

CSCI 1300

Introduction to Object-Oriented Programming

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1 Overview

1.1 Catalog Description

An introduction to computer programming based upon early coverage of object-oriented principles such as classes, methods, inheritance and polymorphism, together with treatment of traditional flow of control structures. Good software development practices will also be established, including issues of design, documentation, and testing.

1.2 Prerequisites

MATH 1200 (College Algebra) or equivalent, and a C- or better in one of CSCI 1010 through 1090, or equivalent programming experience.

1.3 Student Learning Outcomes

After successfully completing this course, students will be able to:

1. Accurately predict the behavior of small pieces of code authored by others, including use of control structures and interacting objects.
2. Make use of data types and control structures in order to implement high-level behaviors.
3. Write, debug, and document a well-structured program, of at least 100 lines of code, that functions in accordance with desired specifications.
4. Make use of objects from a class defined by someone else (such as built-in string and list classes, or from other language APIs)
5. Implement a user-defined class based upon given specifications, and make use of inheritance to design a subclass of another
6. Demonstrate an emergent knowledge of recursion through simulation of existing code or implementation of simple recursive functions.

2 Course Administration

2.1 The Staff

Instructor: Dr. Michael Goldwasser
Email: michael.goldwasser@slu.edu
Web: <http://cs.slu.edu/~goldwasser/>
Office: Ritter Hall 335
Phone: (314) 977-7039

Office hours: Monday 12:00–1:00pm
Wednesdays 2:00–3:00pm
Fridays 10:00–11:00am
or by appointment

Please make sure to take advantage of office hours, as they offer a wonderful opportunity for individual attention.

2.2 Class Meetings

The material will be presented in four weekly lectures. Attendance is expected and class participation is most welcome. These meetings will offer learning opportunities that cannot be re-created purely from readings. In fact, you will get the most out of the meetings if you read the appropriate material in the textbook *before* the class meeting in which it will be discussed, and come prepared with any questions that you have. Information on the lecture topic can be found on the course schedule web page.

Time: Mon/Wed/Thu/Fri, 11:00–11:50am

Place: Ritter Hall 115

2.3 Textbook

The required textbook for this class is

Title: *Object-Oriented Programming in Python*
Authors: Michael H. Goldwasser and David Letscher
Publisher: Prentice Hall, 2008
ISBN-10: 0-13-615031-4
ISBN-13: 978-0-13-615031-2
Website: cs.slu.edu/~goldwasser/oopp (free electronic version available)

3 Online Resources

3.1 CSCI 1300 Web Page: cs.slu.edu/~goldwasser/1300

With the exception of the first day's printed handout, most of the information for this course will be distributed only by means of the course web page. This web site will contain all assignments, a schedule of lectures, detailed lecture notes and links to many other sources of information.

The web page contains some information (e.g. solutions, submitted assignments, individual grades) which is more sensitive and therefore which will be available to students in the class only after they have identified themselves properly. To gain access to these parts of the web page, a student must first complete an online questionnaire, creating a unique identity and password.

3.2 Email with Instructor

Face-to-face contact in class and in office hours is most desirable. Yet email is a convenient form of communication as well. I try to respond to email promptly, including at least once each evening when possible.

If your question involves your progress on a current programming assignment, my response will be more informative if you can point out the specific problem you have encountered, and if I am able to see all of your source code. Therefore I strongly suggest that you either attach all relevant files to the email or submit preliminary versions of such files through our online system.

3.3 Electronic Assignment Submission

All assignments for this course must be submitted electronically! The submission procedure will be done through the course web page, and allows students to submit from any computer connected to the Internet. Each student in this class will be selecting a unique username/password combination solely for use in identifying the student when using the course web page.

4 Graded Work

4.1 Written Homework Assignments (15%)

We expect there to be 12 written homework assignments during the course. At the end of the semester, **the highest ten of a student's homework grades** will contribute equally to this portion of the grade.

Homeworks will be due at the beginning of class on the assigned due date (generally on a Thursday), and no late homeworks will be accepted.

The problems will consist of short questions reinforcing the material in the lectures, readings and programs. Each homework will contain one or more practice problems which are not to be turned in and which can be discussed freely between classmates. The problems which are to be submitted for a grade, however, must be done entirely individually. A more complete explanation of our policy towards Academic Integrity is given in Section 5.1.

4.2 Programming Assignments (30%)

We expect there to be about 10 programming assignments during the course. At the end of the semester, **we will throw away your lowest of the program grades**, with the remaining scores contributing equally to this portion of the grade. On certain assignments, you will be required to work individually; on others you will be allowed to work in pairs. Please respect the policy on Academic Integrity as given in Section 5.1.

4.3 Quizzes (15%)

Most Friday meetings will end with a written quiz, consisting of one or two brief questions. At the end of the semester, *a student's highest ten quiz grades* will contribute to this portion of the grade. A quiz will typically cover material seen earlier that week, and will often have questions similar in style to those of the written homework due the previous day.

4.4 Exams (40%)

- **Midterm Exam (15%)**, Friday, 10 March 2017, 11:00–11:50am
- **Final Exam (25%)**, Monday, 15 May 2017, **8:00–9:50am**

4.5 Extra Credit

Both homework and programming assignments will generally include a small extra credit challenge. Please notice, however, that the actual extra credit given for these challenges is relatively insignificant. Students who are seriously concerned about improving their overall grade would be best advised to focus all efforts on doing as well as possible on the required work and in preparing for exams.

Our true reason for including these opportunities is to provide some fun and encouragement for students who wish to dig a bit deeper than was required in an assignment. For those students, the chosen extra credit challenges provide a good next step.

4.6 Course Grades

Letter grades will be based on each student's overall percentage of awarded points according to the following formula.

- Student percentage above 90% will result in a grade of A or better.
- Student percentage above 87% will result in a grade of A- or better.
- Student percentage above 83% will result in a grade of B+ or better.
- Student percentage above 80% will result in a grade of B or better.
- Student percentage above 77% will result in a grade of B- or better.
- Student percentage above 73% will result in a grade of C+ or better.
- Student percentage above 70% will result in a grade of C or better.
- Student percentage above 67% will result in a grade of C- or better.
- Student percentage above 60% will result in a grade of D or better.
- Student percentage below 60% will result in a grade of F.

Any modification to this scale at the end of the year will be *in favor of the students*. That is we may later decide to award an A to a student who is slightly below the above cutoff, but we certainly will not deny an A from someone who is above the cutoff.

4.7 Late Policies

All quizzes and exams must be taken at the required time. Requests for rescheduling an exam will only be considered if the request is made prior to the start of the exam, or else in an “emergency” situation with appropriate documentation. Written homeworks must be submitted by their deadline (typically in class on Thursday), as this will allow us to release a solution set in time to review for the Friday quiz on the same topic.

For programming assignments, we wish to allow students to continue to work comfortably beyond the official deadline when a little more time will result in more progress, while at the same time discourage students from falling significantly behind pace and jeopardizing their success on future assignments. Our solution is the following exponentially decaying late formula (some have suggested that we should offer extra credit to anyone who fully understands this formula).

We will consider an assignment submission “complete” when any part of the assignment is last submitted or modified. Any assignment which is not complete promptly by its due date and time will be assessed a penalty based on the formula $S = R \cdot e^{-h/173}$, where S is the grade given, R is the grade the work would have received had it been turned in on time, and h is the amount of time (in hours or fractions thereof) that the work was late. Examples:

- work turned in 1 hour late receives over 99.6% of its original credit
- work turned in 5 hours late receives over 97% credit
- work turned in one full day late receives less than 88%
- work turned in two full days late receives less than 76%
- work turned in five days late receives less than 50%

The above policies will be waived only in an “emergency” situation with appropriate documentation.

5 Academic Integrity and Collaboration Policy

5.1 Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost’s Office website.

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for

reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed. Specific College of Arts and Sciences Academic Honesty Policies and Procedures may be found at: <http://www.slu.edu/x12657.xml>

In addition to those general statements, we wish to discuss our policy in the context of this course. When it comes to learning and understanding the **general course material**, you may certainly use other reference materials and you may have discussions with other students in this class or other people from outside of this class. This openness pertains to material from the text and practice problems.

However, for **work that is submitted for this course**, you are not to use or search for any direct assistance from unauthorized sources, including but not limited to:

- other texts, books, or solution manuals
- online information other than that referenced by course materials
- other students in this class (other than when collaboration is explicitly allowed, as described below)
- students or acquaintances who are not in this course

Acceptable sources of information include consultations with the instructor, teaching assistants, or members of organized tutoring centers on campus, as well as any materials explicitly authorized in an assignment. Even in these cases, if you receive significant help you should make sure to document both the source of the help as well as the extent.

Any violations of these policies will be dealt with seriously. Penalties will apply as well to a student who is aiding another student. Any such violations will result in a minimum penalty of a zero on the given assignment which cannot be dropped, and severe or repeated violations will result in an immediate failing grade in the course. Furthermore all incidents will be reported in writing to the Department and/or the Dean, as per the College procedure.

5.2 Collaboration Policy

On certain assignments, we will explicitly allow students to work together. In this case, conversations between partners is both permissible and required. Furthermore, all students are expected to contribute significantly to the development of the submitted work. It is unethical to allow a partner to “sign on” to a submission if that partner did not significantly contribute to the work.

6 Additional Information

6.1 Title IX Statement

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have

encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; akratky@slu.edu; 314-977-3886) and share the basic fact of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the following web address: www.slu.edu/here4you.

6.2 Supporting Student Success

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center, a one-stop shop, which assists students with academic and career related services, is located in the Busch Student Center (Suite 331) and the School of Nursing (Suite 114). Students can visit www.slu.edu/success to learn more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning).

6.3 Disability Services

Students with a documented disability who wish to request academic accommodations **must** contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also **must** notify the course instructor that they wish to access accommodations in the course.

Please contact Disability Services, located within the Student Success Center, at Disability_services@slu.edu or 314-977-3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.