

Syllabus

Syllabus: CS 105 - Intro Computing: Non-Technical Majors

Spring 2026
Content subject to change

Important Course Links:

- **Grades:** [Canvas](#): Grades are updated between the Friday and Monday lectures.
 - [Grade Correction Form \(HW/Exam/Extra Credit\)](#)
 - [Grade Correction Form \(Lec/Lab\)](#)
- **Assignments:** [Prairie Learn](#): Homework, Labs, Jupyter Workspace
 - [Extension Request Form \(HW/Exam\)](#) - 48 hour extension will always be granted for health situations and family emergencies! Note: The University does not allow work to be submitted after May 6, 2026.
- **Exam scheduling:** [Computer-Based Testing Facility \(CBTF\)](#)
- **Course policies:** [Syllabus](#)
- **Course/Week Overview:**
 - [Semester Schedule](#): All deadlines and classes (included cancelled classes)
 - [Weekly Calendar](#) (i.e., class times and drop-in/office hours)
- **Lecture/Lab:**
 - [Excused Absence Form \(Lec/Lab\)](#)
 - [Lecture location/seating chart](#)
 - [Lecture slides](#)
 - [Lecture videos on MediaSpace](#)
- **Q&A:** [Ed Discussion](#) (link to register)
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Q1: GETTING STARTED: What do I need to do?

Please read the whole syllabus!

Q1A: Software: What software do I need?

You need to download Excel. You can download a free copy of Excel and the rest of the Microsoft Office tools from the UIUC WebStore. Click [here](#) OR click "FREE SOFTWARE" and search for 365. You'll download "Microsoft 365 (Office) for Urbana Students..." We discourage you from using alternatives (e.g. Google Sheets or Apple's Numbers) because students often lose points when they have trouble uploading files not made in Excel. **Installation video:** <https://youtu.be/Rg64bXRBgfl>

Q1B: DRES: How do I get disability-related accommodations?

If you have a Letter of Accommodation from Disability Resources & Educational Services (DRES), you need to:

- Email your letter to ColleenL@illinois.edu
- Upload your letter to <https://cbtf.illinois.edu/students/dres> by January 21, at least 5 business days before our first exam starts (January 27).

The CS105 staff wants to make sure that the class is accessible to you! We welcome conversations throughout the semester to try to improve your experience!

Q1C: Textbook: Do I need to buy a book?

No. We are using only free, online resources. You'll mainly use a website called W3 Schools. And we hope you can return to this site when you want to learn more after the class.

Q1D: Websites: What online systems do I need to register for in CS105?

- [Ed Discussion](#): Q&A ([join link](#))
- [PrairieLearn](#): Enroll in CS105 by pressing the "enroll course" button and looking for "CS 105".
- [PrairieTest](#): We will add you to this website so that you can schedule your exam times.
- [Canvas](#): You will be automatically added within 24 hours.
- [Google Docs](#): This isn't required, but will likely be helpful to enable your UIUC google docs access. You'll also ideally use your Illinois Google account for Pear Deck during class.
 - Go to the [Cloud Dashboard](#). Click so that "Google Apps @ Illinois" is "On" (see below)



Q1E: Technology: Do I need a particular type of computer?

Everything is online and accessible from any computer. However, we discourage you from using a phone or an iPad. A phone is probably too small and makes typing special characters like [] or {} annoying. When people use an iPad, it sometimes changes special characters like ' (a straight up and down single quote) to be ‘ (a curved single quote). And that curved single quote is treated like a typo by the programming environment.

Q2: WHAT IF: What do I do in extenuating circumstances?

Q2A: Illness/Emergency: What should I do if I have a health situation or have a family emergency?

Please take care of yourself and (if applicable) please take actions to avoid getting other people sick! As applicable, please submit these forms:

- [Lecture/Lab Absence Form](#) - For excused absences, a TA will email you with information about how you can make up a missed class.
- [HW/Exam Extension Request Form](#) - If you have a health situation (e.g., COVID, other sickness, mental health) or have a family emergency we will ALWAYS provide an extension of at least 48 hours.
 - **NOTE:** The University does not allow any coursework to be submitted after May 6, 2026.

Q2B: Missed Exam: What if I missed my exam?

If you missed your scheduled time, go to the CBTF and the proctor can help you delete your missed reservation. You will then be able to see available reservations in PrairieTest. If the exam window has closed, fill out the [HW/Exam Extension Request Form](#) and explain the situation. We will respond to extension requests within 48 hours.

NOTE: The University does not allow any coursework to be submitted after May 6, 2026 at 11:59pm

Q2C: Extension: What if I need an extension because of illness or a family emergency?

If your illness or family emergency means you will need an extension on an assignment or exam, please fill out the extension form: [HW/Exam Extension Request Form](#).

If you have a health situation (e.g., COVID, other sickness, mental health) or have a family emergency we will ALWAYS provide an extension of at least 48 hours. We will respond to extension requests within 48 hours. <https://wellness.illinois.edu/> has super helpful resources if you are experiencing a physical or mental health situation and need assistance.

NOTE: The University does not allow any coursework to be submitted after May 6, 2026 at 11:59pm

Q2D: Absence: What if I have to miss a lecture?

If you have a health situation (e.g., COVID, other sickness, mental health), have a family emergency, have required athletic travel, have a religious observation, have military service, or have an academic event that conflicts with class, you should fill out this form. [Lecture/Lab Absence Form](#). A TA will email you with information about how you can make up this missed lecture. You can access the [lecture slides](#) and course videos on [MediaSpace](#).

If you are requesting an excused absence for an academic event, providing an explanation of the circumstance is required. Only events (e.g. field trips) are considered excused. Other activities such as participating in a student organization are not considered excused absences.

Q2E: Absence: What if I have to miss a lab?

Please try to attend a different lab that week. If you can attend another lab you should: (1) Attend the alternate lab and (2) When you get checked off, tell the staff member you aren't in that lab.

If you can't attend another lab and you have a health situation (e.g., COVID, other sickness, mental health), have a family emergency, have required athletic travel, have a religious observation, have military service, or have an academic event that conflicts with class, you should fill out this form. [Lecture/Lab Absence Form](#). A TA will email you with information about how you can make up this missed lab.

If you are requesting an excused absence for an academic event, providing an explanation of the circumstance is required. Only events (e.g. field trips) are considered excused. Other activities such as participating in a student organization are not considered excused absences.

Q2F: Group Work: What if group work is inaccessible to me?

Please fill out the form [here](#).

Q2G: Missed Assignment: What if I miss an assignment?

We know everyone gets busy! You can earn up to 70% of the points for completing PrairieLearn assignments within 2 weeks of the original due date. The only complexity is that we are not allowed to accept work after 5/6. Therefore, for assignments due after 4/15, you can get 70% of the points for completing it before 5/6 at 11:59pm.

Q2H: Incorrect Assignment: What if I did the wrong assignment?

I'm sorry - we know there are a LOT of deadlines to track in this class! You can earn up to 70% of the points for completing PrairieLearn assignments within 2 weeks of the original due date. We do not offer additional extensions for completing the wrong assignment.

Q2I: Busy: What if I'm too busy to finish the assigned work?

You can earn up to 70% of the points for completing PrairieLearn assignments within 2 weeks of the original due date. We do not offer additional extensions for other responsibilities interfering with your CS105 assignments.

Q2J: Late Add: What do I do if I join the class late?

Welcome! If you add the class late, we'll give you an automatic 3-day/72-hour extension on those assignments. We will also give you an opportunity to miss the lecture(s)/lab(s) that you missed. If you miss those deadlines, you still have the typical 2 week (from the original deadline) 70% credit window, but will not otherwise receive an extension.

Q3: GRADES: What if I have a question about my grades?

Q3A: Grade Scale: How does my percentage turn into a letter grade?

We use the following grading scale:

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
≥98%	≥93%	≥90%	≥87%	≥83%	≥80%	≥77%	≥73%	≥70%	≥67%	≥63%	≥60%	<60%

Q3B: Grade Weighting: How much does each score impact my final grade?

The types of assignments are weighted as follows.

Activity	Total Weight	Explanation
Homework	12%	0.5 points per homework (28 assignments, 4 drops) CHANGED May 5, 2026 was 27 assignments and 3 drops
Lecture Participation	12.5%	0.5 points per lecture (25 lectures)
Lab Participation	6%	0.5 points per lab (12 labs)
Exam 0	1.5%	No second-chance exam available
Exam 1	13%	Second-chance exam available
Exam 2	13%	Second-chance exam available
Exam 3	13%	Second-chance exam available
Exam 4	13%	Second-chance exam available
Final Exam	16%	No second-chance exam available

Q3C: Grading Error: What if my assignment is marked late on Canvas?

Things are marked late in Canvas based upon when we move the grades over from PrairieLearn. Sorry! But you don't lose any points for things being marked late.

Q3D: Grading Error: What if my lecture or lab grade is wrong in Canvas?

Lecture and lab grades are updated between the Friday and Monday lectures (i.e., between Friday 3pm and Monday at 2pm). After 2pm on Monday, if your lecture or lab grades from the previous week are incorrect, please fill out the [Lecture/Lab Grade Correction Form](#).

Q3E: Grading Error: What if I have all of the points, but PrairieLearn doesn't say I have 100%?

This can happen if you get an extension on an assignment (or a deadline is extended for everyone). Despite the fact that you have all of the points on an assignment, your score might be "stuck" at 70% or something less than 100%. You should resubmit one of the problems in that assignment. The reason is that PrairieLearn tries to be smart and only recalculates your percentage score on the assignment if you submit a problem within the assignment. If you submit something on that homework after the deadline was extended, it'll force PrairieLearn to recalculate your grade.

Q3F: Grading Error: What if my homework or exam grade is wrong in Canvas?

Homework and exam grades are updated between the Friday and Monday lectures (i.e., between Friday 3pm and Monday at 2pm). After 2pm on Monday, if your homework or exam grades from the previous week are incorrect, please fill out the [HW/Exam - Grade Correction Form](#).

Q4: EXAMS: How do exams work?

Q4A: Exam Format: What is the format of the tests?

Exams in the course are randomized: each student will get a different exam. The exams and retakes have the same structure and cover the same content as the practice exams, which are on [PrairieLearn](#). Some of the questions for the exams will be drawn directly from the PrairieLearn homework and the remainder will be similar in structure to the homework. Completing and understanding homework is the great way to prepare for the exams.

Q4B: Exam Dates: When are Exams?

Exams must be taken in the exam periods listed below. See [Q3B](#) for weighting of other course components.

Date	Name	Max Length	Covers	Emphasis
1/27–1/29	Exam 0	50 minutes	Week 01	Course policies
2/10–2/12	Exam 1	50 minutes	Weeks 01-03	Weeks 01-03

2/17–2/19	Exam 1 Retake			
3/3–3/5	Exam 2	50 minutes	Weeks 01-06	Weeks 04-06
3/10–3/12	Exam 2 Retake			
3/31–4/2	Exam 3	50 minutes	Weeks 01-09	Weeks 07-09
4/7–4/9	Exam 3 Retake			
4/21–4/23	Exam 4	50 minutes	Weeks 01-12	Weeks 10-12
4/28–4/30	Exam 4 Retake			
5/7-5/11	Final	1 hour 50 min	Weeks 01-14	Weeks 01-14

Q4C: Exam Scheduling: When do I take each exam or retake?

You will make a reservation for a time that is convenient to you during the exam window at <https://us.prairietest.com/>. Lab and lectures will meet during the exam windows. You should not plan to take the exam during CS105 or any of your other classes. There is a [tutorial](#) for learning how to make a reservation. If you make a reservation for an exam retake and don't take the exam, you'll get a zero on the retake.

If you have a Letter of Accommodation from Disability Resources & Educational Services (DRES), you need to:

- Email your letter to ColleenL@illinois.edu
- Upload your letter to <https://cbtf.illinois.edu/students/dres> by January 21, at least 5 business days before our first exam starts (on January 27).

Q4D: Exam Location: Where do I take exams and what is the CBTF?

Exams and retakes will be taken in the [Computer-Based Testing Facility](#) (CBTF). The CBTF is a collection of proctored computer labs on campus. When you arrive at the CBTF you will be assigned a computer and a unique exam will be generated for you. You will have access to a Python interpreter, but you won't have normal internet access. Please review [the CBTF exam procedure](#). Show up to the CBTF before your exam time and bring your student ID!

All academic integrity policies enforced by the CBTF should be considered course policies. Electronic devices and note sheets are not allowed and must be stored in your book bag or the bins provided.

Q4E: Exam Interruptions: What do I do if there is a problem during my exam in the CBTF?

Tell a CBTF proctor if there's a problem with your computer or exam. Any problem with testing in the CBTF must be reported to CBTF staff at the time the problem occurs. Without having the problem reported to a proctor during the test, we are unable to rectify the problem.

Q4F: Exam Retakes: How do you calculate my grade?

We want you to learn a ton in this class! If you take Exam 1, 2, 3, or 4 and realize you didn't learn as much as you wanted, we give you the opportunity to study again and retake the exam. If you make a reservation for an exam retake and don't take the exam, you'll get a zero on the retake.

If you sign up for an exam retake, your final score will comprise 90% of your highest score and 10% of your lowest score. Here are a few examples:

- **No retake:** If you earned a 72.5% on your exam and you do not register for the exam retake you will keep your 72.5%.
- **Higher retake:** If you earned a 50% on your exam and you sign-up for and earn a 80% on your retake, your final score will be $(50 * 0.1) + (80 * 0.9) = 77\%$.
- **Higher original exam:** If you earned a 50% on your exam and you sign-up for and earn a 20% on your retake, your final score will be $(50 * 0.9) + (20 * 0.1) = 47\%$.

Q4G: View Exam Questions: Can I view the questions on the exam that I got wrong?

Our goal for the retakes is that you'll study for the retake because that studying will help you learn the material in the class! After all of the retakes are completed, you can ask a TA to review your answers on the exam (or the retake). TAs are not allowed to show you answers to the exam before all of the retakes are completed. If we find out after the exam that a question on the exam was incorrect or was graded incorrectly, we'll fix that for you and everyone who encountered that bug.

Q4H: Code Reading Questions: What if my correct answer was marked wrong?

We use AI to estimate your grade on the coding reading questions on exams. However, for all of the answers that are marked wrong, a TA goes through and grades those. You will only get a grade of incorrect if the TA agrees with the AI's determination of your answer.

Q5: CONTENT: What is CS105 about? What will we learn?

Q5A: Goals: What are the course goals?

The goal of CS 105 is to instill you with fundamental programming skills, help you understand the fundamental capabilities and structure of software, and prepare you to undertake your own independent programming projects. One focus will be writing scripts to automate a collection of (otherwise) tedious tasks, so you can spend more of your time doing the things that you want to do. We'll be learning the Python programming language, which is one of the most popular programming languages for a wide range of tasks from text processing to machine learning. In addition, the course exposes students to the fundamentals of spreadsheets and writing documents for the world-wide web.

1. Given a small (5-10 line) Python program, students should be able to execute the program in their head and correctly predict the outcome.
2. Given a small (5-10 line) Python function, students should be able to provide a natural language description of what the function does.

3. Students should be able to write short (5-10 line) Python programs, including the use of variables, expressions, conditionals, loops, and functions.
4. Students should be able to use built-in Python data structures including strings, lists, and dictionaries.
5. Students should be aware of intermediate programming concepts including modules, exception handling, user-defined types (classes)
6. Students should be capable of using beginner and intermediate spreadsheet operations (including INDEX, MATCH, and VLOOKUP), writing simple HTML documents, and performing simple data analysis tasks.

Q6: HELP: How can I get help outside of class?

Q6A: Drop-in Hours: How can I meet with course staff to ask questions?

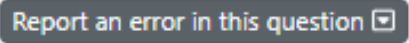
We have [Drop-in Hours](#) (i.e., Office Hours)! We offer a small amount of extra credit for dropping by a drop-in hour during the first 3 weeks of the class!

Q6B: Policy Clarification: What if I have questions about course policies?

Please review the syllabus and then post questions on [Ed Discussion](#): Q&A ([join link](#))

Q6C: Questions: What if I need help on course content?

In addition to [Drop-In Hours](#), you can post questions on [Ed Discussion](#): Q&A ([join link](#))

In Prairie Learn, the following button  is only if there's a missing text box or something *really* broken. Please ask for help on [Ed Discussion](#) Do not use this button!

Q6D: Ed Discussion: How can I best get coding help on Ed Discussion?

- **Attempt It First.** Before posting a question, try writing parts of a solution. If you're not sure how to start, propose some ideas (they don't have to be right) or concepts you think you need help with to successfully answer the question. Do you think you'll need a variable? Create one and give it a name that you think makes sense! Do you think you'll need a loop? Write one!
- **Search on Ed Discussion.** See if your question has been posted before. This can save you a lot of time, so please check [Ed Discussion](#) to see if another post answers your question.
- **Write a Descriptive Title.** Use a descriptive title so we know generally what your question is without reading the body. Include the problem number and some information about the problem/your current error.
 - **Good title:** "HW 3.11 expected integer, got string"
 - **Bad titles:** "Help," "I need help", "Confused", "Don't know how to start".
- **Select a Category.** [Ed Discussion](#) has different topics you can post under. Make sure you select the right category, e.g., posts about Prairie Learn go into the Prairie Learn category.
- **Read The Error Message.** Even if it looks like a bunch of nonsense, scan your eyes over it. There might be some helpful information there that will get you to the solution. Try reading it aloud.
- **Include a Screenshot (if necessary).** Taking a screenshot helps us know what's happening on your machine. [Here's a guide for Windows/Mac OS on how to take a screenshot](#). Please do not include photos from your phone.

- **Mark it as Private if you Include Solution Code:** Since you cannot share your solution code with other students in the class, you should mark your post as Private if your post includes code.
- **Format Your Code.** When you copy code into Ed Discussion, please surround it with backticks. This character: ` (above left tab, same button as tilde ~). If it's within a sentence, surround it with one backtick, e.g., `excited_to_learn = True` which turns into `excited_to_learn = True`. If it's a block of code, use three backticks following with "python". The text in the left box will display as shown in the right box.

<pre>```python excited_to_learn = True if excited_to_learn == True: print("I'm ready for CS 105!") ```</pre>	<pre>excited_to_learn = True if excited_to_learn == True: print("I'm ready for CS 105!")</pre>
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If you ask for help on an assignment, but don't follow the structure above, we'll ask you to repost it because without these pieces we can't help you effectively.

Q6E: Collaboration: What help can I get from a classmate, the internet, or ChatGPT?

We find that when students have ChatGPT do the homework problems for them, they do a LOT worse on their exams! We don't want that to happen to you! We tried to design these rules to help you use tools like ChatGPT to help you, but not to prevent you from gaining the practice you need to learn.

In this class, you must not look at solutions that are not your own, and you have to write your own code. Every student must type their own code in homeworks and exams. You can never look at or copy solution code from a classmate, a non-class online source, or from a Large Language Model (LLM; e.g., ChatGPT or CoPilot). On homework, you can copy from your own past work and class materials.

We take this seriously because we want you to learn about coding in this class, and not writing your own code short-circuits your learning. Based on our past experience, we find that students who copy code do not learn well. If we suspect that you are copying code from a friend, from online, or from an LLM, we will investigate and file a FAIR complaint if we find evidence that you did not follow the rules in the CS105 syllabus.

If you don't understand the code provided in CS105 (e.g., during lecture), you can ask CS105 staff, a classmate, a friend, or an LLM to explain it to you. Note, we will also expect you to be able to explain what code does on your own during the semester. So, this is a skill you should focus on developing during the semester.

Collaboration can be a really helpful tool for learning! We encourage you to try working on CS105 individually and in different groups of people! We hope you'll experiment to see what is most helpful for your learning! When you are collaborating, you can ask for hints or talk about big ideas. But when you are coding, make sure your solutions are your own.

You are welcome to seek help from others (course staff, fellow students, friends) to help yourself get unstuck. Other people can help you to debug by looking at your code, but the people who helped you should only be

people who have finished their own solutions already! You should never look at any solution code for a problem before you have completed that problem. You cannot use an LLM or similar tools to write code for you.

- As a student in CS105, you are responsible for never showing your code to another student who hasn't finished the problem.
- As a student in CS105, you are also responsible for never looking at solution code for a problem you haven't solved.

During lecture only, you are allowed to share your solutions with other groups if they are stuck. This probably isn't the best way to help them, but it isn't prohibited. Like on homework, during lecture you should not request that an LLM produce solution code.

In summary:

- you should never look at any solution code for a problem before you have completed that problem yourself,
- you have to be the one that types all of the work that you do in this class,
- you should never submit any code written by an LLM,
- for everything but exams you can get help from others.
- for exams, you should work alone and use only the resources provided by the exam

Q6F: Tutoring: Is there other CS105 tutoring provided on campus?

Yes! In addition to our [Drop-in Hours](#) (i.e., Office Hours) - there is additional tutoring available on campus!

Gies College of Business Peer Tutors (Gies Students Only)

Gies students can access "FREE tutoring in CS 105" provided by Gies College of Business Peer Tutors! "Tutors are available to help lead group discussions, walk through homework, prepare for office hours, and help with exams. Building connections and promoting healthy learning through early review, questioning, and practice. No appointment required."

- Schedule/Location/Details: <https://giesgroups.illinois.edu/advising/peer-tutoring/>

Office for Minority Student Affairs (OMSA) tutoring

UIUC 's OMSA offers a bunch of different community building and academic resources and serves everyone in our community! As your instructor, I'm particularly excited that they offer tutoring! We have a bunch of resources in CS105 to help you succeed, but they are a great office to get to know! They have matched tutoring, online self-paced workshops and academic skills consultations. I (Colleen) benefited a ton from the tutoring center in college - one of my friends introduced me to it. I had no idea that I could meet tutors who were super helpful and encouraging when I was adjusting to college. OMSA's Academic Services Center (ASC) located at 1103 W. Oregon, Suite E, Urbana, IL. You can find out more information here:

- To learn more about their tutoring services and to sign up for a tutor, visit <https://www.omsa.illinois.edu/programs/tutoring/tutoring/>.
- To learn more about the self-paced workshops and to take advantage of their self-paced workshops, visit <https://www.omsa.illinois.edu/programs/tutoring/workshops/>

Q6G: Email: When should I email course staff?

Since email response times can be VERY slow, the only thing we use email for is for receiving Letters of Accommodation from Disability Resources & Educational Services (DRES; Email your letter to

ColleenL@illinois.edu). Please post questions about course content and policies on [Ed Discussion](#). That allows us to answer your questions more quickly because any of the course staff can answer the question! You can also use the [HW/Exam - Extension Request Form](#), the [Lecture/Lab Absence Form](#).

Q6H: Staff: Who are the course staff?

We have an awesome team of CS105 Staff to help you be successful!

Want to ask staff a question? Post questions about course content and policies on [Ed Discussion](#). That allows us to answer your questions more quickly because any of the course staff can answer the question! You can also use the [HW/Exam - Extension Request Form](#), the [Lecture/Lab Absence Form](#).

Instructor: Colleen Lewis (ColleenL)

Graduate Teaching Assistants:

- To be determined

Course Assistants:

- To be determined

Q7: HW: What do I do outside of class? (other than exams)

Learning to program, like learning anything (e.g., a sport, a musical instrument, a new language), requires lots of practice, and ideally that practice is distributed over time (i.e., practicing a little every day is more effective for learning than practicing a lot once a week). So we've designed CS 105 to give you a lot of practice with programming and programming concepts, but we've tried to organize it in a way that minimizes unnecessary frustration. Ideally, the course is structured such that you are rarely or never in a position where you don't know how to do an assignment in this course.

Q7A: Before Lecture: What do I do before each lecture?

Homework is due every Sunday and Thursday. The class uses a flipped model, but instead of only having videos, we have videos and readings linked from PrairieLearn. When possible, we use publicly available readings so that you could keep learning from these materials after the class. The homework is your primary opportunity to practice the course material. The homework will use [PrairieLearn](#). Initially, the homework will consist of a large number of questions to give you practice working with the content in a lot of different contexts. Over time, the homework shifts to having fewer, but more difficult questions as you build proficiency in the fundamentals. The auto-graded portion of the homework can be repeated until a full score is achieved.

Q7B: HW Grades: How do I get points on Prairie Learn?

PrairieLearn is an online assessment platform. Due dates for assignments are available inside PrairieLearn and will be in the course's Canvas calendar as well. These assignments place an emphasis on building proficiency. The idea is to keep doing questions until you can demonstrate proficiency on the underlying concept or method. Once you do, you may even find these questions boring as you've overcome the initial challenge!

The way this works in PrairieLearn is that each question has a *value*, a *point total*, and a *point maximum*.

- The *value* is the number of points you'll earn if you get the next variant of the question right.
- The *point total* is your current score.
- The *point maximum* is the most points you can earn on a question.

For some questions, the *value* is not the same as the *point maximum*, necessitating answering multiple variants of the question. If you answer a question correctly, the *value* will increase between attempts. If you answer a question incorrectly, the point total goes back to what it is originally. The intention is that you need to answer fewer questions to get the *point maximum* if you keep getting questions right!

There is no penalty (other than resetting the value) for answering a question incorrectly, so don't be afraid to submit an answer. Similarly, don't be afraid to keep doing a question after you reach the point maximum - your point total will never go down!

If you click on the "?" just to the right of the line about available credit, you'll see all the dates associated with this homework. In particular, it says:

- you can receive 100% until Main End Date
- you can receive 70% until Extended End Date (two weeks later)
- you can receive 0%, but can keep doing problems as practice for the rest of the semester.

Q8: LECTURE: How does lecture work?

Q8A: Lecture Location: Where does the lecture meet?

Our whole class will meet in person on Mondays 2:00pm—2:50pm in Room 0027/1025 in the Campus Instructional Facility (CIF). Two room numbers are listed because you can reach it from the basement or the ground floor. We recommend you enter through the ground floor (not the basement). The basement door opens to the very front of the classroom. We recommend you enter from the building from Wright St (just south of Springfield). See  Where is Lecture? (CS105 Sp26)

Q8B: Lecture Goals: What is the point of the lecture?

This time will be focused on interactive team-based activities, primarily focused on helping you develop a mental model of how the Python language and Excel work. As a class, we're a *big* community. Sometimes during lecture you'll find you mainly support other people's learning and other times you'll find that other people are supporting your learning! Whether you're supporting or being supported, they're both SUPER important for your learning! Practicing knowledge that you're somewhat comfortable with is as important as getting over some of the initial challenges of learning it for the first time!

Q8C: Lecture Interaction: How will I engage during class?

During the lectures, we will use a polling software called PearDeck. You can use PearDeck on your phone or computer to be able to see the lecture slides and respond to polls. This will allow me to check for understanding about different topics throughout class. It is not required that you respond to PearDeck polls to earn lecture points.

During lectures, you will work in a group of 2-3 people. Each group will receive a piece of paper (a group answer sheet) and everyone in the group will write their name and netID on that paper. Throughout class your group will write answers to questions within boxes on that paper. This will allow our course staff to walk around

and monitor your progress on the task and provide hints/feedback. It is not required that your group gets correct answers on the written problems to earn lecture points. However, it is required that during group discussions (whether for PearDeck polls or written answers) that your group discusses the provided problem/topic.

During lecture, course staff will confirm that everyone is in a group of 2-3 people and their names and netIDs appear on their paper. Staff will also use an app to scan everyone's ID card or Illinois App to confirm that they attended class. If someone from your group has to leave class early, please note that on your paper. At the end of class, all groups will turn in their paper.

Q8D: Lecture Grade: How do I get lecture participation points?

To get points you must:

- Log into PearDeck and answer the majority of the questions.
 - If your default email account isn't an illinois account: You need to fill out this form so that we know what email address you'll use: <https://forms.gle/nHLBE6X1xQWiRJoA6>
- Arrive on time and have a staff member scan your ID or Illinois App.
- Work collaboratively with your group during problem solving periods (for the entire class period).
- Submit a problem solving paper with your name and either one or two other students' names.

You do NOT need to get correct answers on the PearDeck questions or the written problems.

If a member of course staff notices that someone in your group is not engaged during a group discussion (e.g., engaged in off task behavior on a phone/computer, asleep, or has left the classroom), they will make a note on your group's problem solving paper. Two off-task marks lead to no points. The group problem solving paper will be collected at the end of class.

Q9: LAB: How do the labs work?

Q9A: Lab Goals: What is the point of labs?

Labs will be focused on giving you practice with the course content and debugging code. Labs are designed to be completed by a group of students and help you make connections with other students in class! Additionally, in labs, you'll work with a person next to you to answer a staff member's question about some code.

Q9B: Lab Location: Where are the labs?

Room 70B in Wohlers Hall ([LINK](#))

- [Wohlers Hall, 1206 S 6th St, Champaign, IL 61820](#)

Q9C: Lab Grade: How do I get lab participation points?

Check-in Question: During each lab, you'll also work with another student to answer questions from a staff member about some code. You don't need to get the questions right - these conversations are just an opportunity to make sure you're understanding the content and are well prepared for the exams. Answering the check-in question is required to get points for the lab.

Check-out Question:

To get points for your lab participation, you need to work on the lab content and then get checked off by a member of CS105 staff. To request help or to be checked off, put your name tag on your monitor. A member of CS105 staff will ask you a few questions about the lab to try to help you identify any gaps in your understanding.

- If you get these questions mostly correct, great! Any small things you aren't able to answer will provide an opportunity for the staff to help clarify your understanding!
- If you aren't able to answer any of the questions and cannot explain the code that you have written in the lab, you won't receive points for the lab.

When you're done getting checked off, the CS105 staff member will take your name tag.

Note: Most of the labs are open-ended and don't have a way to earn points within PrairieLearn. We don't use the scores on PrairieLearn to determine your lab participation points. Instead, we have staff scan your ID to confirm that you've answered both the Check-in question and the Check-out question.

Q9D: Alternate Lab: Can I attend a different lab?

If you have a situation where you cannot attend your regular lab, you can get points for attending and getting checked off in another lab. Please talk to the TAs in the lab.

Q10: OTHER: What else helps us improve and be effective?

Q10A: Feedback: How can I provide feedback about the class?

We LOVE Feedback! We assume that only through your feedback can we iterate on the CS105 to best achieve our course goals! Identifying a problem (even if you don't have an idea for a solution) is super helpful and a welcome contribution. Please talk to a member of course staff or fill out this form: [Anonymous Feedback Form](#).

Q10B: CS Values/CARES: What are the CS Values and what do I do if something violates those values?

If you don't know about it, the CS department adopted a Values and Code of Conduct and established a group of faculty, staff, and students who help people navigate the experience of reporting violations of that code.

All members of the Illinois Computer Science department - faculty, staff, and students - are expected to adhere to the [CS Values and Code of Conduct](#). The [CS CARES Committee](#) is available to serve as a resource to help people who are concerned about or experience a potential violation of the Code. If you experience such issues, please [contact the CS CARES Committee](#). The Instructors of this course are also available for issues related to this class.

Q10C: Classroom Climate: What's our intended classroom climate?

The goals of this course can only be accomplished in a setting of mutual respect. As your instructors, we are committed to creating a classroom environment that welcomes all students, regardless of their identities (e.g., race, class, gender, sexual orientation, religious beliefs). We all have unconscious biases, and we will try to continually examine our judgments, words and actions to keep our biases in check and treat everyone fairly. We hope that you will do the same. If you feel comfortable, please let us know if there is anything we can do to make sure everyone is encouraged to succeed in this class.

Here's the official UIUC text that has helpful info:

The intent is to raise student and instructor awareness of the ongoing threat of bias and racism and of the need to take personal responsibility in creating an inclusive learning environment. The Grainger College of Engineering is committed to the creation of an anti-racist, inclusive community that welcomes diversity along a number of dimensions, including, but not limited to, race, ethnicity and national origins, gender and gender identity, sexuality, disability status, class, age, or religious beliefs. The College recognizes that we are learning together in the midst of the Black Lives Matter movement, that Black, Hispanic, and Indigenous voices and contributions have largely either been excluded from, or not recognized in, science and engineering, and that both overt racism and microaggressions threaten the well-being of our students and our university community. The effectiveness of this course is dependent upon each of us to create a safe and encouraging learning environment that allows for the open exchange of ideas while also ensuring equitable opportunities and respect for all of us. Everyone is expected to help establish and maintain an environment where students, staff, and faculty can contribute without fear of personal ridicule, or intolerant or offensive language. If you witness or experience racism, discrimination, micro-aggressions, or other offensive behavior, you are encouraged to bring this to the attention of the course director if you feel comfortable. You can also report these behaviors to the Bias Assessment and Response Team (BART) (<https://bart.illinois.edu/>). Based on your report, BART members will follow up and reach out to students to make sure they have the support they need to be healthy and safe. If the reported behavior also violates university policy, staff in the Office for Student Conflict Resolution may respond as well and will take appropriate action.

Disruptive behavior is not acceptable in CS 105. We follow the UIUC campus policy for disruptive behavior:

Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and an instructor's ability to teach. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem and may be reported to the Office for Student Conflict Resolution (<https://conflictresolution.illinois.edu/>; conflictresolution@illinois.edu; 333-3680) for disciplinary action.

Q10D: Academic Integrity: Does CS105 take academic integrity seriously?

Yes! We encourage collaboration, but to collaborate well - it is important to understand the collaboration policy and academic integrity policies (see below and [Q6E](#)).

The University of Illinois at Urbana-Champaign Student Code should also be considered as a part of this syllabus. Students should pay particular attention to Article 1, Part 4: Academic Integrity. Read the Code at the following URL: <http://studentcode.illinois.edu/>.

Academic dishonesty may result in a failing grade. Every student is expected to review and abide by the Academic Integrity Policy: <https://studentcode.illinois.edu/article1/part4/1-401/>. Ignorance is not an excuse for any academic dishonesty. It is your responsibility to read this policy to avoid any misunderstanding. Do not hesitate to ask the instructor(s) if you are ever in doubt about what constitutes plagiarism, cheating, or any other breach of academic integrity.

Your ability to be honest and "do the right" thing should be much more important to you than your grade in this course. All of the work that you submit in this course should be yours. In particular:

- You should be the one entering responses PrairieLearn.

- Your work in lecture should represent the work of you and your teammates.
- Your work in the lab should represent the work of you and your lab partner during the lab.
- Your work on exams should be yours alone and without any disallowed materials or collaboration.

Review the explanation in [Q6E](#) for additional details about the use of AI tools.

Infractions are taken seriously and consequences can include a 0 on an assignment and overall reduction in final course grade. This could include failing the course or a grade reduction (e.g. A->B, B->C, etc).

Our typical consequence is a 0 on the exam for not following the CBTF rule that prohibits you having a cell phone or smart device on your person while taking an exam.

Violations of the academic integrity rules (see here and [Q6E](#)) will be submitted to FAIR.

The University provides information about academic integrity processes and consequences:

<https://provost.illinois.edu/policies/policies/academic-integrity/faqs-regarding-academic-integrity-records/>

Q10E: Religious Observances: What if I have a conflict with class?

For people of many religions, school is scheduled for their religious holidays. When applicable, please fill out the [Lecture/Lab Absence Form](#).

Here's the official UIUC text that has helpful info:

Illinois law requires the University to reasonably accommodate its students' religious beliefs, observances, and practices in regard to admissions, class attendance, and the scheduling of examinations and work requirements. You should examine this syllabus at the beginning of the semester for potential conflicts between course deadlines and any of your religious observances. If a conflict exists, you should notify your instructor of the conflict and follow the procedure at odos.illinois.edu/community-of-care/resources/students/religious-observances/ to request appropriate accommodations. Students should make requests for absence letters as early as possible in the semester in which the request applies.

Q10F: Wellbeing and Distress: Is being a human hard sometimes?

Yes! Being a human is often really hard! We care about you first and foremost as a human (not as a student). We hope for your wellbeing to be your top priority and much more important than this class. We think of this wellbeing as being able to continually meet your needs for sleep, food, exercise, socializing, relaxing, and emotional support. The course staff would be thrilled to be someone you reach out to if any of these aren't going great. We can work together to identify what resources might be helpful (some great UIUC resources are described below). We want to *destigmatize* distress, but not *normalize* distress. It is unfortunately common to experience distress in college and we want you to know that you're not alone if you're experiencing some form of distress! When this happens, reaching out is essential! However, if we *normalize* this distress, we might incorrectly assume that we shouldn't reach out.

Here's the official UIUC text that has some super helpful info:

Significant stress, mood changes, excessive worry, substance/alcohol misuse or interferences in eating or sleep can have an impact on academic performance, social development, and emotional wellbeing.

The University of Illinois offers a variety of confidential services including individual and group counseling, crisis intervention, psychiatric services, and specialized screenings which are covered through the Student Health Fee. If you or someone you know experiences any of the above mental health concerns, it is strongly encouraged to contact or visit any of the University's resources provided below. Getting help is a smart and courageous thing to do for yourself and for those who care about you.

- Counseling Center (217) 333-3704
- McKinley Health Center (217) 333-2700
- National Suicide Prevention Lifeline - Call or Text 988
- Rosecrance Crisis Line (217) 359-4141 (available 24/7, 365 days a year)

If you are in immediate danger, call 911.

As members of the Illinois community, we each have a responsibility to express care and concern for one another. If you come across a classmate whose behavior concerns you, whether in regards to their well-being or yours, we encourage you to refer this behavior to the Student Assistance Center (217-333-0050 or <http://odos.illinois.edu/community-of-care/referral/>). Based on your report, the staff in the Student Assistance Center reaches out to students to make sure they have the support they need to be healthy and safe.

Further, as a Community of Care, we want to support you in your overall wellness. We know that students sometimes face challenges that can impact academic performance (examples include mental health concerns, food insecurity, homelessness, personal emergencies). Should you find that you are managing such a challenge and that it is interfering with your coursework, you are encouraged to contact the Student Assistance Center (SAC) in the Office of the Dean of Students for support and referrals to campus and/or community resources.

Q10G: Confidential Resources: Who can I talk to about discrimination, harassment, etc?

If we learn about a situation in which a student is in danger of harming themselves or others, or has been seriously harmed, we may be legally required to notify the Title IX Coordinator. If students want to speak with someone confidentially, the following resources are available on and off campus:

- <https://wecare.illinois.edu/resources/students/#confidential>

Speaking with a confidential resource does not preclude students from making a formal report to the Title IX Coordinator. Confidential resources can walk students through all of their reporting options. They can also provide students with information and assistance in accessing academic, medical, and other support services they may need.

Here's the official UIUC text that has helpful info ([LINK](#))

The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options. A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here:

<https://wecare.illinois.edu/resources/students/#confidential> Other information about resources and reporting is available here: wecare.illinois.edu.

Q10H: Disability-Related Accommodations: Can I get accommodations?

We want this course to be accessible to everyone beginning on the first day! If you need accommodations to make the process of preparing for lecture, listening/watching lecture, and in-class group discussions appropriate for you, it's helpful if you email us as soon as you can (ideally before the first day of class). There is no expectation or need for students to share personal information about *why* a particular accommodation would or wouldn't be helpful. And we can continue to iterate during the semester. If there's something that might get in the way of you being successful in the class - feel free to reach out!

Here's the official UIUC text that has helpful info ([LINK](#)):

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES, you may visit 1207 S. Oak St., Champaign, call 333-4603, e-mail disability@illinois.edu or go to <https://www.disability.illinois.edu>. Here is the direct link to apply for services at DRES, <https://www.disability.illinois.edu/applying-services>. If you are concerned you have a disability-related condition that is impacting your academic progress, there are academic screening appointments available that can help diagnose a previously undiagnosed disability. You may access these by visiting the DRES website and selecting "Request an Academic Screening" at the bottom of the page.

If you have a Letter of Accommodation from Disability Resources & Educational Services (DRES), you need to:

- Email your letter to ColleenL@illinois.edu, katcun@illinois.edu
- Upload your letter to <https://cbtf.illinois.edu/students/dres> by January 21, at least 5 business days before our first exam starts (on January 27).

Q10I: Privacy: Is my information protected by the Family Educational Rights and Privacy Act (FERPA)?

Yes! Here's the official UIUC text that has helpful info:

Any student who has suppressed their directory information pursuant to Family Educational Rights and Privacy Act (FERPA) should self-identify to the instructor to ensure protection of the privacy of their attendance in this course. See <https://registrar.illinois.edu/academic-records/ferpa/> for more information on FERPA.

Q10J: Emergency Response: What are recommendations for emergencies?

Here's the official UIUC text that has helpful info:

Emergency response recommendations and campus building floor plans can be found at the following website: <https://police.illinois.edu/em/run-hide-fight/>. I encourage you to review this website within the first 10 days of class.