

COURSE SYLLABUS

CS 195

TPCS: MAJORING IN COMPUTER SCI

First-Year Seminar (FYS)

Discover Yourself. Build Your Skills. Explore Possibilities. Connect with ODU. Design Your Future.

Course Information

Item	Details
Credits	3 credit hours
Prerequisites	None
Semester	Fall 2026
Meeting Time	MWF 1:00PM-1:50PM
Location	MHALL2111
Instructor	Dr. Sumaya Sanober
Email	ssanober@odu.edu
Office	Monarch Hall 2123D
Office Hours	Zoom: Schedule Office Hour In-person office hour on Wednesday from 12:00PM-100PM at Monarch Hall 2123D

Welcome to CS 195

Welcome to a first-year seminar centered on you; your transition to university, your learning, your goals, your relationships, and the future you are beginning to design. College is more than completing courses and earning a degree. It is an opportunity to discover what matters to you, learn how you learn best, build meaningful connections, explore possibilities, and develop the confidence to make informed academic and professional choices.

Throughout the semester, you will participate in active learning, advising, reflection, campus experiences, career exploration, faculty and peer connections, research exposure, and ePortfolio development. You will also examine how artificial intelligence, data, cybersecurity, digital identity, ethical innovation, and other emerging technologies influence learning, work, and society. These topics are used as accessible contexts for exploration; prior technical knowledge is not expected.

About Me

I am Dr. Sumaya Sanober, a faculty member in the Department of Computer Science at Old Dominion University. My academic background and research interests include Artificial Intelligence, Machine Learning, interdisciplinary applications of computing, and the use of technology to address real-world challenges. Alongside research, teaching and student mentorship have remained central to my academic career.

I chose to teach this First-Year Seminar because I enjoy helping students connect the dots between their interests and academic choices, classroom learning and real-world opportunities, university resources and student success, and ultimately between where they are today and where they hope to go. My goal is to create a welcoming environment where students feel comfortable asking questions, exploring possibilities, making connections, and discovering opportunities throughout their first year.

You do not need to have your future figured out when you enter this course. Bring your curiosity, and we will start connecting the dots together.

1. Course Overview

Course Description

CS 195 is a discussion- and experience-based First-Year Seminar designed to support students as they transition into university life. The course emphasizes purpose and goal setting, evidence-based academic success strategies, intellectual curiosity, reflective and active learning, social connection, advising, mentorship, and early engagement with university resources.

Students will develop information and digital literacy, practice professional communication, explore academic and career possibilities, engage with faculty, peers, mentors, and campus communities, and consider the ethical and social implications of emerging technologies. Through a semester-long ePortfolio and a series of connected learning experiences, students will document growth, integrate learning across contexts, and create an academic and professional roadmap for continued success.

Why This Course Matters

The first year of college is a period of exploration and significant change. Students are developing new learning habits, relationships, responsibilities, and ideas about who they want to become. This seminar provides structured opportunities to make that transition intentionally. It treats help-seeking, reflection, collaboration, curiosity, and engagement as essential academic and professional skills.

Success in a rapidly changing world also requires adaptability, information literacy, ethical judgment, digital fluency, communication, and a commitment to lifelong learning. CS 195 helps students begin building those capacities while connecting their personal aspirations with the people, resources, experiences, and opportunities available at ODU.

Guiding Question

How can I intentionally design my academic, professional, and personal future in a rapidly changing digital world?

First-Year Seminar Framework

The course is organized around the shared FYS goals below. These goals are integrated across class activities, advising, reflection, ePortfolio work, engagement experiences, and academic/career planning.

FYS Goal	Students will...
Cultivate Your Purpose	Explore values, goals, motivations, relationships, experiences, academic interests, career possibilities, and the person they are becoming.
Build Your Academic Skills	Identify strengths and challenges; practice evidence-based learning and help-seeking strategies; reflect on learning; participate in active learning; and engage respectfully with diverse perspectives.
Discover Your Monarch Pride	Build connections with peers, instructors, mentors, advisors, resources, traditions, and university life to strengthen belonging and professional relationships.

Student Learning Outcomes

I. Cultivate Your Purpose

1. Explore why you are in college by identifying values, goals, and motivations for learning.
2. Reflect on how goals, choices, values, relationships, and experiences shape your personal and academic journey.
3. Consider who you are becoming as a learner and professional by exploring interests and potential career pathways.
4. Identify the relevance of General Education to your academic journey and aspirations.

II. Build Your Academic Skills

5. Identify academic strengths and challenges and develop appropriate academic success strategies.

6. Cultivate reflective practices related to your learning process.
7. Develop effective help-seeking strategies to support your learning.
8. Reflect on your role in shaping an active learning experience for yourself and others.
9. Recognize and respond to diverse ideas, experiences, and perspectives through respectful dialogue.
10. Locate, evaluate, organize, summarize, and ethically use scholarly and digital information.
11. Develop and implement effective information-search strategies using library databases, web resources, and other appropriate retrieval systems.

III. Discover Your Monarch Pride

12. Foster connections with peers and university life that support social and academic inclusion.
13. Develop and practice strategies for cultivating professional relationships with instructors, mentors, advisors, and the university community.
14. Identify and use university resources that provide academic and personal support.
15. Describe important aspects of ODU's history, purpose, traditions, and opportunities for engagement.

General Education Learning Connections

Learning Area	How CS 195 Supports It
Inquiry & Analysis / Research	Students ask meaningful questions, develop search strategies, investigate topics, engage with scholarly and campus resources, and encounter research through faculty/research exposure.
Critical & Creative Thinking / Problem Solving	Students analyze authentic challenges, examine assumptions and bias, compare alternatives, and consider responsible innovation.
Communication	Students practice discussion, reflection, presentations, professional email, networking, collaboration, and peer feedback.
Civic & Global Learning / Social Responsibility	Students consider ethics, digital citizenship, community impact, responsible innovation, and technology for social good.
Information Literacy	Students determine information needs; locate, evaluate, verify, organize, summarize, and ethically use information from traditional, digital, and AI-assisted sources.
Reflection & Integrative Learning	Students connect advising, engagement, learning strategies, career exploration, relationships, and personal growth through the ePortfolio.

Information Literacy and Research Strategy Integration

CS 195 incorporates selected information-literacy competencies drawn from CS 120G: Introduction to Information Literacy and Research for Scientists. The purpose is to give first-year students a practical foundation for locating, managing, critically evaluating, summarizing, and ethically using information for academic problem-solving, research, and decision-making.

- Determine the nature and extent of information needed.
- Identify appropriate source types and formats.
- Use library databases, web resources, search engines, and other retrieval systems effectively and efficiently.
- Develop and refine keywords and search strategies.
- Manage information and its sources and summarize key ideas.
- Apply criteria for evaluating credibility, authority, relevance, evidence, and bias.
- Use information effectively for a defined academic or collaborative purpose.
- Recognize economic, legal, social, ethical, and institutional considerations surrounding information access and use.
- Use ODU Information Literacy Tutorials and library resources when assigned.

2. How the Course Works

The Student Journey

Phase	Weeks	Focus
DISCOVER	1–3	Get to know yourself, your values, strengths, ODU, and how you learn.
DEVELOP	4–8	Build academic confidence, learning strategies, advising habits, information literacy, research strategies, and responsible AI practices.
EXPLORE	9–11	Explore digital citizenship, academic pathways, careers, research, innovation, and possibilities for your future.
CONNECT	12–13	Build professional relationships and connect computing with ethics, society, leadership, and community.
THRIVE	14–15	Use university support systems, strengthen self-advocacy, integrate learning, reflect on growth, and plan next steps.

Signature Course Experiences

- Future Self Project: Envision the learner and professional you want to become and connect values, goals, experiences, and plans.
- AI Learning Lab: Use AI as a learning partner in a structured activity; evaluate output, verify information, consider limitations, and reflect on responsible use.
- Information Literacy & Research Strategy Labs: Move from information need or broad topic to focused questions, search strategies, credible sources, organized evidence, and ethical use.
- Academic & Career Exploration: Investigate pathways, transferable skills, future opportunities, and experiences that can support your goals.
- Technology for Good Challenge: Examine an authentic social or community challenge and consider how technology or responsible innovation might contribute to solutions.
- Faculty Connections: Engage with faculty and/or academic professionals through conversation, guest participation, office-hour practice, mentoring, or a structured interview.
- Digital Identity & Citizenship: Examine privacy, cybersecurity awareness, digital footprint, professional presence, information responsibility, and ethical participation online.
- Campus Engagement: Participate in an approved out-of-class experience and connect it to belonging, learning, leadership, or professional growth.
- Professional ePortfolio: Build an evolving record of reflections, advising, achievements, engagement, career exploration, professional identity, and future goals.
- My Monarch Resource Network: Explore ODU academic and student-success resources, make one meaningful connection with a campus support resource, and document how you can use the university support ecosystem.

Course Format

A typical class meeting may include:

- Brief check-in or community-building activity
- Mini-lesson, framework, guest conversation, or shared resource
- Active individual or collaborative learning activity
- Discussion that invites multiple perspectives
- Applied task connected to advising, learning, career exploration, information literacy, digital life, research, or engagement
- Short reflection, exit ticket, or ePortfolio artifact

There are no traditional examinations. Assessment emphasizes learning, growth, reflection, participation, application, and engagement.

Advising Integration

Touchpoint	Timing	Purpose / Evidence
1. Early-Semester Connection	Weeks 3–4	Connect with advising; identify goals and questions; begin a preliminary academic plan.
2. Degree Planning & Registration	Weeks 8–10	Review progress and requirements as appropriate; prepare for registration; reflect on choices and questions.
3. Career Exploration & Goal Setting	Weeks 12–13	Connect academic choices with longer-term goals, experiences, career exploration, and next-step planning.

Fall 2026 Semester Dates

- First Day of Class: August 24, 2026 — Your first step in the journey begins!
- Labor Day: September 7 — No class
- Fall Break: October 10–13 — No classes — recharge mode activated!
- Election Day: November 3 — No class
- Thanksgiving Break: November 25–29 — No classes — food, family, and a well-earned break!
- Final Exam Period: December 5–11
- CS 195 Final: No traditional final exam! Instead, we will wrap up the semester by showcasing your journey, growth, and Future Self ePortfolio.

3. Required Materials and Technology

Technology and Materials

No traditional textbook is required unless announced. Readings, media, shared FYS materials, ODU Information Literacy Tutorials, and activity resources will be provided through Canvas or ODU-supported platforms. Students need regular access to:

- Canvas and ODU email
- A laptop or desktop computer with reliable internet access
- Microsoft 365 or equivalent supported tools
- ODU Library resources
- Degree Works or designated advising tools
- The designated ePortfolio platform
- Instructor-approved digital/AI tools when required or permitted

Other Requirements

Technology Access

Because CS 195 includes Canvas activities, ePortfolio development, online research, academic and career exploration, and selected digital/AI learning activities, students should have regular access to a computer and reliable internet connection. Students who need technology access may use available ODU computer labs and campus technology resources.

Active Reading, Reflection, and Participation

CS 195 is an experience- and reflection-driven First-Year Seminar. Success in this course depends on actively engaging with assigned readings, short videos, discussions, workshops, advising activities, campus experiences, and other course materials rather than simply completing assignments for a grade. Students are expected to be prepared to ask questions, share ideas, listen to different perspectives, make connections, and reflect on their experiences.

Many course topics—including academic success, information literacy, responsible AI use, digital citizenship, career exploration, professional identity, and university engagement—are designed to connect directly to students' own first-year experiences. Therefore, consistent participation and thoughtful reflection are essential.

A simple rule for CS 195: Show up. Get involved. Ask questions. Make connections. Reflect. Grow.

4. Student Support and Success

Questions Are Part of Learning

Curiosity is not a weakness; it is one of the strongest learning tools you have.

You are encouraged to ask questions throughout this course. If something is unclear, if you want to understand an idea more deeply, or if you are unsure about an assignment, resource, or next step, please ask. Chances are, someone else may be wondering the same thing.

You can ask questions:

- During class: questions, comments, and thoughtful discussion are always welcome.
- During office hours: use this time to talk through assignments, goals, challenges, ideas, or anything you would like help understanding.
- By email: if a question comes up outside of class, you are welcome to contact me through your ODU email.

Asking for help is an important academic and professional skill. You are not expected to figure everything out on your own, especially during your first year.

A simple reminder: If you are wondering, ask. If you are unsure, ask. If you are curious, ask.

Communications

Important: All emails related to this course should have the phrase “CS195” somewhere in the subject line. This flags your message in my mailbox for faster attention. Omit this, and your message may get lost amid the ton of daily spam and ODU administrative messages I get each day.

I try to respond to all (properly marked) messages within 24 hours M-F, within 48 hours on weekends & holidays.

Email is my preferred mode of communication with students. Don't hesitate to email me your questions, especially those related to getting help with the Assignments

Please use your ODU email rather than Canvas messaging for individual questions or private matters. Email is the most reliable way to reach me and helps me keep course communication organized. Please include “CS195” in the subject line so I can identify your message quickly.

Academic Support & Learning Resources

Need help? Start early. Ask questions. Use your resources. Successful students are not students who never need help—they are students who learn when, where, and how to seek it.

If you are having difficulty with an assignment, managing your time, developing effective study habits, conducting research, writing, understanding course expectations, or planning your next academic step, please reach out. You are encouraged to ask questions during class, during office hours, or by email. I am happy to help you identify an appropriate next step and connect you with available university resources.

ODU provides several academic support resources that can help you throughout your first year:

[Academic Success Center](#): Academic success support, mentoring, tutoring connections, advising resources, and assistance with developing strategies for university success.

[ODU Tutoring Services](#): ODU provides free tutoring opportunities through multiple campus tutoring centers and online services. Students can search by course to identify currently available support.

[Computer Science Undergraduate Resource Center \(CSURC\)](#): Provides tutoring and academic support for students enrolled in several undergraduate Computer Science courses. Students are encouraged to use this resource early not only when they begin having trouble.

[University Libraries & Research Help](#): Librarians and library resources can support research questions, search strategies, finding and evaluating sources, and information-literacy activities.

[Writing Center](#): Students can receive support with brainstorming, organization, drafting, revision, and developing effective academic writing strategies.

Academic Advising: Advisors can help students understand degree requirements, registration, academic planning, goals, and important academic decisions.

ePortfolio Support: Students can receive assistance developing and refining their ePortfolio, including organizing content and communicating their learning, experiences, skills, and professional identity.

Student Success and Campus Resources

Area	Examples
Academic Success	Academic Success Center; academic success mentoring; tutoring and study-group support; Writing Center; University Libraries; office hours; learning workshops
Advising & Planning	Academic Advising; Degree Works; registration and academic-planning resources; First-Year Student Success; Transfer Advising resources when applicable
Career & Professional Development	Center for Career & Leadership Development; career and internship fairs; career exploration; résumé/networking support; professional-development opportunities
Research & Innovation	Faculty/student research; research showcases; University Libraries research support; undergraduate research; innovation and entrepreneurship opportunities
Well-Being	Dean of Students / Student Outreach & Support; Student Health Services; Counseling Services; Recreation & Wellness; basic-needs and emergency-support referrals
Belonging & Leadership	Student organizations; peer mentors; Impact Learning Communities; campus events; service; cultural programs; leadership opportunities; Study Abroad exploration
Technology	Canvas; ODU email; Microsoft 365; ITS support; ePortfolio Studio; instructor-approved digital/AI tools
Accessibility	Office of Educational Accessibility (OEA); accommodation planning; accessible learning support
Academic Recovery & Support	Individualized advising, success coaching, academic plans, Student Progress Notification follow-up, and support for students experiencing academic difficulty.
ePortfolio Studio	One-on-one ePortfolio support, feedback, digital identity development, and assistance presenting academic and professional experiences.
TRiO & Mentoring	For eligible students: academic/personal advising, tutoring, mentoring, academic coaching, financial literacy, career and graduate-school planning; campus mentoring programs are also available.

My Monarch Resource Network

Knowing where to seek help is an important first-year skill. During the semester, students will explore ODU academic and student-success resources and identify at least three resources that could support their academic, personal, or professional success. Students will then make one meaningful connection with a selected resource and document what they learned.

Possible resource connections include:

- Explore the Dean of Students / Student Outreach & Support resources for academic, personal, administrative, or basic-needs challenges.
- For eligible students, explore TRiO Student Support Services or another mentoring/support program.
- Explore Academic Recovery & Support and Student Progress Notification resources so you know how to respond if academic challenges arise.
- Attend an Academic Success Center, Career & Leadership Development, Study Abroad, General Education, or another approved workshop/event.
- Consult an ODU librarian or use library research support for information-literacy or research activity.
- Use the ePortfolio Studio for feedback on portfolio content, organization, digital identity, or presentation.
- Meet with an academic advisor, Academic Success Mentor, tutor, peer mentor, or other approved support professionals.

ePortfolio Evidence

Create a short 'My Monarch Resource Network' artifact identifying each resource, what it provides, when you might use it, how to access it, and what you learned from your meaningful connection.

Mental Health and Counseling Services

College can be exciting and rewarding, but it can also bring periods of stress, uncertainty, and personal or academic challenges. Seeking support is a strength and an important part of taking care of yourself and your success.

ODU's Office of Counseling Services provides free and confidential mental health services to registered students, including individual and group counseling, psychiatric services, crisis intervention, workshops, and other support. Both in-person and virtual appointments are available, including same-day/next-day appointments through the Monarch Wellness Portal.

Helpful ODU resources:

[ODU Counseling Services](#) — information about counseling and mental-health support.

[Make a Counseling Appointment](#) — instructions for scheduling an in-person or virtual appointment.

[Urgent/Crisis Mental Health Support](#) — ODU's current emergency and crisis-support information.

[Student Health Services](#) — medical and health services for current ODU students.

Counseling Services: Student Recreation and Well-Being Center, 4700 Powhatan Ave., Suite 2403 | 757-683-4401. For urgent mental-health support, students can call 757-683-4401 and select Option 2 to connect with a crisis counselor 24/7.

Caregiver Responsibilities Policy

I have great respect for students who are balancing their pursuit of education with the responsibilities of caring for children or other family members. If you run into challenges that require you to miss a class, or if your caregiving responsibilities interfere with your ability to engage in remote learning, please contact me. There may be some instances of flexibility we can offer to support your learning.

5. Assessment and Grading

Major Assignments and Assessment

Assessment	Weight	Description
Active Participation & Learning Community	15%	10 weekly participation/check-ins × 1.5% each. Active learning, discussion, peer/faculty interaction, collaboration, professionalism, preparation, and contribution to the learning community.
Reflection Journals & Learning Check-Ins	15%	5 reflections × 3% each. Reflections connect purpose/identity, academic growth, information and digital literacy, belonging/engagement, feedback, and looking forward.
Learning Labs & Signature Activities	15%	5 applied activities × 3% each: Research & Information Literacy Lab; Source Comparison / Misinformation-Disinformation Lab; Responsible AI Learning Lab; Digital Citizenship Activity; Technology for Good / Innovation Activity.
Advising Activities & Academic Roadmap	10%	3 advising touchpoints × 2% each (6%) + Academic Roadmap (4%). Includes preparation, advising engagement, degree/registration planning, reflection, and next-step planning.
Campus / Out-of-Class Engagement	10%	Complete TWO approved engagement experiences; students do not need to attend every event listed. Experience #1 participation/evidence (2%) + Reflection #1 (2%) + Experience #2 participation/evidence (2%) + Reflection #2 (2%) + ePortfolio integration of both experiences (2%) = 10%.
Academic & Career Exploration Project	10%	Academic/career pathway exploration (3%) + research/experiential opportunity exploration (3%) + professional/faculty connection (2%) + final synthesis and next steps (2%) = 10%.
Future Self ePortfolio	20%	5 milestones × 4% each: (1) Home Page & Starting My ODU Journey; (2) Learning & Growth Check-In; (3) Academic Planning & Purpose; (4) Community & Engagement; (5) Looking Back, Looking Forward.
Final Showcase / Looking Forward Presentation	5%	One final presentation/showcase (5%). Use selected ePortfolio evidence to synthesize growth, learning, important connections, future direction, and next-step commitments.

Assessment	Weight	Description
TOTAL	100%	

How Your Grade Is Calculated

Your final grade is based on several types of learning experiences rather than a traditional final examination. Each category above represents a specific portion of your final course grade. Individual assignments within each category contribute to that category's percentage as shown in the assessment table.

You will always know how an assignment contributes to your final grade before completing it. Detailed instructions, due dates, and grading criteria/rubrics will be provided in Canvas.

Some learning experiences intentionally connect across assignments. For example, an out-of-class engagement experience may produce an artifact for your ePortfolio and later become evidence in your final showcase. This is intentional: the goal is to help you connect and reflect on learning across the semester rather than complete isolated assignments.

OUT-OF-CLASS ENGAGEMENT CLARIFICATION: Students are required to complete TWO approved out-of-class engagement experiences. You are NOT required to attend every event listed in the syllabus.

Grading Scale

Grade	Range
A	93–100
A-	90–92
B+	87–89
B	83–86
B-	80–82
C+	77–79
C	73–76
C-	70–72
D+	67–69
D	63–66
D-	60–62
F	Below 60

Out-of-Class Engagement

Required Assignment — Explore, Connect, Reflect: Out-of-Class Engagement Experience

Learning in the first year extends beyond the classroom. Each student will participate in two (2) instructor-approved university or community experiences during Fall 2026 and connect that experience to belonging, academic growth, professional identity, career exploration, research, innovation, leadership, or community engagement. Students may select from the confirmed Fall 2026 opportunities below or another instructor-approved event. Hackathons, datathons, cybersecurity challenges, innovation competitions, research showcases, faculty seminars, student-organization activities, service experiences, and other appropriate events announced later in the semester may also be approved.

Confirmed Fall 2026 Opportunity	Date / Time	Location	Best Course Connection
ODU Fall Student Job & Volunteer Fair	Sept. 1, 2026 11:00 a.m.–2:00 p.m.	Webb Student Center	ODU Fall Student Job & Volunteer Fair

Confirmed Fall 2026 Opportunity	Date / Time	Location	Best Course Connection
ODU Fall Career & Internship Fair	Oct. 22, 2026 11:00 a.m.–3:00 p.m.	Chartway Arena	Career exploration, networking, professional communication, professional identity
ODU Real Estate Research Symposium	Oct. 29–30, 2026	ODU Norfolk campus	Research exposure, AI/data applications, scholarly inquiry, innovation
Virginia Health Sciences Research Day	Nov. 13, 2026	Waitzer Hall, ODU medical campus	Research exposure, poster/oral presentations, scholarly community, networking
COVA CCI Cybersecurity Undergraduate Research Showcase	Wednesday, Dec. 2, 2026 2:00 p.m.	Old Dominion University	Cybersecurity research, innovation, faculty/student connections, career exploration, professional identity

Before Each Experience

Submit a brief Engagement Plan identifying the event, why you selected it, what you hope to learn, and one person, organization, idea, or opportunity you hope to explore.

During Each Experience

Participate actively. When appropriate, speak with at least one participant, organizer, faculty member, professional, mentor, or student; ask at least one meaningful question; and collect appropriate evidence of participation.

After Each Experience

Submit a 500–750-word reflection describing the experience, what you learned, what interested or surprised you, how it connects to CS 195, how it influenced your academic/personal/professional thinking, and one next action you will take.

ePortfolio Connection

Add one appropriate artifact and a short integrative reflection to the Community & Engagement section of your ePortfolio.

Accessibility and Flexibility

Students who cannot attend a particular event because of scheduling, transportation, cost, accessibility, religious observance, employment, caregiving, or other circumstances may complete another instructor-approved experience that meets the same learning outcomes. No student is required to pay an admission fee to complete this assignment.

ePortfolio: Your First-Semester Story

Milestone	Approx. Timing	Possible Evidence
Home Page & Starting My ODU Journey	Week 1	Introduction, values/strengths, goals, first-semester expectations
Learning & Growth Check-In	Week 3	Learning strategy self-audit, time plan, reflection, evidence of adjustment
Academic Planning & Purpose	Week 10	Advising preparation/reflection, academic plan, career/research interests
Community & Engagement	Week 13	Campus experience, faculty/peer connection, mentoring, leadership/community reflection
Looking Back, Looking Forward	Week 15	Future Self Project, professional identity, growth evidence, next-step roadmap, final reflection

6. Course Expectations and Policies

Attendance and Participation

Because this is a seminar built around dialogue, relationships, active learning, advising, and experiences, regular attendance and meaningful participation are essential. Students are expected to arrive prepared and on time, contribute respectfully, complete assigned preparation, participate in collaborative and reflective activities, and engage in required advising and out-

of-class experiences. University-approved absences and documented accommodations will be handled in accordance with applicable ODU policy.

Late Work, Revision, and Learning for Mastery

Assignments should be completed by posted deadlines because many activities are intentionally sequenced around advising, engagement, peer interaction, and reflection. If circumstances interfere with timely completion, communicate promptly with the instructor. When pedagogically appropriate, selected work may be revised or resubmitted after feedback.

Responsible Use of Artificial Intelligence

Artificial intelligence will be both a topic of inquiry and, when explicitly permitted, a learning tool. Students remain responsible for the accuracy, originality, integrity, and quality of submitted work. AI-generated information must be evaluated and verified. Assignment instructions will specify when AI is permitted and whether disclosure or attribution is required. AI may support learning, but it may not replace a student's own reflection, reasoning, judgment, or required demonstration of learning.

7. University Policies, Accessibility, and Student Support

Academic Integrity and Honor Pledge

Students are responsible for understanding and following Old Dominion University's academic integrity requirements. Academic misconduct may include plagiarism, cheating, fabrication or falsification, unauthorized collaboration, facilitation of misconduct, or misrepresentation of work created by another person or automated system. Students should consult current university guidance and ask the instructor whenever expectations about collaboration, source use, citation, or artificial intelligence are unclear.

ODU Honor Pledge: "I pledge to support the honor system of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community, it is my responsibility to turn in all suspected violators of the honor system. I will report to Honor Council hearings if summoned."

Student Email

With the increasing reliance and acceptance of electronic communication, email is considered an official means for university communication. Old Dominion University provides each student an email account for the purposes of teaching and learning, research, administration, and service. It is important that all students are aware of the expectations associated with email use as outlined in the [Student Email Standard](#).

Email Account Activation

It is the responsibility of every eligible student to activate MIDAS, the Monarch Identification and Authorization System, in order to obtain email access.

Expectations Regarding Use of Email

The email account provided by the University is an official point of contact for correspondence. Students are expected to check their official e-mail account on a frequent and consistent basis in order to stay current with university communications. Mail sent to the ODU email address may include notification of University-related actions, including academic, financial, and disciplinary actions. For more information about student email, please visit [Student Computing](#).

Educational Uses of Email

University offices and instructors cannot validate that communication coming by email is from an ODU student unless it comes from a valid ODU email address. If students send mail from non-ODU email accounts (e.g., Hotmail or Yahoo), faculty and staff are not obligated to respond and may request that official e-mail accounts be used.

Withdrawal

Enrollment in this course indicates your acceptance of its teaching focus, requirements, and policies. Please review the syllabus and the course requirements as soon as possible. If you believe that the nature of this course does not meet your interests, needs or expectations, if you are not prepared for the amount of work involved – or if you anticipate assignment

deadlines or adherence to course policies will constitute an unacceptable hardship for you – you should drop the course by the drop/add deadline, which is listed in the [ODU Schedule of Classes](#). Visit the [Office of the University Registrar](#) for more information.

Educational Accessibility

Old Dominion University is committed to ensuring equal access to all qualified students with disabilities in accordance with the Americans with Disabilities Act. The Office of Educational Accessibility (OEA) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations.

If you experience a disability which will impact on your ability to access any aspect of my class, please present me with an accommodation letter from OEA so that we can work together to ensure that appropriate accommodation is available to you.

If you feel that you will experience barriers to your ability to learn and/or testing in my class but do not have an accommodation letter, please consider scheduling an appointment with OEA to determine if academic accommodation is necessary.

The Office of Educational Accessibility is located at 1021 Student Success Center, and their phone number is (757)683-4655. Additional information is available at the OEA website: [OEA website](#)

8. Tentative 15-Week Course Schedule

Fall 2026 full-term classes begin August 24 and end December 11. The weekly pacing below is aligned with the official academic calendar and confirmed engagement opportunities available as of August 2026. Specific class-day activities may be adjusted around holidays, advising timelines, and newly announced opportunities.

Wk	Journey / Module	Learning & Signature Experiences	Evidence / ePortfolio
1 Aug. 24–30	DISCOVER — Welcome to ODU & Your First-Year Journey	Course orientation; community building; transition to university; Canvas; belonging; values/strengths; ePortfolio launch	eP: Home Page & Starting My ODU Journey
2 Aug. 31–Sept. 6	DISCOVER — Academic Identity, Belonging & Purpose	Academic identity; purpose; values; interests; motivation; growth mindset; ODU community and traditions; approved engagement: Fall Student Job & Volunteer Fair (Sept. 1)	Purpose & Belonging Reflection
3 Sept. 7–13	DISCOVER — Goals, Motivation & Your Success Plan	SMART goals; academic/personal goals; resilience; help-seeking; individual success planning; early advising introduction; Labor Day Sept. 7 — no classes	eP: Learning & Growth Check-In
4 Sept. 14–20	DEVELOP — Learning How to Learn	Metacognition; retrieval practice; spaced learning; note-taking; assessment preparation; self-regulated learning	Learning Strategy Plan
5 Sept. 21–27	DEVELOP — Time Management & Academic Success	Prioritization; semester planning; procrastination; balancing responsibilities; planning like a project; Advising Touchpoint 1	Time & Academic Success Plan
6 Sept. 28–Oct. 4	DEVELOP — Information Literacy & Research Strategies I	Determine information needs; develop research questions; source types; ODU Library resources; databases; web resources; keywords and search strategies	Information Search Strategy Artifact
7 Oct. 5–11	DEVELOP — Evaluating, Comparing & Communicating Information II	Credibility, authority, relevance, evidence, and bias; misinformation and disinformation; lateral reading and fact-checking; comparison of multiple sources for agreement, disagreement, perspective, and evidence quality; manage and summarize information; citation; plagiarism; ethical/legal information use; collaborative/productivity tools	Source Comparison / Misinformation-Disinformation Lab + Ethical Use Reflection
8 Oct. 12–18	DEVELOP — AI Literacy & Responsible Academic Use	AI Learning Lab; prompting; verification; hallucinations; bias; privacy; attribution; misinformation/disinformation risks; comparison with independent credible sources; academic integrity; responsible AI-assisted learning; Fall Break Oct. 10–13 — no classes	AI Learning Reflection
9 Oct. 19–25	EXPLORE — Computing, Cybersecurity & Digital Citizenship	Digital identity; cybersecurity awareness; privacy; online professionalism; responsible digital participation; approved engagement: Fall Career & Internship Fair (Oct. 22)	Digital Identity & Citizenship Reflection
10 Oct. 26–Nov. 1	EXPLORE — Academic Pathways, Advising & Degree Planning	CS curriculum and academic pathways; General Education; prerequisites; Degree Works/requirements as appropriate; registration planning; Advising Touchpoint 2; approved research exposure: ODU Real Estate Research Symposium (Oct. 29–30)	eP: Academic Planning & Purpose
11 Nov. 2–8	EXPLORE — Computing Careers & the Changing World of Work	CS/AI/data science/cybersecurity careers; emerging technologies; transferable skills; internships; research and experiential learning; résumé/LinkedIn foundations; Election Day Nov. 3 — no classes	Academic & Career Exploration Artifact
12 Nov. 9–15	CONNECT — Professional Identity & Communication	Professional email; teamwork; networking; faculty connections; mentoring; office hours; presentations; leadership as practice; approved research exposure: Virginia Health Sciences Research Day (Nov. 13)	Professional Connections Reflection
13 Nov. 16–22	CONNECT — Ethics, Innovation & Computing for Social Good	Ethical decision-making; societal impact of computing; responsible innovation; Technology for Good; campus/out-of-class engagement; Advising Touchpoint 3	eP: Community & Engagement

Wk	Journey / Module	Learning & Signature Experiences	Evidence / ePortfolio
14 Nov. 23–29	THRIVE — University Resources, Accessibility & Student Success	ODU support ecosystem; Academic Success Center; tutoring and mentoring; ePortfolio Studio; Academic Advising; Academic Recovery & Support; University Libraries; TRiO and mentoring resources; Dean of Students / Student Outreach & Support; OEA and accommodations; self-advocacy; well-being; inclusive learning; My Monarch Resource Network activity; Thanksgiving Holiday Nov. 25–29 — no classes	My Monarch Resource Network + Resource Navigation & Success Reflection
15 Nov. 30–Dec. 4	THRIVE — Reflection, ePortfolio & Your Path Forward	Semester synthesis; Future Self Project; professional identity; ePortfolio showcase; lifelong learning; next-step roadmap	eP: Looking Back, Looking Forward

Student Acknowledgement

“I, _____, have completely read this syllabus and understand and agree to the course requirements”.