



# COMP115

## Introduction to Computer Programming

S3 Day 2017

*Dept of Computing*

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#### Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

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Credit points

3

Prerequisites

Corequisites

Co-badged status

## Unit description

This unit is an introductory computer science unit, providing a practical introduction to basic computing and programming concepts. Students gain an understanding of, and practical experience in, computer programming; practical experience in implementing informal prose descriptions of problem solutions using an imperative language; an understanding of, and practical experience in, designing, coding, testing and debugging simple algorithms; and an understanding of the principle of incremental development. Other topics include: the concept of program correctness; the differences between high-level languages, assembly languages and machine languages; the role played by compilers; and the execution of programs by computer hardware. Together with ISYS114 Introduction to Systems Design and Data Management, this unit forms the entry point for mainstream computing units.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Describe the main components of a computer system and the role that different kinds of programming language play in computer software development

Apply problem solving skills to develop algorithms that solve small to medium-sized computational problems

Design and code implementations of their algorithms in an imperative programming language

Use standard software engineering practices to document, debug and test their programs

Identify and describe ethical issues that arise in the application of information technology

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">In-class Exercises</a>	10%	No	Sessions 2-12
<a href="#">Assignment One</a>	5%	No	Sessions 2-4
<a href="#">Assignment Two</a>	25%	No	Sessions 9-12
<a href="#">Module Exams</a>	60%	Yes	Various

## In-class Exercises

Due: **Sessions 2-12**

Weighting: **10%**

Five in-class exercises during workshops.

Either a quiz to be completed during the workshop or a program to be shown to the tutor.

Worth 2% each.

They should also be submitted on iLearn for record-keeping.

**Severe penalties will be applied for breach of academic honesty (plagiarism/ collusion/ ghost writing)**

On successful completion you will be able to:

- Apply problem solving skills to develop algorithms that solve small to medium-sized computational problems
- Design and code implementations of their algorithms in an imperative programming language
- Use standard software engineering practices to document, debug and test their programs

## Assignment One

Due: **Sessions 2-4**

Weighting: **5%**

The assignments are programming exercises that allow skills to be demonstrated by solving a more substantial problem than in the weekly exercises. Assignment One is a relatively simple exercise that is designed to begin building competency in using the Processing language to solve problems.

**Severe penalties will be applied for breach of academic honesty (plagiarism/ collusion/ ghost writing)**

On successful completion you will be able to:

- Apply problem solving skills to develop algorithms that solve small to medium-sized computational problems
- Design and code implementations of their algorithms in an imperative programming language
- Use standard software engineering practices to document, debug and test their programs

## Assignment Two

Due: **Sessions 9-12**

Weighting: **25%**

Assignment Two builds reinforces the basics of programming and includes some of the more advanced aspects that are covered in the second half of the unit. There is a significant program design and problem solving component. Arrays and functions are heavily used too.

**Severe penalties will be applied for breach of academic honesty (plagiarism/ collusion/ ghost writing)**

On successful completion you will be able to:

- Apply problem solving skills to develop algorithms that solve small to medium-sized computational problems
- Design and code implementations of their algorithms in an imperative programming language
- Use standard software engineering practices to document, debug and test their programs

## Module Exams

Due: **Various**

Weighting: **60%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

The module examinations ask students to answer conceptual questions about the course material as well as solve simple programming problems. Module exams are run in the first hour of the workshop in which the student is enrolled. Students may only attend module exams in workshops they are enrolled in. In the case a student cannot attend a module exam, [a request for special consideration](#) must be made.

Six module examinations are each offered up to **three** times during semester. The student's **best mark** for each module is used in their final mark.

The exam mark for each module is worth 10% of the final mark.

Students must demonstrate satisfactory performance in modules 1-5 to pass the course.

**Satisfactory performance is defined as getting 50% or more** on any one of the module exams offered for that module.

A student's final mark for a module is the maximum mark they achieved in any of the module exams for that module.

On successful completion you will be able to:

- Describe the main components of a computer system and the role that different kinds of programming language play in computer software development
- Apply problem solving skills to develop algorithms that solve small to medium-sized computational problems
- Design and code implementations of their algorithms in an imperative programming language
- Use standard software engineering practices to document, debug and test their programs
- Identify and describe ethical issues that arise in the application of information technology

## Delivery and Resources

### CLASSES

Each week of COMP115 has three hours of lectures and a two-hour practical class. For details of days, times and rooms, consult the University timetables webpage (<http://www.timetables.mq.edu.au>). Practical classes (workshops) commence in Week 1 and are held in the E6A Computer Laboratories.

### REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

- *Learning Processing: A Beginner's Guide to Programming Images, Animation, and Interaction*, Daniel Shiffman, Morgan Kaufmann, 2nd edition, 2015

**IMPORTANT:** A **free** (and **legal**) pdf version of this book is available through the library for Macquarie University students. A video describing how to access it is available [here](#).

This text is the primary source of examinable material in this unit. **Furthermore, you will find the lecture material much easier to understand if you read the textbook in advance of the lectures.** The lecture schedule below lists the relevant sections of the textbook.

The textbook website at <http://www.learningprocessing.com/> provides supplementary material that you may find useful, including tutorials on Processing, the complete code for the examples in the book, and related downloads. The Macquarie University library has a number of copies of the textbook, including some in the reserve collection. The library also has many other books on programming that you may find useful if the concepts are not adequately explained by the textbook or class material.

### UNIT WEBPAGE AND TECHNOLOGY USED AND REQUIRED

#### Web Home Page

COMP115 will make extensive use of the iLearn course management system, including for

delivery of class materials, discussion boards, online self-tests, submission of work and access to marks and feedback. Students should check the iLearn site (<https://ilearn.mq.edu.au>) regularly for unit updates.

Questions and general queries regarding the content of this unit, its lectures or practical classes, or its assessments should be posted to the discussion boards on the COMP115 iLearn site. In particular, any questions which are of interest to all students in this unit should be posted to one of these discussion boards, so that everyone can benefit from the answers. Questions of a private nature should be directed to the unit teaching staff.

### **iLecture**

Any audio and screen video recordings of the lectures will be made available online at iLearn via the Active Learning System system.

### **Technology Used and Required**

The practical work in this unit involves programming in the Processing language (<http://processing.org>) which will give students experience with features that are used in many modern programming languages. The Processing software can be downloaded free of charge for Windows, Linux and Mac OS X computers from the Processing web site. It is also installed in the E6A Computer Laboratories.

There are many versions of Processing available. In our teaching and in the laboratories we will be using version 3.3.6. You can use version any version 3.0.1 or later.

## **Unit Schedule**

**IMPORTANT: Semester 3 offering has 3 lectures and 3 workshops every week, so a total of 13 hours of face to face learning and teaching per week (not for the faint-hearted)**

The unit is broken into six modules

- Pixels and Variables (P&V)
- Conditionals (C)
- Loops (L)
- Functions (F)
- Arrays and Strings (A&S)
- Program Design and Problem Solving (PD&PS)

Each of the first 5 modules (P&V, C, L, F, A&S) cover one skill which is absolutely necessary to program a computer. Thus all students must demonstrate a satisfactory performance in each of these modules to pass the course. Satisfactory performance in a module is defined in the assessment tasks section. The final module (PD&PS) synthesises the skills learned in the other modules. Student performance in this module is important to their final grade and to demonstrate they have reached the level of mastery required to pass, but less than satisfactory performance in this module does not preclude a student from passing (as it does for the other modules).

Module exams are offered five times during semester giving students more than one opportunity to demonstrate satisfactory performance in each module.

Session	Date	Day	Topic	Textbook read	In-class assessments	Assignments
1	4-Dec	Monday	Introduction	1,2		
2	6-Dec	Wednesday	Animation	3,4	In-class exercise 1	Assignment 1 released
3	8-Dec	Friday	Conditions	5	In-class exercise 2	
4	11-Dec	Monday	Loops - 1	6	PV1	
5	13-Dec	Wednesday	Loops - 2, Case study	6	PV2, C1	
6	15-Dec	Friday	Functions - 1	7	C2, L1	Assignment 1 due
<b>MID-SEMESTER BREAK</b>  (IMPORTANT: <b>18th December</b> is the <b>census date</b> , which is the last date to withdraw from Session 3, 2017-18 units without academic or financial penalty)						
7	8-Jan	Monday	Arrays - 1	9	In-class exercise 3	
8	10-Jan	Wednesday	Arrays and Functions	7, 9	L2, F1	Assignment 2 released
9	12-Jan	Friday	Strings	17	In-class exercise 4	
10	15-Jan	Monday	Multi-dimensional arrays	-	In-class exercise 5	
11	17-Jan	Wednesday	Program Design and Problem Solving	-	F2, AS1	
12	19-Jan	Friday	Review	-	AS2, PDPS1	Assignment 2 due
EXAM	TBA				PV3,C3,L3,F3,AS3,PDPS2	

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html)

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)



Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

The Department of Computing applies an additional policy for special consideration requests: [http://comp.mq.edu.au/undergrad/policies/special\\_consideration\\_policy.htm](http://comp.mq.edu.au/undergrad/policies/special_consideration_policy.htm)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

#### Learning outcomes

- Apply problem solving skills to develop algorithms that solve small to medium-sized computational problems
- Design and code implementations of their algorithms in an imperative programming language
- Use standard software engineering practices to document, debug and test their programs

#### Assessment tasks

- In-class Exercises
- Assignment One
- Assignment Two
- Module Exams

### Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

#### Learning outcomes

- Describe the main components of a computer system and the role that different kinds of programming language play in computer software development
- Apply problem solving skills to develop algorithms that solve small to medium-sized computational problems
- Design and code implementations of their algorithms in an imperative programming language

- Use standard software engineering practices to document, debug and test their programs
- Identify and describe ethical issues that arise in the application of information technology

## **Assessment tasks**

- In-class Exercises
- Assignment One
- Assignment Two
- Module Exams

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- Apply problem solving skills to develop algorithms that solve small to medium-sized computational problems
- Design and code implementations of their algorithms in an imperative programming language
- Use standard software engineering practices to document, debug and test their programs
- Identify and describe ethical issues that arise in the application of information technology

## **Assessment tasks**

- In-class Exercises
- Assignment One
- Assignment Two
- Module Exams

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

- Apply problem solving skills to develop algorithms that solve small to medium-sized computational problems
- Design and code implementations of their algorithms in an imperative programming language
- Use standard software engineering practices to document, debug and test their programs

## **Assessment tasks**

- In-class Exercises
- Assignment One
- Assignment Two
- Module Exams

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## **Learning outcomes**

- Describe the main components of a computer system and the role that different kinds of programming language play in computer software development
- Use standard software engineering practices to document, debug and test their programs
- Identify and describe ethical issues that arise in the application of information technology

## **Assessment tasks**

- In-class Exercises
- Assignment One
- Assignment Two
- Module Exams

## **Changes from Previous Offering**

Assessment weights changed.

## Assessment Standards

COMP115 will be graded according to the following general descriptions of the letter grades as specified by Macquarie University.

- High Distinction (HD, 85-100): provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
- Distinction (D, 75-84): provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
- Credit (Cr, 65-74): provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline..
- Pass (P, 50-64): provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.
- Fail (F, 0-49): does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

The standards of achievement that will be used to assess each of the assessment tasks with respect to the letter grades are as follows.

Learning Outcome 1: Describe the main components of a computer system and the role that different kinds of programming language play in computer software development.

Learning Outcome 5: Identify and describe ethical issues that arise in the application of information technology.

P	Can correctly reproduce basic facts and definitions across a breadth of concepts and issues, but lacks depth of understanding.
Cr or D	Exhibits breadth and depth of understanding of concepts and issues. Can use terminology accurately in new contexts. Can express ideas in their own words and has an understanding of the limits of their understanding.

HD	As for Cr or D and is aware of the context in which the concepts and issues are developed and their limitations. Able to generate and justify principles and hypotheses for existing or new concepts or issues.
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**Learning Outcome 2: Apply problem solving skills to develop algorithms that solve small to medium-sized computational problems.**

P	Can develop algorithms for problems that are similar to provided examples.
Cr or D	Can analyse problems that differ from provided examples and apply a variety of provided algorithmic approaches to their solution.
HD	As for Cr or D and can develop programs using techniques or approaches that have not been discussed.

**Learning Outcome 3: Design and code implementations of their algorithms in an imperative programming language.**

P	Can implement basic algorithms based on similar provided examples.
Cr or D	As for P and can use a wide range of provided programming language features to implement algorithms whose detailed implementation has not previously been discussed.
HD	As for Cr or D and can develop programs using techniques or approaches that have not been discussed.

**Learning Outcome 4: Use standard software engineering practices to document, debug and test their programs.**

P	Can apply some basic documentation, debugging and testing practices along the lines of examples provided.
Cr or D	Is able to apply a wide range of documentation, debugging and testing practices to their code along the lines of examples provided.
HD	As for Cr or D and has well-developed skills for applying documentation, debugging and testing practices in ways that have not been previously illustrated by examples.

These assessment standards will be used to give a numeric mark out of 100 to each assessment submission during marking. The mark will correspond to a letter grade for that task according to the University guidelines. The final raw mark for the unit will be calculated by combining the marks for all assessment tasks according to the percentage weightings shown in the assessment summary.

We will look at your overall performance on all assessments when determining your final grade. A total raw mark of at least 50% and satisfactory performance in each of the first five modules will be sufficient to pass the unit.

If you apply for Disruption to Study for your final examination, you must make yourself available for February 12th to February 16th during which the supplementary exams shall be conducted. If you are not available at that time, there is no guarantee an additional examination time will be offered. Specific examination dates and times will be determined at a later date.

## Changes since First Published

Date	Description
05/ 12/ 2017	I updated Katie's email ID as she just got a staff email account.
28/ 11/ 2017	1. added census date information 2. kept in-class exercise type generic (quiz/ program) 3. corrected URL for MQ Library eBook instructions 4. corrected supplementary date
21/ 11/ 2017	i've been told by timetabling team that we can't have a lecture on 5th jan (non-teaching week) OR on 22nd jan (exam period starts). i will create online resources in lieu of week 13/ provided exam preparation workshop on saturday 20th january instead.