

# 265 Course Syllabus (Draft: Fall 2023)

The syllabus is a crucial part of understanding expectations and responsibilities for the course. It is EVERY STUDENT'S responsibility to know, understand, and agree to the terms of the syllabus. Please read through this page carefully.

**V** Don't forget to complete the action items at the end of the document!

#### **?** Course Conflict for the Friday Quiz Section?

Don't worry! I am happy to sign the course conflict form and have you register for the class with a Friday conflict. We will have 3 tests during the quiz section time and otherwise use it for review and homework help. At the start of the semester, I will work with you and your schedule to find an alternate time for you to take tests.

### **ITP 265 Object Oriented Programming**

#### Instructor: Kendra Walther

Office: RRB 219

Office hours: Will be posted at start of semester

Email: <u>kwalther@usc.edu</u>

#### **Course Sections:**

10:00-11:50am, TuTh (31848) 2:00-3:50pm, Tu/Th (31849) 10:00-11:50am, Fri (Quiz section, 31952)

#### 🔊 Enrollment

Prerequisite(s): ITP 115 or ITP 165 Units:  $4 \rightarrow$  According to <u>USC Policy</u>, this means that you are expected to work 8 hours per week outside of class time.

**Contact Info:** All general course/assignment questions should be asked on EdStem Discussions (every student will be added at the start of the semester)

## 📜 Course Description

This course focuses on problem solving within the object-oriented programming paradigm. This is the second course in the introductory series for the programming minor. Students will expand upon what they learned in their introductory programming course, applying it to the **Java** programming language. Students will learn how to design and create classes in Java using constructors, accessors, and mutators to maintain object state. The course focuses on object-oriented programming design, and students will learn about inheritance, polymorphism, abstract classes, and interfaces. Students will learn best practice approaches for software project design using object-oriented principles and some basic design patterns. Students will be introduced to collection classes and how to use basic data structures. By the end of the course, students should feel comfortable designing a system with multiple classes using inheritance.

#### **Course Learning Objectives**

- · Build and strengthen programming and software design skills
- · Understand the difference between classes and objects
- Design classes within Java to represent real-world data
- Understand and apply basic object-oriented principles such as inheritance and polymorphism to coding problems
- · Use the Java collection classes to solve real-world problems
- Design and implement a system with multiple classes using inheritance

### Course Notes and Tools

Kendra will post lecture notes, videos, code, and other supplemental course content for use by all students enrolled in the course. **Students may not share the material outside of the course or post to any online location.** 

Announcements for the course will be posted on one of the platform tools and sent to your USC email address. Participation Activities will be submitted on <u>EdStem</u>. Assignments will be be submitted through EdStem unless otherwise noted .

#### **Course Structure**

This class meets for two hours twice a week. Class time will comprise of lecture and various in class individual or group activities. Programming assignments and the final

## Live class sessions and Zoom

Due to the ever-changing situation of our lives due to the lasting impacts of Covid-19, it is my

project will be assigned to be completed outside of class time. Access to a functional computer where you can install software is required. ITP has a laptop loaner policy for students enrolled who do not have a personal laptop.

#### 📚 Readings

Readings will be from the freely available online textbook <u>Think Java by Allen Downey</u> <u>and Chris Mayfield</u>. This book is available via pdf or as <u>interactive online version</u>. Applicable chapters will be embedded into the course edStem page.

#### **Course Tools**

This course will make use of several tools for content and assignments including EdStem, Google Drive, Notion, and Blackboard. Lecture notes and any supplemental course content will be posted for use by all students but may not be shared externally. The majority of class materials and discussion will occur through the course EdStem page.

It is the student's responsibility to understand how and where class information is located, or to ask for help if something is unclear.

#### **Communication Outside of Class**

I encourage you to ask questions and get help. ITP 265 offers lots of office hours and an online forum for asking general questions (of the whole class or privately to the instructional team). In general, questions should be asked on <u>EdStem Discussions</u> rather than over email. Students will be added to EdStem at the start of the semester, however, students understanding and expectation that faculty, staff, and students are doing their best to make learning a priority. However, health concerns and external factors will affect everybody in different ways throughout the semester: from common colds, to covid exposure or illness, to other health or family concerns... Therefore, we will all have to remain flexible and understanding with one another and to give each other the benefit of the doubt. I will do my best to assume the best of intentions from each of my students, and I ask that you do the same for me.

My plan is to setup up class meetings to be hyflex; supporting in-person and remote students. **However**, it is expected that students attend class **in-person** whenever physically possible. **Students attending more than 4 sessions remotely throughout the semester should discuss their situation with me over email or in office hours.** Each class meeting will have a brief activity on EdStem that should be completed for participation credit during the class session.

While I plan to make video-recordings of class sessions available to all students for review, asynchronous participation (watching recording rather than attending class during scheduled time) will only be allowed in **rare** instances and will require pre-approval from the instructor. Additionally, asynchronous participants must submit a summary of the class session, in addition to the in-class EdStem activity <u>before Friday at noon</u> to receive participation credit. Class participation grade may be lowered for students who do not regularly attend class in person. who add the class late will need to reach out to the instructor (with full name, email, and section) in order to be manually added to the platform. For other questions or concerns, please email: <u>kwalther@usc.edu</u> — when emailing, please **always** include your full name, course and section number or name (coffee/tea). Timeline for replying to emails is 24-48 **business** hours, but is often much quicker. Please note that I expect most general questions to be posted on EdStem, so my response may be "*Post on EdStem in order to get an answer.*"

Students should NOT directly email the learning assistants (LAs) or graders: all correspondence with the LAs should be done on <u>EdStem Discussions</u>. If a direct email with a LA is required for any reason, the student must **cc** the instructor in the email.

#### Netiquette

It is expected that students in the virtual classroom behave professionally, treat others with courtesy and respect, use language thoughtfully, wear appropriate clothing, and avoid inappropriate surroundings or inappropriate or distracting virtual backgrounds. Ideally you will join class from a suitable, quiet location, with a device that permits full participation in the class activities. Students should participate actively while on Zoom through answering questions verbally or on chat and students are expected to participate fully in breakout room sessions for group activities.



After reading *Grading For Equity* by Joe Feldman summer 2022, I started to transform how I approach grading in this course, but it is still a work in progress. In order to maintain a focus on learning and mastery of material, I plan to continue to experiment how to move away from the reliance on extrinsic motivation of grades and instead focus on helping students stay intrinsically motivated on learning and improving throughout the semester. Students should plan on being part of the teaching and learning process and engage in discussions throughout the semester on how we can continue to focus on mastery of learning objectives rather than accumulating points.

Item	Percent
Assignments	30
POGIL and/or Participation Activities	10
Test 1	12
Test 2	14

#### **Grading Scale**

	10 pt scale	Percentages
Letter Grade	assignments	final project a
	and participation)	converted to letter grade )
A (3.75-4)	10	≥ 94

Item	Percent
Test 3	14
Final Project	20
TOTAL	100

If you are taking the class with a grade of **P/NP**, you must earn a grade of **70%** or higher in order to receive a P.

Reflection Journals on EdStem... I have created a space each week (or two) for you to share personal reflections about your learning experience. These are not required for your grade, but I think reflection is an important part of learning, so I encourage students to reflect as often as necessary to benefit your overall class learning and better inform the instructional staff on how we can support you.

Letter Grade	10 pt scale (Used on assignments and participation)	Percentages (used on test final project a converted to letter grade )
A- (3.5-3.75)	9	≥90 < 94
B+ (3.25-3.5)	8	≥87 < 90
B (3-3.25)	7	≥ 83 < 87
B- (2.75-3)	6	≥ 80 < 83
C+ (2.5-2.75)	5	≥ 73 < 80
C (2.0-2.5)	4	≥ 70 < 73
C- (1.75-2.0)	3	≥ 67 < 70
D+ (1.25-1.75)	2	≥ 63 < 67
D (1.0-1.25)	1	≥ 60 < 63
D- (0.5-1.0)	.5	≥ 55 < 60
F (0.0 - 0.5)	0	< 55

## Course Policies (read thoroughly)

#### **Course Material Policy**

Do not share, upload, reproduce, distribute, or post any lecture material, assignments, midterms, or other course material without my explicit written consent. Students may take notes and make copies of course materials for their own use. Additionally, I will provide a shared google folder where students can share notes or helpful resources with students in their section. **Students may not post any ITP 265 course materials on any other online (public or private) site. Doing so is a copyright violation and an academic** 

## Programming Assignment Policies

Programming assignments will be posted with assigned due dates on EdStem and should be completed individually. All code should be submitted on EdStem and must compile and run. It is the student's responsibility to doublecheck that submission finished uploading properly and that the **correct** files were uploaded.

Due to the nature of the course, it is important that assignments be completed in a timely manner. It is the student's responsibility to

#### **Participation and Attendance**

Successful completion of the course and mastery of learning objectives requires that students be present and engaged with course materials and group activities. Students are responsible for in class work, POGIL activities, other participation activities, announcements made during lecture time, and for understanding material covered in class. As such, students should watch lecture recordings and consult with classmates before attending office hours for help with material.

Students attending more than 4 sessions remotely (on Zoom) throughout the semester should discuss their situation with me over email or in office hours. Asynchronous participation (watching recording rather than attending class during scheduled time) should be a rare instances and will require pre-approval from the instructor. Additionally, asynchronous participants must submit lecture notes or summary of the class session, in addition to the in-class EdStem activity **before Friday at** noon to receive full participation credit. Class participation grade may be lowered for students who do not regularly attend class in person.

#### **OSAS** Accommodations

If you have course accommodations authorized by OSAS (Office of Student Accessibility Services, previously DSP), please **email** the instructor your accommodation letter **by the end of Week 3**, the subject of the email should be "*ITP 265*  submit assignments **on or before** the due date. Assignments should be submitted within 1 hour of the due date to not occur late penalties, see the chart below for penalties. After three days, late submissions will **not** be accepted, and will result in a score of **0** (zero).

Late	Penalty Deducted
1-12 hours	5% of total points
12-24 hours	10% of total points
24-36 hours	20% of total points
36-48 hours	30% of total points
48-60 hours	40% of total points
60-72 hours	50% of total points

## Tokens: Late Days and/or Second Tries

Each student will receive 10 "tokens" that may be used as late passes or to submit an assignment for a regrade.

Tokens may be used for late submission of assignments (1 token can be used for up to 12 hours) unless otherwise specified (some assignments must be completed by class time and there are NO late submissions allowed on the final project.) No more than 4 tokens can be used at once (48 hours late).

Students who receive lower than an A- on an assignment may use a token to correct mistakes on an assignment and earn a higher grade. However, to discourage students from turning in work expecting to finish it during the second-try process, the maximum additional points on a second-try is +3 (one letter grade.). *Course Accommodations*". In the body include your name and your class section (*Coffee, Tea, or Boba*). In addition, reach out the week before each test to discuss details for coordinating specific testing accommodations.

#### Late Add

Per university policy, students are allowed to add the course after the initial start period. Any students wishing to add the course should plan on attending the course from the beginning of the semester. Upon adding the course after week 1, the student should email the instructor **immediately** to make sure there is a plan for completion of work and learning missed materials. Any missed work is required to be completed and submitted according to the schedule provided by the instructor.

If you add that class after day 1, I do not get automatic notification, so please send an email to kwalther@usc.edu with your full name, email, <tea or coffee or boba> section so that I can manually add you to the edStem platform.

#### **Exam/Midterm Policy**

No make-up exams (except for **documented** medical or family emergencies) will be offered. If a medical or family emergency occurs, it is your responsibility to provide adequate documentation as soon as possible to the instructor.

#### Backups

Students should keep a copy of all of their assignments. Frequent backups to an external

[CLARIFICATION: second-tries should be submitted within 1.5 weeks of receiving the grade. Make the changes in a separate EdStem workspace and link to that in your post asking for the second-try regrade. If you have above an 8.5 on your assignment, a second-try is probably not necessary — if you have more than 5 tokens at the end of the semester, we can apply those token "credits" to assignments, up to 1 point per token, maximum 10 points on assignment. (So an 8.5 can bump to a 9.5 but a 9.5 bumps to a 10.]

Students should keep track of their tokens used, and if someone goes over the 10 allowed tokens, late submissions will occur penalties and/or second tries will be ignored.

Token Form

#### **Grading Timeline and Regrades**

In most circumstances, assignments will be graded and students will receive feedback (on EdStem) within two weeks of submission. The instructor will demonstrate how to view code feedback on EdStem for the first couple assignments. After that students should review feedback on their own.

If you believe you were graded inaccurately, create a private post in the <u>Regrade</u> <u>Requests</u> <u>category</u> on EdStem discussions with your name, section, assignment number, and your reasons for requesting the regrade. drive or to the cloud is strongly recommended. ITP is not responsible for any work lost. This will allow the grader **and** instructor to view your submission and make a decision. **Remember you should never directly email the grader without also CC'ing the instructor.** 

## Well Being

Overall well-being and a sense of belonging is critical for effective learning. It is my goal to create an environment where all students feel included and can flourish in the classroom. I hope to engage all of you in discussions throughout the semester on how we can work together to create the optimal environment to support learning for each and every one of you. Not all learning strategies equally benefit all learners, but I strive to implement classroom practices that focus on mastery of content rather than short-term memorization of concepts.

Your physical and mental health are important components for thriving within the classroom, and I encourage you to practice self-care throughout the semester. If you need help or support, please reach out to me and I will do my best to connect you with appropriate resources. If you don't feel comfortable sharing details, even a brief message to let me know that things are "not okay" can help you get support. USC offers a variety of student-focused support and I hope you feel empowered to get the help you need and deserve. Please see this document for the full list of USC support services which includes contact information:

<u>USC Statement on Support Systems and Academic Conduct</u>

## **Academic Integrity**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles.

#### 😢 Plagiarism

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense

## Examples of behavior violating University standards:

 The submission of material authored by another person but represented as the with serious consequences. Please familiarize yourself with the discussion of plagiarism in **SCampus** in Part B, Section 11, "Behavior Violating University Standards" <u>https://policy.usc.edu/scampus-part-b/</u>. Other forms of academic dishonesty are equally unacceptable. See additional information in **SCampus** and university policies on scientific misconduct, <u>http://policy.usc.edu/scientificmisconduct</u>.

If the instructor, a grader, or a lab assistant suspects you of academic dishonesty, it will be reported to the Office of Academic Integrity <u>https://academicintegrity.usc.edu/</u>. Do not share assignments with any other people. Do not look up solutions on websites or use Algenerated code. Do not look at other student's solutions to any assigned coding homework. Do not submit another person's work as your own. Do not look at or discuss any work during quizzes or tests. Do not leave the room during an exam without permission. Do not cheat! As Trojans, we are faithful, scholarly, skillful, courageous, and ambitious. student's own work, whether that material is paraphrased or copied in verbatim or near-verbatim form. (This applies to code as well as written work)

- Obtaining for oneself or providing for another person a solution to homework, a project or other assignments, or a copy of an exam or exam key without the knowledge and expressed consent of the instructor.
- Unauthorized collaboration on a project, homework, or other assignment.
- Fabrication: Submitting material for lab assignments, class projects, or other assignments which is wholly or partially falsified, invented, or otherwise does not represent work accomplished or undertaken by the student.

Academic integrity tutorials can be found at

https://libraries.usc.edu/research/reference tutorials

#### 🤝 Viterbi Honor Code

Engineering enables and empowers our ambitions and is integral to our identities. In the Viterbi community, accountability is reflected in all our endeavors.

Engineering+ Integrity.

Engineering+ Responsibility.

Engineering+ Community.

Think good. Do better. Be great.

These are the pillars we stand upon as we address the challenges of society and enrich lives.

## Weekly Course Schedule (Subject to change)

Week	Attention	Topics	Assignments
Week 01: Java Basics		Intro to Java. Syntax Practice. Data Types. Classes and Objects.	A00: Background Survey and Java Practice
Week 02		Switch, Loops. Methods. Simple Input with scanner String and Math	A01: Practice Java
Week 03		Overloading. Java APIs: String, Math, Random, LocalDate, ArrayList APIs. OOP: Creating classes and objects → Constructors, Accessors, Mutators.	A02: Health Record
Week 04	Test 1	UML class diagrams. CreditCard	A03: BookTeaque, Part 1
Week 05		Scanner for console and Files File I/O. Practice OOP.	A04: Bookteaque Part 2
Week 06		Practice with ArrayList and Files. Arrays	A05: Enum
Week 07		2d Arrays (Enums)	A06: Lights Out
Week 08		Enums IntelliJ. Using IDE to support OOP	A07: Animal Adoption and User Login System
Week 09	Test 2	Hashmaps.	
Week 10		Hashmaps. Inheritance and polymorphism. Object methods.	A08: User System with Maps
Week 11		Abstract classes. Interfaces. Comparable interface and compareTo method	A09: Inheritance Practice
Week 12		Program Design, using Polymorphism. Custom Exceptions. behind scenes with exceptions	A10: Product Tester
Week 13	Test 3	Java Collection Framework. Liskov principle and Polymorphism.	A11: Inheritance Project
Week 14		OOP Design Principles and Patterns	

Week	Attention	Topics	Assignments
Week 15		Final Projects Miscellaneous Topics	A12: Final Project UML and sample output
Study Days		Special Office Hour Schedule	
Exam Period		Final Project Due Saturday Dec 2 at 11pm	

### Final Project (No late submissions permitted)

#### Requirements

The initial **design** for final project will be assigned and graded as the last course homework. Students should immediately start programming their final projects and will submit **two** intermediate graded checkpoints. The final project will be due by 11pm on Saturday May 6th.

Students must plan and implement a multipleclass, fully functioning application in Java. Successful projects will have a clear inheritance hierarchy, read and store data to files, allow for user interaction, and demonstrate concepts learned during the course (like inheritance, polymorphism, interfaces, MVC pattern, and good code style). A project must represent the student's sole effort; online tutorials or other examples may be consulted, but they must be improved upon and noted in the final documentation. Failure to note and provide links to reference material will be considered cheating. The final project will be graded on how it fulfills the requirements and the guality and completion of the code.

#### **Final Project Grading.**

Each of the below categories will be rated "Excellent", "Approaching Mastery", "Attempting Mastery", "Some Attempt" and "Incomplete or Not Functional"

- Checkpoints 1& 2: 8 points.
- Inheritance Hierarchy and code implementation of hierarchy: 16 points
- Code Implementation Requirements: 8
  points
- Data to files: 16 points
- User Interaction: 16 points
- System representation and use of collections: 16 points
- Coding Style: 4 points
- Final Report: 8 points
- Reflection: 8 points

#### Total points possible: 100

## **Closing Statements**

#### We're in this together! \*\*

To begin, these are unprecedented times for all of us. I know that many of you are dealing with a lot of anxiety and uncertainty. This is a new experience and we're going to do what we can to make it work. I taught online this summer and learned a lot of lessons doing so: but the most important thing that I learned is that we need to be kind and flexible.... Kind to ourselves and each other, and flexible as we attempt to learn while all the stressors that affect our lives (including but not limited to this pandemic, hurricanes and power outages, political unrest, racial equity, international student stress, financial hardship, and whatever family stress may occur as we all try to live and work under one roof.)

I know that everyone does not have the same access to resources, your time is being spent differently, and your environment is possibly vastly different than the "ideal" learning environment of a face-to-face classroom. I will be up front with you all that I am teaching this class from a corner of my bedroom while also parenting/over-seeing the at-home learning schedule of my two kids. It is not the ideal teaching environment, but I have been (and will continue to) do my best to make it work. Although this is not our ideal version of the spring semester, I am confident that we can work together to make the most of our experience and support each other through the semester and meet the course learning goals, even if we have to adjust our expectations to do so. I promise to work hard to continue to redesign course elements to

## Principles for Learning during a Pandemic \*

- 1. Nobody signed up for this.
  - Not for the sickness, not for the social distancing, not for the sudden end of our collective lives together on campus.
  - Not for an online class, not for teaching remotely, not for learning from home, not for mastering new technologies, not for varied access to learning materials.
- 2. The humane option is the best option.
  - We are going to prioritize supporting each other as humans.
  - We are going to prioritize simple solutions that make sense for the most.
  - We are going to prioritize sharing resources and communicating clearly.
- 3. We cannot just do the same thing online.
  - Some assignments are no longer possible.
  - Some expectations are no longer reasonable.
  - Some objectives are no longer valuable.
- 4. We will foster intellectual nourishment, social connection, and personal accommodation.
  - Accessible asynchronous content for diverse access, time zones, and

support you and your learning in this online environment.

If you're experiencing any problems related to your ability to participate in this course, please let me know ASAP. I will be as flexible as I can be and adjust to the situation, but I cannot do anything to help if I am not informed. For each class there will be options for synchronous and asynchronous participants, I will record sessions and provide clear instructions on what to do; office hours will be scheduled at different times of the day to accommodate learners in different time zones, and I will have flexible 1:1 appointment times available as well. I am still working on making sure all the apps that I use to supplement the course are available to everyone and USC still has not finished setting up some of the tools that I expect to use - so please be patient as many things may need adjusting depending on when they are rolled out and based on individual student needs.

\*\* description adopted from a version shared by Kate Pierce at UW.

#### contexts.

- 5. We will remain flexible and adjust to the situation.
  - Nobody knows where this is going and what we'll need to adapt.
  - Everybody needs support and understanding in this unprecedented moment.
  - \* From Brandon Bayne, UNC Chapel Hill

### Syllabus Action Items

[] (If applicable) Send OSAS accommodation letter to instructor

**Zoom**: Upload your photograph or bitmoji image for display when your video is off. (Sign in to the website <u>usc.zoom.us</u> and click **Profile** in order to add or change your image.)

Complete the <u>Background</u> survey