

# Syllabus: CS1301: Introduction to Computing: Summer & Fall 2026

This is the official syllabus for the online section of CS1301: Introduction to Computing, offered as CS1301-O1, CS1301-OIT, CS1301-QH, CS1301-HP, CS1301-R, CS1301-ROX, and others. Note that there are no required readings or external materials outside of what is provided directly by the class. There is no attendance requirement.

## Course Description

Introduction to computing principles and programming practices with an emphasis on the design, construction and implementation of problem solutions use of software tools.

## Readiness Questions

This class has no strong prerequisites in terms of prior knowledge. To succeed, no math beyond arithmetic is necessary, and all course materials are presented in English. However, the class will be rigorous and demand persistence and self-discipline.

To succeed in this course, you should be able to answer **yes** to the following questions:

- Are you prepared to manage your time in consuming this class material and completing its assignments, including watching lectures and starting assignments well in advance of their deadlines?
- Are you prepared to start approaching a field that requires significantly different ideas and skills than any you've approached before?
- Do you have a growth mindset, the belief that your abilities can be improved through dedication and hard work?
- Do you view failure as an opportunity to learn, rather than a referendum on your own ability?

## Course Objectives & Learning Outcomes

This course is an introductory course in computing. It does not presuppose any advanced knowledge of computer science, and requires no more background in math than basic arithmetic. The class covers the foundations of computing, starting with the fundamental idea of computer programs, the basics of variables and operators, the control structures for directing program flow, and the data structures for advanced computing.

This course has three high-level learning objectives. At the conclusion of this course, you will be able to:

- Describe and apply the fundamental thought processes and theories of computing.

- Write command-line computer programs using fundamental principles of programming.
- Apply those abilities to a real target domain.

## Course Assessments

Your grade in this course is derived from the following categories

- Content (several assignments throughout the semester): 50%
- Quizzes (four timed, digitally proctored quizzes): 10%
- Tests (four timed, digitally proctored tests): 40%
- Extra Credit (multiple extra credit opportunities): 5%

## Course Policies

The following policies are binding for this course.

### Official Course Communication

In terms of course administration, you are responsible for knowing the following information:

1. Any pages linked from the Course Guide, including the syllabus.
2. Anything emailed directly to you by the teaching team (including announcements via the course forum or Canvas), 24 hours after receiving such an email.

### Communicating with Instructors and TAs

Communication with the course teaching team should be handled via the discussion forum. If your question is relevant to the entire class, you should ask it publicly; if your question is specific to you, such as a question about your specific grade or submission, you should ask it privately.

### Late Work

All assignment due dates are specified in the course calendar. There are also generous grace periods after the due dates: you may turn in work until the end of the grace period for full credit. The course is already designed to offer everyone the maximum amount of flexibility we can reasonably offer while still allowing the class to run smoothly and to ensure students are always on pace to succeed.

If you have an emergency and absolutely cannot submit an assignment by the posted deadlines, we ask you to go through the Dean of Students' office regarding class absences. The Dean of Students is equipped to address emergencies that we lack the resources to address. Additionally, the Dean of Students office can coordinate with you and alert all your classes together instead of requiring you to contact each professor individually. You may find information on contacting the Dean of Students with regard to personal emergencies here: <https://studentlife.gatech.edu/request-assistance> (<https://studentlife.gatech.edu/request-assistance>)

The Dean of Students is there to be an advocate and partner for you when you're in a crisis; we wholeheartedly recommend taking advantage of this resource if you are in need. Justifiable excuses here would involve any major unforeseen disruption to your classwork, such as illnesses, injuries, deaths, and births, all for either you or your family. Note that **we cannot offer any extensions without approval from the Dean of Students.**

## Academic Honesty & AI Collaboration Policy

Every Student is expected to read, understand and abide by the [Georgia Tech Academic Honor Code \(http://www.honor.gatech.edu/\)](http://www.honor.gatech.edu/). Academic misconduct is taken very seriously in this class.

Exercises and problem sets are collaborative. You are encouraged to work with your classmates to talk through problems, debug code, explain a concept, etc. However, the work submitted for a grade must be your own. You should not copy answers directly from other students, nor should you copy any code directly from other students.

Similarly, you should not send any code you write to your classmates. You can show it off either side-by-side or via teleconference, but it should not be shared in its copyable text format. When asking questions about your code on the course forum, we ask that you post screenshots of your code along with its output rather than copying the code itself. This makes it slightly more difficult to directly borrow from someone else's work, as well as often helps us answer your question by seeing its output and referencing specific line numbers.

Additionally, you should not copy/paste questions from this course to any third-party web sites, such as Stack Overflow. You are welcome to use these resources for additional support, but when doing so, you should have already attempted the problem and be able to explain what your goal and issue are in your *own* words. You should not copy the entire problem description and ask, "Can anyone help with this?" Instead, you should attempt the problem and be prepared to ask a question like, "I'm trying to reverse this string, but right now the string never seems to get changed. What's wrong? Here's my current code:" Not only is this restriction necessary to maintain academic honesty, but it is also good programming practice: you will often find that in the process of explaining where you're stuck, you solve the issue yourself.

These policies apply straightforwardly to collaboration with AI agents such as ChatGPT and Github Copilot as well. We encourage use of these tools as assistants when working on exercises and problem sets, but you should make sure you are using them as *assistants*. You should learn from these tools, then let that improved understanding show on the problems you complete. You should never send the entirety of a problem description to an AI assistant, nor should you copy the response you receive back into your own submission. Instead, you should attempt problems yourself, ask AI assistants for help if you are stuck, learn from their responses, and recreate those responses in your own work. You can ensure you are using AI assistance effectively by following these two heuristics: (a) never Copy (literally, Ctrl/Cmd+C copy) anything you receive from an AI


assistant, and (b) do not have your own code open while interacting with the assistants. If you follow these two heuristics, you guarantee that any assistance you receive will contribute to your own understanding, which you can then demonstrate on the assignments.

No collaboration is permitted during quizzes and tests. You may not interact with anyone during the quizzes and tests: not in person, not via phone, not via the computer. During quizzes and tests, you should only access the quiz or test; no other resources. Our proctoring service will automatically flag any violations of this policy.

To summarize:

- You are permitted and encouraged to seek help from others on course exercises and problem sets, but you may not copy anyone else's code into your own submission.
- You are permitted and encouraged to help your friends and classmates, but you may not send them your actual code in an easily copyable format.
- You are permitted to seek additional support from third-party services like Stack Overflow and other sites, but you may not copy the actual assignment instructions into your question; instead, you must present your request in your own words.
- During quizzes and tests, you may not consult any other resources or interact with any other people via any mechanism.

## Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](https://disabilityservices.gatech.edu/)  (<https://disabilityservices.gatech.edu/>) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter.

## Student Conduct Expectations

Students are expected to engage respectfully and actively in the academic environment: completing assignments, participating meaningfully in course forums and discussions, and acting with integrity in accordance with the Georgia Tech Student Honor Code and Code of Conduct. Students are expected to adhere to the course's late work policy and to use the course forum as the designated space for academic questions and concerns.

## Core IMPACTS

This is a Core IMPACTS course that is part of the Institutional Priority area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How does my institution help me to navigate the world?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will demonstrate the ability to think critically and solve problems related to academic priorities at their institution.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Critical Thinking
- Teamwork
- Time Management