

Course Title: CSC/IST 134 Introduction to Java Programming

Course Instructor(s): Doug Leisher

Programs: Computer Science, Information Systems Technology - Developer

Expected Learning Outcomes

1. Design, implement, test, and debug a program that uses each of the following fundamental programming constructs: basic computation, simple I/O, standard conditional and iterative structures, and the definition of functions
2. Apply the techniques of structured (functional) decomposition to break a program into smaller pieces.
3. Create program code in the traditional programming style using a non-graphical user interface and in modern style programming using a graphical user interface
4. Discuss topics pertinent to today's computer programming environment

Assessment (How do students demonstrate achievement of these outcomes?)

1. Successful compilation and execution of program code
2. Satisfactory scores on exams and programs
3. Projects are graded on a rubric that meets the professional standards of developing code
4. Students give a presentation pertaining to computer programming

Validation (What methods are used to validate your assessment?)

1. Faculty Review
2. Approval of Computer Science Department of a 4 year transfer university
3. Validation from IST Advisory Committee (comprised of area business people who hire our graduates).
4. Students complete a survey regarding various aspects of the course and instructor
5. Since computer programming is cumulative, program assignments at the end of the course incorporate most, if not all, topics taught in the course. For example, early in the course students learn the importance and use of variables. Variables are then used in every program a student writes from that point forward.

Results (What do the data show?)

Students enjoyed creating programs using Java. They especially liked embedding Java applets in to web pages. The presentations were received very well. Students liked hearing material presented by other students, especially those where students interviewed people currently working as programmers in various businesses.

Follow-up (How have you used the data to improve student learning?)

I will look at the student evaluations for the course and adjust course content/structure as needed. Several students stopped attending the course, not sure why. Several students in the beginning indicated that this was their first programming course. It is recommended that students take an easier language such as Visual Basic before trying to do Java.

For this semester, I changed the course schedule so that more time was spent covering topics for the first couple chapters. Although this meant students needed to do more work on their own, this

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was well received as it helped them understand the basics of computer programming earlier to help them with later topics.

The newest edition of the textbook did not have Chapter 17 (Applets) as was in previous versions of the textbook. I was able to use the Powerpoint file and sample programs from previous edition to cover this material.

Programming is a course whereby students learn much more by trying and debugging programs (asking for help when needed) than by having an instructor tell them exactly what to do.

At the end of each semester, the instructor analyzes student results from the last couple semesters to compare results. This helps define trends so that instruction techniques/assignments can be adjusted to better help future students learn the material.

Budget Justification

(What resources are necessary to improve student learning?)

- At this point, the software is a free download so the Java development environment just needs installed on computer lab PCs where this is to be taught
- Use of a computer lab that has a projector for instructor to project screen to students
- Access to computers with Java other than during class time
- I have been using the same book for a few semesters. Will look into other book options for future sessions of this course.