources provided through the class website.

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.

<http://studentlife.biola.edu/campus-life/student-handbook/academic-integrity>

<http://plagiarism.org/plagiarism-101/overview/>

ONLINE AND OTHER COURSE RESOURCES

Throughout the academic term, any number of hard-copy documents or various other resources (electronic or otherwise) may be made available to students registered for this course. Those resources may be presented in class or could alternately be posted on Biola's Blackboard system or in the electronic reserves area of the library's catalog for viewing and download. It is the student's responsibility to make himself or herself aware of such materials, and to electronically save, physically print, archive, read, reference, and bring such items to class as necessary or required.

These course resources may include, but are not limited to, syllabi, rubrics, worksheets, protocols, and the like. Prior to and after the beginning of the term, students should take responsibility to periodically check the course site on the university learning management system. This will ensure he or she is in possession of all necessary items for the successful completion of course objectives. If failing to have such items on hand affects the student's participation in class, s/he should anticipate that reality impacting her/his participation score and, potentially, final grade. To access online materials that may be available, log on to <http://blackboard.biola.edu>.

In addition, the Biola Library's website at <http://library.biola.edu> provides access to thousands of electronic books and journal articles for your research.

LEARNING TASKS (Assignments) & ASSESSMENT (Grading)

This course is one unit and is intended to be not merely informational, but also formational. In order 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 1~2 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 and Attendance Policy:

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 may seriously hamper your understanding of many key concepts and programming skills critically needed in your programming assignments.

Policy Class attendance is counted toward points for the weekly progress report.

2. Assignments:

Due dates of various assignments will all be on Wednesdays. In order to get full credit for an assignment, you must send it in by the end of the day on the due date. Late submission up to 6 days late will end in a deduction of **25%** of the total points. Assignments turned in 7 or more days late will receive no point.

3. Turning in Assignments:

Assignments are expected to be received electronically by though the Biola Canvas system

4. General Requirements for Written and Oral Projects:

Biola University desires to maintain the highest standards with respect to the composition of all (written /oral/performed/etc.) work. As such, any student (paper/project/presentation/etc.) exhibiting (a statement about your philosophy and/or policy regarding mechanical errors, etc.)

Students deficient in writing skills may seek assistance at the Biola Writing Center which is located on the middle level of the Biola Library. All written work within the (your Department Name) should follow the (Style Manual, if appropriate).

5. Professional Courtesy (A statement such as the following may be used, adapted, or not included.)

Students are expected to uphold the highest standards of courtesy and professionalism to the professor, classroom guests, and fellow collegians. This includes the employment of institutional and academic titles when addressing faculty, administrators, and other university personnel or classroom guests. Classroom dress, proper grooming, behaviors, and hygiene should be such that they are not distracting or offensive to classmates or dishonoring to the Lord Jesus Christ and this institution.

6. Respect for Divergent Viewpoints (Although not a required syllabus component at this time, it is highly recommended that you consider including some statement such as the following)

In Christian higher educational institutions, it can be assumed that each believer-learner is at a different place of personal maturity and educational preparedness. For these reasons, it is requested and expected that each student exhibit mutual respect, even when divergent viewpoints are expressed in the classroom. Such respect, even when it results in a student's frustrated silence, does not require or imply agreement with or acceptance of any such perspectives.

7. Technology Use and Classroom Etiquette (Although not a required syllabus component at this time, it is highly recommended that you consider including some statement such as the following example)

Students should refrain from behaviors that negatively affect the teaching environment or its facilities. This includes any potentially distracting action that could inhibit the primary purposes of the classroom— namely, learning and personal transformation. Students should conduct themselves as professionals who give, and are worthy of, a high level of respect. Material presented in the classroom represents the intellectual property of the professor and of others who may have contributed to the professor's perspectives. Class meetings may not be recorded by audio and/or video without the express consent of the professor.

The use of items like laptops, pagers, cell/mobile phones, mp3 players, and all other electronic or digital devices are matters that are strictly governed in academic environments such as this. Neither the professor nor one's classmates should expect to endure buzzing, vibrating, ringing, singing, or other intended/not intended but nevertheless distracting noises from your device(s). With the exception of laptops (which are to be used solely and strictly for educational purposes directly related to what is happening moment by moment in this class) and other similar note-taking devices, students are expected to take the initiative and choose either not to bring such devices or to fully power down each of these items prior to the beginning of class and to keep them off until class is dismissed. Students who fail or forget to turn off communication devices and who receive such communications should expect to be reproved by the professor during class. Incidents like these are frowned upon and cannot be tolerated for the integrity of the learning atmosphere.

In addition, it is expected that students not participate in distracting activities such as e-mailing, web-surfing, instant messaging, and computer gaming during class. The professor is alert to

such disturbances and if/when such activities are discovered, the student should expect to be confronted and asked to leave for the remainder of the immediate class session (morning/afternoon, or until a break, etc.), and then counted absent for that time period while not in class. Appropriate deductions will be taken for any missed class participation or required course work due during that period of time. Simply put, under no circumstances will the professor excuse a student's inappropriate behavior, academic apathy, or general indifference to subject matter that this institution considers necessary for effective vocational preparation—nor will the professor allow other students interested in being equipped to endure a disinterested, distracting university student. **The professor uses the most powerful language possible about these matters due to the egregious nature of these distractions. If the spirit or the letter of these guidelines is violated by students, the professor reserves the right to completely restrict the use of all electronic and battery-powered devices, including laptops/computers, during class, however unfortunate that would be.**

8. Computation of Final Grade:

Weekly attendance and participation	60 %
Weekly Assignments	40%
Total	100%

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

We use the following grading scale.

A	A-	B+	B	B-	C+	C	C-	D+	D	D-
92%	90	87	83	80	77	73	70	67	63	60

See the examples below.

- If you **missed 1 class** and **turned in 1 assignment late**, this would miss 20 and 4 points respectively, resulting in 28 points off, total. That would give $240 - 28 = 216$ possible points, which is $216/240 = 0.9$ → **A-**.
- If you **missed 2 classes** and **missed 1 assignment**, this would miss 40 and 8 points, respectively, resulting in 48 points off, total. That would give $240 - 48 = 192$ possible points, which is $192/240 = 0.8$ → **B-**.
- If you **missed 3 classes** and **missed 3 assignments**, this would miss 60 and 24 points respectively, resulting in 84 points off, total. That would give $240 - 84 = 156$ possible points, which is $156/240 = 0.65$ → **D**.

GENERAL INFORMATION

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

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

2. Method of Instruction:

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

(You may select from the following list and/or add other methods relevant to your course)

1. Lecture
2. Group Discussion
3. Written Reports
4. Electronic Presentation
5. Use of the Internet
6. Other Audio/Visual Resources
7. Reading
8. Digital and/or Print Media

3. Posting of Grades:

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

4. Report Delay:

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.

<http://studentlife.biola.edu/campus-life/student-handbook/absences>

5. Course Calendar

While the course calendar is intended to provide you with an overview of the semester's schedule, the professor reserves the right to make adjustments to the schedule to responsively meet the needs of this class.

Tentative Schedule

	Topics	Assignments
Sept	1 Introduction Overview of the CS Curriculum Welcome	<i>Assign: Autobiography Part I</i> <i>Assign: College Transition</i>
	8 The Landscape of Computer Science Panel: Meeting the CS Faculty	Due: Autobiography: Part I <i>Assign: Literature Search #1 (IBM Watson)</i>
	15 Transition to the College Panel: Meeting CS Sophomores	Due: College Transition <i>Assign: Literature Search #1 (IBM Watson)</i>
	22 Site Visit: Meet the Librarian Library Instruction Lab	Due: Literature Search #1 <i>Assign: Literature Search #2</i> <i>Assign: Internship & REU</i>
	29 Panel: Internship and Jobs Literature Review & WCR	Due: Literature Search #2 Due: Internship & REU <i>Assign: Literature Review and WCR</i>
Oct.	6 Integration of Faith and Learning	Due: Literature Review and WCR <i>Assign: Ethics and Professional Conduct</i>
	Oct 11-13 Torrey Memorial Bible Conference	
	20 Ethics, Diversity, and Professional Conduct	Due: Ethics and Professional Conduct <i>Assign: Integration of Faith & Learning</i>
	27 Career Preparation Career Center Presentation	Due: Integration of Faith & Learning Due: Autobiography: Part II