

CS 100 BS Orientation to Bachelor Programs

School of Technology & Computing

0 Credit, Undergraduate Course
Fall 2023

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Professional experience information for instructors can be found under Content → Syllabus, Schedule, and Course Team → Meet Your Instructor in the online course menu.

Contact Information

Contact information for instructors can be found in the online course menu. Additional contact information regarding the TA for the course, the Program Manager, Program Director and Dean is also shared in the same location. Hyperlinks on the contact page direct students to the responsible party's weekly office hours.

Course Description

In this course, students will become familiar with the CityU BS programs, online and/or offline success tips, technologies, tools, computing environments, and academic writing resources. Tutorials and short quizzes or exercises in technologies, tools, computing environments, scholastic honesty, writing conventions, and APA citations will help prepare students for bachelor-level work.

Notes

A student must take this course in the first quarter of enrollment. Can take another program requirement concurrently. Pass or fail grade.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found in the main tab Reading List in online course as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

As a result of this course, students will know or be able to do the following:

1. Understand the BS programs, industry codes of ethics, and industry standards.

2. Apply the fundamentals of the BS programs to the individual degree plan.
3. Analyze capstone project and publication standards.
4. Evaluate fundamental technologies for course work and research.
5. Create a bachelor's degree plan.

Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Grading rubrics with details on how each assignment will be graded are located under *Grades* from the main bar in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

OVERVIEW OF REQUIRED ASSIGNMENTS	% OF FINAL GRADE	POINTS
<i>Instructor Determined Assignments</i>	25%	
Concept Debate (CD)	25%	250 = 25 points * 10 modules
<i>Major Assessments</i>	75%	
Hands-On Practice (HOP)	30%	300 = 30 points * 10 modules
Career Activity (CA)	45%	450 = 45 points * 10 modules
TOTAL	100%	1,000 points

Course Assignments and Grading

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Concept Debate (CD) (25% of Final Grade)

Before class, students are required to submit the Muddiest Point (MP) activity. The purpose of this activity is to stimulate student engagement. The instructor uses the MP to assess how students understood the BS programs, industry codes of ethics, and industry standards. The instructor also uses the MP to customize the lecture scope to implement Just-in-Time Teaching (JiTT). The MP consists of writing a brief reflective essay (<= 50 words) identifying the most confusing part (i.e., the MP) of the content covered in the upcoming module. If a student understood all concepts, the student needs to explain the most exciting aspect. There is one multiple-choice question from the required reading to demonstrate that the student understood the required readings.

The instructor poses a problem based on key concepts and fundamental technologies for course work and research. After reflecting on the problem, students submit their response and the instructor reviews them without providing a correct answer. Students discuss their thought process and solution with a peer. Students then commit to an answer and re-submit their responses.

A student posts a response to two other students' posts by the end of each module. Comments and questions should be clear and thoughtful, with correct grammar, spelling, and punctuation. The instructor will grade the quality of your discussion postings on both content and response.

Although your postings' tone can be informal, your instructor will expect the content to be on a professional level. Your comments and questions for discussion should be clear and thoughtful, with correct grammar, spelling, and punctuation. As with written assignments, your discussion postings' quality will be graded on both content and presentation. Below are some recommendations that can help improve the overall quality of the discussions:

- Explicitly relate or link your observations and comments to course objectives, central themes and main topics.
- Ask a question that encourages someone to clarify or elaborate on a comment.
- Make a comment to link two people's contributions.
- Explain that you found another person's ideas interesting or useful, and describe why.
- Build on what someone else has said. Be explicit about the way you are extending the other person's thought.
- Paraphrase a point someone has already made and build on it.
- Summarize several people's contributions, taking into account a recurring theme in the discussion. "It seems we have heard variations on two main points of view; on the one hand..."
- Ask a question that relates to that week's course topic--for example, "Can you explain how this example illustrates the concept (course topic) of ...?"
- Find a way to express appreciation for the insights you have gained from the discussion. Be specific about what it was that helped you understand something better.
- Disagree with someone in a respectful and constructive way. You might reflect the comment back to the speaker to indicate that you have listened well. If possible, point out what is interesting or compelling in someone's comment before explaining why and how you disagree.

Reference:

<https://mcgraw.princeton.edu/participating-in-class>

CD Criteria	% of Grade
Participation rating	30%
Correctness	10%
Engagement	40%
Writing	20%
TOTAL	100%

Hands-on Practice (HOP) (30% of Final Grade)

The instructor will assign Hands-on Practice exercises to a pair of students in class or individually online. Students pair up and practice exercises to learn specific programming languages,

application-programming interfaces (APIs), or tools related to the programming assignments or virtual labs.

Criteria	% of Grade
Practice Exercise	80%
Engagement	20%
TOTAL	100%

Career Activity (CA) (45% of Final Grade)

An independent project requires each student to analyze an instructor-approved topic and its requirement, design a system or component based on the given subject, implement the designed system, and test the system. The paper must be no less than 3-4 pages, excluding the title and reference pages, using APA format, with at least five (5) recent, scholarly/non-scholarly, peer- or non-peer-reviewed references. As in any academic writing, students should not merely copy information from another author but use evidence to support the contentions they have drawn from their findings and critically analyze related literature. Each paper needs to be an analytical paper, not a summary of readings.

The IP consists of the following three components:

- Career Assessment with the World of Work Inventory (WOWI)
- The Big Five Personality Test
- Career Activities with a Workforce Framework

Criteria	% of Grade
Structure	20%
Content	30%
Development	20%
Writing	20%
Reference	10%
TOTAL	100%

Course Policies

Course policies on topics such as Late Assignments, Participation, and Professional Writing are found Content → Syllabus, Schedule, and Course Team → Course Policies in the online course menu. Students are responsible for reviewing and applying these policies while enrolled in this course.

University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to Dr. Scott Carnz, Provost or to the Vice President of Student Affairs, Melissa Mecham.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://www.cityu.edu/about-cityu/student-right-to-know/> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Title IX Statement

City University of Seattle and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If students have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage them to report this to the University. If a student speaks with a

faculty member about an incident of misconduct, that faculty member must notify CityU's Title IX coordinator and share the basic fact of the experience. The Title IX coordinator will then be available to assist students in understanding all of the options and in connecting students with all possible resources on and off campus.

To view CityU's sexual misconduct policy and for resources, please visit the [Title IX](#) and [Campus Safety](#) pages in the my.cityu.edu portal.

Religious Accommodations

Washington state law requires that City University of Seattle develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog. Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal.

Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at help@cityu.edu to request a user name and password.