

CPSC 315 Programming Studio: Fall 2015

Syllabus

NEWS: 8/27/15, 11:28AM (Thu)

- [09/01] [Small-Group code review for education, by Phillip Guo \(Communications of the ACM\)](#)
- [09/01] [Teamwork Brown Bag presentation by Robert Lingard at Calstate, Northridge](#)
- [08/31] Fill out [Programming proficiency survey](#) by Monday 9/1/2014 8pm. This is needed for team assignment.
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- [LINKS] •[News archive](#)•[Grades](#)•[Codes](#)•[Lecture notes](#)

Read-Only Bulletin Board.: 8/27/15, 11:06AM (Thu)

Page last modified: 8/27/15, 12:14PM Thursday.

[General Information](#) [Resources](#) [Weekly Schedule](#) [Credits](#) [Lecture Notes](#) [Example Code](#) [Read-Only Board](#)

I. General Information

Instructor:

[Dr. Yoonsuck Choe](#)

Email: choe at tamu.edu

Office: HRBB 322B

Phone: 979-845-5466

Hours: TR 2:00pm-3:00pm

Teaching assistants and peer teachers:

Chien-An "Jay" Chen (TA)

Email: jaychen at cse.tamu.edu

Office: TBA

Office hours: TBA

TBA (Grader)

TBA (Peer teacher)

Prerequisite/Restrictions:

This class is intended for students who have completed CPSC 314 - Programming Languages, and are concurrently taking CPSC 313 - Intro to Computer Systems. It is meant to be somewhat of a

"capstone" course for the lower-level computer science courses, before taking courses in the upper-level tracks.

Lectures:

TR 12:45pm–2:00pm, HRBB 124

The course is listed as a 2-hour per week lecture, and 2-hour per week lab, however it has been intentionally scheduled for 3 hours per week of lecture (along with the lab). We will meet a minimum of 19 lecture periods over the course of the semester. The idea is to "front-load" these lectures in the earlier part of the semester, to cover material that might be useful when working on the programming projects, and spend less lecture time during the project periods themselves. Also, some days when the instructor travels might be used as some of the "missed" days. The specific list of days we will meet will be provided on the course web page.

There is a final exam time reserved for this class. Although the plan is to wrap up the course before this time, students should leave the final exam time available until instructed otherwise, since it might be used for project presentations or something similar. However, there will not be a final exam in the course.

Labs: taught by the TA

Section 501: MW 3:00 pm-3:50 pm RMDC 111C

Section 502: MW 4:10 pm-5:00 pm RMDC 111C

Section 503: MW 5:45 pm-6:35 pm RMDC 111C

Goals:

This course is intended as an intensive programming experience that integrates core concepts in Computer Science and familiarizes students with a variety of programming/development tools and techniques. Students will primarily work in small teams on month-long projects emphasizing different specializations within computer science. The course focuses on honing good programming techniques to ease code integration, reuse, and clarity.

The primary goal for this class is to have students emerge with strong programming skills, able to address both individual and team programming challenges competently. The class is meant to allow students to improve their programming skills through significant practice.

Objectives:

The expected accomplishments of the students are as follows:

1. Become a confident software developer experienced in the full software development cycle.
2. Become a capable and effective member in a small software development team.
3. Become an effective communicator within the context of software projects.

Outcomes:

The students who take this course should be able to demonstrate the following upon the completion of this course.

1. Knowledge of programming and debugging tools.
2. Knowledge of various programming paradigms.
3. Ability to design and refine large software systems based on rough system requirements.
4. Ability to implement and test software system design.
5. Ability to work as a member of a software project development team.

6. Knowledge of various software development paradigms.
7. Ability to manage software development projects.
8. Ability to write technical documentation regarding software systems.
9. Ability to communicate the overall design and details of software systems.
10. Introductory-level knowledge in database systems, artificial intelligence, and software engineering.

Textbook:

We will be using the following textbook:

- Code Complete, 2nd edition, by Steve McConnell, Microsoft Press, 2004.
[Book web page](#)

Other books that may be drawn from, and that might be useful references include both the first edition of Code Complete, as well as:

- The Practice of Programming, by Brian W. Kernighan and Rob Pike, Addison Wesley, 1999.
- Code Craft, by Pete Goodliffe, No Starch, 2007. (Note: this book is available to read online for free through TAMU).

Computer Accounts:

1. Computer accounts: if you do not have a unix account, ask for one on the CSE web page.

Topics to be covered:

Among the topics to be covered in lecture periods are:

- Style considerations in writing code
- Design of software systems and APIs
- Coding beyond the single component
- Basic collaborative software coding practices
- Design for portability, performance, testability
- Specification and documentation
- Basic software tools and their use
- Object oriented design
- Design patterns
- Testing
- Subject-specific topics related to the team projects

Though many topics will overlap, this course is not intended to be as in-depth or comprehensive as a standard software engineering course, which focuses more on project management - students may take the software engineering class after taking this class.

Note: You should expect to spend a significant amount of time (>10 hours/week) outside of class time on programming projects. This may require meeting with team members outside of the class/lab periods.

See the [Weekly Schedule](#) section for more details.

Grading:

There will be three major projects in the course, each counting for 28% of the overall grade. Specific grading practices for each project will be announced when that project is given out, but the grade may include factors such as evaluation of code clarity, teamwork, etc. Peer evaluation may be used as a significant contributing factor to these grades (see below). The remaining 16% of

the grade will be based on attendance (6%: attendance sheets will be circulated) and the two online quizzes (5% each).

The projects are scored by the team, however, different individual contribution can lead to differential grades given the same team score.

- i = individual score
- t = team score
- c = your contribution (X %, e.g., 25%). Sum of c for all members in the team should equal 100.
- d = contribution divisor (Y %, e.g., 25% for a team of 4, 33.3% for a team of 3, etc.)
- Formula: $i = \min(\sqrt{c/d} * t, 110)$.
- Examples:

1. Team got 90 and your contribution was 25% for a 4-person team.

$$i = \min(\sqrt{25/25} * 90, 110) = \min(1 * 90, 110) = 90.$$

2. Team got 85 and your contribution was 35% for a 4-person team.

$$i = \min(\sqrt{35/25} * 85, 110) = \min(100.57, 110) = 100.57.$$

3. Team got 95 and your contribution was 20% for a 3-person team.

$$i = \min(\sqrt{20/33.333} * 95, 110) = \min(73.587, 110) = 73.587$$

The grading scale expected to be used is: >90 = A; >80 = B; >70 = C; >60 = D; all else F.

Academic Integrity:

AGGIE HONOR CODE: An Aggie does not lie, cheat, or steal or tolerate those who do.

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: <http://aggiehonor.tamu.edu/>

For this class, certain aspects of the honor code need to be clarified.

1. There may be times in this course where you or your team make use of external code/software/libraries. Whenever this is done, you must make sure that, in addition to following any restrictions on that code itself, you clearly document what the source of the external code was, and how it was used.
2. There may be cases in this course where you or your team seeks outside assistance related to one of the projects. Any assistance received from people other than members of your team, the professor, teaching assistant, or peer teacher needs to be clearly documented.
3. You will be working in team environments in this course, and your work as a team will be used to determine grades. As such, it is your responsibility, when asked, to:
 - accurately describe the work that you have done on a team project. Claiming credit for work that you have not done or that others did instead is a violation of the code.
 - accurately describe (to the best of your knowledge) the performance of other team members. "Covering" for another team member (claiming they did more work than you know they did) or "spiking" them (claiming they did less work than you know they did) are examples of honor code violations.
 - prevent (as best you can) or report (known) violations of the honor code by your other team members. You share responsibility when a project is turned in; if you are aware of a teammate having violated the code in his/her work on the project, and do not report it,

you are claiming credit for that violation yourself.

If there are any questions or concerns about whether an action is appropriate, you should check with the professor or teaching assistant first. If in doubt, assume that it is not appropriate.

Course Policy:

- **Attendance:** Attendance is mandatory in the course, and may be recorded in both lectures and labs. 16% of the course grade will be based on individual evaluation of assignments and class participation, and repeated absences may negatively affect the grade. In addition, students might miss quizzes, which will not be made up without prior approval. Students with absences should notify the instructor ahead of time about any planned missed classes or labs. Unapproved absences may result in a lower course grade.
- **Late Assignments:** Each project will have a specified date and time at which it is due, and dates and times for which various intermediate parts of the project are due. Projects that are turned in late will have a penalty applied to the overall project grade, which will affect the grade given on that project for all team members (if individual reports are late, those will affect only the grade for that team member). The total number of minutes, m , that assignments within a project are late will be added up. The final grade on the project will be multiplied by 0.9998^m . For example, if the project is 1 hour late, you lose a bit over 1%. If it is one day late, you lose about 25%. After 3 days, you're down to 42% of your grade lost.
- **Quizzes:** The instructor may give out small quizzes in class to ensure that students are continuing to follow course material. Any quizzes will be short and simple, related to recent course discussions or reading assignments. Quizzes will affect only the 16% "individual" grade portion on the class. Makeup quizzes will not be offered without prior approval.
- **Course Evaluation:** An online course evaluation will be used for the class.
- **Communication:** A class web page (listed at the top of this syllabus) will be maintained throughout the semester. Students are responsible for checking both the web page and email regularly for class updates.
- **Code Documentation:** A key part of this class is understanding the importance of clear code construction and documentation. So, when assignments are graded, a significant portion of the grade may be based on an evaluation of how well the code is written, and how easy it is to follow. Just producing code that "works" is not sufficient; it will be your responsibility to produce code that the grader can follow.

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

II. Resources

1. TBA

III. Weekly Schedule and Class Notes

- **Lecture notes:** all notes will be uploaded in this directory.
- It is **your responsibility** to download, print, and bring the notes to the class. Notes will be available 24 hours before each class.

- See the [TAMU Calendar](#) for breaks, etc.
- More detail will be available as we go along.

Week	Date	Lecture	Lab	Notices	Deadlines	Notes
		Tuesday/Thursday	Monday/Wednesday			
1	9/1	Introduction; Project 1: Intro to Databases, Entity-relationship model, relational DB [Chapters 1, 9.1, 9.2];	IDE, programming proficiency survey.			slide01 slide02 slide03
1	9/3	Project 1: SQL Schema; Project 1 announcement	IDE, GIT, Team assignment			slide03 slide04
2	9/8	Project 1: SQL queries, Database implementation; API Design	Debugger use; Project 1 Design, DB engine [Chapter 23]		Project 1 Design Documents Due	slide05 slide06 slide07
2	9/10	Software Design Principles; Testing and Test-Driven Development (TDD) [Chapter 5, Chapter 22] (SELF-STUDY : Naming, Style, Commenting [Chapters 11.1, 11.2, 31])	Project 1, DB engine			slide08 slide09 slide10 naming style commenting
3	9/15	Debugging, Software development approaches; Agile Development [Chapter 5.1, 5.2, 5.3, 8.1, 8.2, 8.3]	Project 1: Parsing		Project 1 DB Engine code due	slide11 slide12 slide13
3	9/17	Agile Development; Collaborative Code Development; Project 1 intermediate review	Project 1: Parsing, DB Engine Code Review/Debug			slide13 slide17
4	9/22	Design patterns; Code portability [Chapter 21, 24]	Project 1: Integrating parser and DB engine		Project 1: Parser code due	slide18 slide19
4	9/24	Code portability; Code performance; Code Tuning [Chapter 25, 26]	Project 1: Integrating parser and DB engine			slide20 slide21
5	9/29	Project 2: Introduction to AI, Search	Project 1: DB application coding		Project 1 Parser+DB engine integrated code due	slide14 slide15
5	10/1	Project 2: Game Search	Project 1: DB application coding			slide15
6	10/6	Project 2 Announcement, Network protocols and	Project 2 design	Project 2 announced	Project 1 final version due	web link ;

		socket programming [General reading: Chapter 6.1-6.4]			
6	10/8	Project 1 presentation	Project 2: game mechanics		web link;
7	10/13	Advanced AI: Intro to machine learning	Project 2: game mechanics / socket programming		Project 2 design documents due slideml
7	10/15	Advanced AI: Neuroevolution	Project 2: socket programming		slide16
8	10/20	No class	Project 2: AI engine		Project 2 Game mechanics and server code due slide16
8	10/22	Project 3: Android introduction	Project 2: AI engine		
9	10/27	Project 3: Android programming	Project 2: client GUI		Project 2 AI engine due
9	10/29	Project 3: Android programming	Project 2: client GUI		
10	11/3	Project 3: XML; SOLID principles	Project 2 status check	Project 3 announced	Project 2 final version (including GUI client) due slide22
10	11/5	No class	Android SDK installation and testing, emulator test run		
11	11/10	No class	Android SDK user interface		Project 3 Design documents due
11	11/12	No class	Android SDK: graphics		
12	11/17	Project 2 Live competition	Project 3 status check		Project 3 user interface code due
12	11/19	No class	Project 3 status check		
13	11/24	No class	Project 3 status check		Project 3 core algorithm implementation due
13	11/26	No class (Thanksgiving)	No labs on Thu		
14	12/1	Final project presentation	Project 3 status check		
14	12/3	Final project presentation	Project 3 status check		

15	12/8	Final project presentation	Project 3 status check		Project 3 final version due	
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IV. Credits

Most of the course content and lecture slides were originally developed by Prof. John Keyser, Prof. Jennifer Welch, and Prof. Jaakko Järvi. Thanks to Long Mai and Allen Hurst at Improving Enterprises for valuable feedback.

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