Introduction to Programming
Week 9 tutor’s kit

1. The situation

This week will be dominated by the Stage 2 deadline. Since the assessment is similar to that for the Problem 1 accreditation, you should have a fair idea of how this will operate.

If any student cannot hand in something that appears reasonable you will need to warn them they will be assessed individually. You might allow people to let things slip to the end of this week, especially if your last class is early in the week. However, you cannot allow more slippage than that. Note that these people’s prac mark will be the sum of their marks for:

• problem 1 (/10)
• Problem 2 - stage 0 - individual (/10)
• Problem 2 - stage 2 - individual (/10)
• Problem 2 - stage 3 - individual (/20)
• Problem 2 - stage 4 which will be marked on their individual poster and demo (/20)

This gives a mark out of 70 which we will scale to be the full prac mark. This means that these people will have to be administered separately in the paper work. As for their learning and work to do, they will remain attached to their groups, with a task to do that fits into the group project. If the group and they agree, their code may be part of the group’s final product but this will have no effect on their mark. At the same time, the deal is that they are allowed to use the group’s code in to support their own code in their personal demo. The reason for this approach is that this student should not be able to hamper the group. At the same time, they should not be isolated since the group is so important for the learning.

One thing to note is that the marking scheme is meant to be quite generous. I wrote it to seem so and I cannot imagine any serious effort, will relevant aspects attended to, getting a low mark. PLEASE do not be tough. Note also that Comp1901 students are NOT supposed to be marked any harder than 1001 - the Faculty requires that a student in an Advanced course has as good a chance of getting a high mark. The type of work required may be different - and the seminars are as will be the exam - but is not in the practical work.

Note that as you will need some time to assess the work students have done for stage 2, you should ask the students to work in groups to finish the problems in the quiz and to work on the planning and code reviewing.

Since you should have a sense of how to organise things in classes, the tutor notes will have less direction from here on. Here are the main activities for this week.

Overview: • 1. weekly quiz task (individual) • 2. code review of student’s code (group) • 3. pause gymnastics (whole class + tutor) • 4. planning sessions for group (groups in lab time mainly)

• parallel 1. tutor checking weaker students are on track • parallel 2. tutor review of plan for coming week • parallel 3. tutor marking Stage 2
## 2. Tutorial script

<table>
<thead>
<tr>
<th>Activity 0</th>
<th>time for it (minutes)</th>
<th>total time (minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 1</th>
<th>time for it (minutes)</th>
<th>total time (minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>55</td>
<td>55</td>
</tr>
</tbody>
</table>

### This week’s quiz
- Students do Kingston page 216, Q1-7
  - 35 minutes
  - 40 minutes
- You go through the quiz on the board
  - 20-30 minutes
  - 60-70 minutes

This is important and basic stuff
So take time to get it right
If your students are really confused about this stuff, take even more than above times. If some students do understand and others do not, let the former go on to code reviews. Take a small group of the latter and keep working on this stuff, perhaps using the material in Chapter 2.
Now is a good time to encourage reading of Chapter 2.

<table>
<thead>
<tr>
<th>Activity 2</th>
<th>time for it (minutes)</th>
<th>total time (minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>70</td>
</tr>
</tbody>
</table>

**Pause gymnastics**
Keep it up - or start now.

<table>
<thead>
<tr>
<th>Activity 3</th>
<th>time for it (minutes)</th>
<th>total time (minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40</td>
<td>80-110</td>
</tr>
</tbody>
</table>

### Code review
- This is described on pages 123-4 of Kingston.
- Ask them to focus on style and design.
  - They can refer to Kingston Ch 10/11.
  - Design should focus on simplicity and understandability as well as cohesion and coupling (both dealt with in seminars and Ch 11.)

## 3. Lab class
- This will be mainly you marking Stage 2 work. In parallel with their planning, you can review plans or mark the prototypes etc

Judy Kay
1999 PBL Co-ordinator for Comp1001/1901
April 1999