Syllabus

Course Information

After editing and saving, you can create a PDF of your syllabus page by right clicking on your syllabus page and selecting print. in the Destination drop-down menu, select 'Save as PDF.' Submit this to your department secretary.

NOTE: Be sure to click the down arrow above the Student Support Services and Emergency Procedures accordions to expand them all to ensure all text is captured in the PDF you submit.]

Fill out the basic information below; delete any information that is not relevant for your class.

If you experience any difficulties, contact Lorraine-Casazza@redwoods.edu for support. You can also contact Lorraine via telephone during Campus business hours at 707-476-4569.

Semester & Year: Spring 2024
Course ID & Section #: CIS-18-E6210 Object Oriented Programming
Instructor's name: Trevor Hartman
Day/Time of required meetings: Lecture Monday 02:15PM - 05:25PM, Lab Wednesday 02:15PM - 05:25PM
Location: Humanities Bldg, Room HU214
Number of proctored exams: 3
Course units: 4

Instructor Contact Information

Office location or *Online: Eureka Campus, HU-210 and Zoom by appointment
Office hours: Monday and Wednesday 1:15 to 2:15
Phone number: (707) 476-4366
Email address: trevor-hartman@redwoods.edu

Catalog Description

Add description from College Catalog; check course description in eLumen (login

to view current/Active Course Outline of Record). Message division support person for help if needed.

An intermediate-level course in object-oriented programming (OOP). Students will use object-oriented and event-driven concepts to design, implement, and test programs written using the Java programming language. The course includes concepts common to all programming languages and those specific to event-driven languages.

Course Student Learning Outcomes

Upon successful completion, the student will be able to:

1. Design object-oriented computer programs using a variety of techniques and tools.
2. Create programs using basic logic and data structures.
3. Test applications with sample data.

List CLOs from course outline of record

Prerequisites / Co-requisites / Recommended Preparation

CIS-12 and (Math-301, but Math 30 Preferred) are the recommended preparations for this class, which means a fundamental understanding of how computers work and effective math skills.

Required Materials:

Zero Cost Textbook title: Think Java, How to Think like a Computer Scientist

Software: IntelliJ Community Edition

Optional Materials:

Textbook title: Head First Design Patterns

ISBN: 978-1492078005

Author: Eric Freeman, Elisabeth Robson

Publisher: O'Reilly

Include if applicable

Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- A learning disability (e.g., dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury
- Vision, hearing, or mobility conditions

Available services include extended test time, quiet testing environments, academic assistance and tutoring through the LIGHT Center, counseling and advising, alternate formats of course materials (e.g., audio books, braille, E-texts), assistive technology, learning disability assessments, approval for personal attendants and service animals, interpreters, priority registration, on-campus transportation, adaptive physical education and living skills courses, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact Disability Services and Programs for Students (DSPS). If you are unsure whether you qualify, please contact DSPS for a consultation: dsps@redwoods.edu.

Eureka: 707-476-4280, Student Services Building, first floor
Del Norte: 707-465-2324, Main Building, near the library
Klamath-Trinity: 707-476-4280

Student Support Services

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

The following online resources are available to support your success as a student:

- CR-OnlineLinks to an external site. (Comprehensive information for online students)
- Library Articles & DatabasesLinks to an external site.
- Canvas help and tutorialsLinks to an external site.
- Online Student HandbookLinks to an external site.
- Online Tutoring ResourcesLinks to an external site.

To learn more about the resources available to you, click on a title bar below, or click the down arrow to expand them all.

Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

Community College Student Health and Wellness

If you are in distress or are with someone at risk right now, call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255) or TEXT 741-741

Timely Care When you're feeling under the weather physically or distressed mentally, you can find the help you're looking for in just a few quick taps. Students can schedule an appointment anytime via phone, video, and chat. Visit TimelyCARE.

Mental Health Counseling Students should text, email, or fax Shawna Bell directly for scheduling and/or services.
Contact info
Text: 707-496-2856
Email: shawnabmft@gmail.com
Fax: 707-237-2318 (voicemail can be left via fax)

Wellness Central Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges Wellness Central.

Counseling

Counseling & Advising can assist students in need of academic advising and professional counseling services. Visit the Welcome Center in the lower level of the student services building Monday –Friday 9am – 4pm (during the semester, summer hours may vary).

Basic Needs Center

The Basic Needs Center provides for the health and safety of students by providing access to healthy food, financial resources, and referrals to safe and secure housing. Students can also submit a request for services and information online.

Contact info
Phone: 707-476-4153
Email: the-grove@redwoods.edu

Learning Resource Center

Learning Resource Center includes the following resources for students:

- Library ServicesLinks to an external site. to promote information literacy and provide organized information resources.
- Multicultural & Diversity CenterLinks to an external site.

- Academic Support CenterLinks to an external site. – offers tutoring and test proctoring for CR students.
- Student Tech HelpLinks to an external site. – provides students with assistance around a variety of tech problems.

Extended Opportunity Programs & Services (EOPS)

Extended Opportunity Programs & Services (EOPS) provides services to eligible income disadvantaged students including: textbook awards, grants, career academic and personal counseling, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!

TRiO Student Success Program

The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in EurekaLinks to an external site. or in Del NorteLinks to an external site..

Veterans Resource Center

The Veteran's Resource CenterLinks to an external site. supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.

CalWORKS

CalWORKs– California Work Opportunity & Responsibility to Kids (CalWORKs). Provides supportive services to student parents with children under the age of 18, who are receiving cash assistance (TANF benefits), to become self-sufficient. Services include: transportation assistance, basic student supplies, tutoring, priority registration, laptop and calculator loans, career, academic, and personal counseling, and more!

Evaluation & Grading Policy

Course Grading:
Exams(3) = 40%

Project = 25%

Labs = 15%

Quizzes = 10%

Discussion Forums = 10%

Grade Scale:
90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; Less than 60% = F

Participation:
I highly recommend that you log on to Canvas at least 5 days a week to check announcements, post labs and project updates, and take quizzes and exams. There are strict deadlines posted for labs, project updates, quizzes, and exams that you must be aware of in order to avoid penalties.

Previously recorded video tutorials will be provided to support your coursework in addition to in person Lab and Lecture.

Students are expected to:

1. Do the assigned reading from the textbook
2. As needed, research topics using the Web and/or supplemental textbooks
3. As needed, download, install, and learn additional free software
4. Complete a semester long project
5. Complete all labs
6. Take all quizzes
7. Take exams online
8. Participate in online discussion forums

Course Policies   Exams:
The exams are administered online, and you typically have a time window to complete the exam once it is open. Failure to complete an exam during the defined time window will result in a zero on that exam. There are no makeup exams. Be sure to give yourself plenty of time for technology and logistical problems when taking the exam. Please do not test this policy, you will be very disappointed with the results.

Quizzes:
Quizzes are administered online weekly, and are typically due on Friday of each week. Failure to complete a quiz by the posted due date will result in a zero on that quiz. There are no makeup quizzes. Be sure to give yourself plenty of time for technology and logistical problems when taking the quiz.

Lab Work:
54 hours of lab work is also required. Note: The lab work doubles the amount of hours you will be working as compared to a typical non-lab 3 unit course. Be sure you understand the time commitment needed. The lab work will consist

of exercises and tutorials requiring the use of a computer to demonstrate your understanding of the material presented. In addition to the technical requirements, labs are graded on proper documentation, neatness and completeness. All required elements must be present for full credit on a Lab. Labs will be due as noted in each week's Module.

Project:
Your project will incorporate features that build on the knowledge and skills gained from doing the lab work and requiring the use of a computer to demonstrate your understanding of the material presented. In addition to the technical requirements, labs are graded on proper documentation, projects are graded on neatness, design and completeness. All required elements must be present for full credit on your project. Project progress updates will be due as noted in each week's Module and validated in labs.

Project and Labs (does NOT apply to Discussions/Quizzes/Exams):
We all have "emergencies" that arise from time to time. In recognition of this reality, I have a "no questions asked" (NQA) policy. Here's how it works. At the beginning of the semester you will receive 3 NQA credits (virtually of-course). Each credit is worth one week. If something comes up, and you need to turn in a project update or lab late, you can use an NQA credit and turn it in up to one week late. A late project update or lab with the proper number of NQA credits indicated will be graded as if it were handed in on time, no questions asked!

A late project update or lab without an NQA will receive a zero! Late credit cannot be applied towards discussions, quizzes or exams and will not be allowed for the last lab or final project due date.

Discussion Forum Participation:
Ten percent of your grade is based on Discussion Forum participation, and participation in a weekly scrum. There are 10 participation points available per week that are earned by posting answers to the week's discussion-forum topic and responding to classmates' postings as well as submitting a recorded weekly scrum meeting with your peer programming group. A maximum of 5 points can be earned by posting a quality answer to the week's discussion topic by the end of the day on Wednesday. An additional 5 points can be earned by posting at least two quality responses to classmates' postings by the end of the day on Friday. If you do not post your topic response by the end of the day on Wednesday, you forfeit 5 points. You can still earn 5 points for the week by responding to classmates' postings by the end of the day on Friday. Failure to respond to classmates' postings by the end of the day on Friday will result in forfeiture of 5 points for the week. Timely postings are essential to create a reasonable dialog on the week's discussion topic. You cannot makeup participation points, which

means you cannot use NQA credits for discussion-forum postings. So make sure you post your response to the week's topic by Wednesday and respond to classmates' postings by Friday.

Generally, a model posting will be one that shares what you have learned about the topic by providing at least one specific example from the assigned reading and/or video lecture material, and addresses any difficult/challenging concepts with specific descriptions. Replies to classmates will substantially comment on their examples and answer any questions they have. Read your peers' posts regularly to see their viewpoints. Sometimes it's surprising how many different ways a concept can be described.

In addition, you can spend some time researching the topics outside of your textbook. Use the Internet and other books to provide another perspective or a more detailed explanation. Including a hyperlink to relevant Internet information gives others the opportunity to learn more too. Remember to cite your references.

Just as you would use a nice tone in the classroom, be sure to prepare thoughtful and friendly responses online. The forum discussions are an opportunity to help others with their understanding of the concepts covered. If you see a post where someone is struggling to understand (or is incorrect), try to help them out. Find something positive to say about their effort, and then add your comments. Try to illustrate your explanation, rather than referring them to your post. Be polite, supportive, and encouraging. The online learning environment should be helpful and enjoyable!

One final note - anyone that acts offensively online will be subject to removal from the class. This includes using insulting (or foul) language, or being demeaning in discussion forum posts.

Connection Issues:
Problems with your internet connection or your computer will NOT result in an extension of the due date for any deliverable (lab/quiz/exam, etc.).

Disqualification/Excessive Absence Policy:
You will automatically be disqualified (dropped from the roll) if you have not posted your Week 1 Introduction to the Discussion Forum AND do not complete Quiz1 and Lab 1 by their respective due dates. In addition, you will be dropped from the course if you are not participating at least four days a week, or failing the course due to a lack of participation resulting in missed quizzes, labs, project updates, discussions or exams.

Incomplete Grades:
I do not give incomplete! However, if your place of residence is carried away by

a tsunami while completing your final project, I may reconsider. This means an incomplete may be granted in EXTREME circumstances. You must be receiving at least a C grade at the time of the tsunami.

Should include info such as final grade calculations, rubrics, late assignment policy, and other grading practices

Fake Student Policy

Fraudulent enrollments are on the rise. To ensure that real students can get seats in the class, no shows will be dropped in the middle of the first week of classes. Also, if you are suspected of being a bot, you will be dropped from the class. If you have been dropped but are a real student, please contact your instructor right away to be reinstated in the class.

Spring 2024 Dates

Table 1: Spring 2024 Dates

Date	To Remember
January 12	Last day to register for classes (day before the first class meeting)
January 13	Classes begin
January 15	Martin Luther King, Jr.'s Birthday Holiday (District-wide closure)
January 19	Last day to add a class
January 26	Last day to drop without a "W" and receive a refund
January 29	Census Date (20% of class)
February 16	Lincoln's Birthday Holiday (District-wide closure)
February 19	President's Day Holiday (District-wide closure)
March 7	Last day to petition to graduate
March 29	Last day for student initiated withdrawal (62.5% of class)
March 29	Last day for faculty initiated withdrawal (62.5% of class)
March 11-16	Spring break (no classes)
April 1	Cesar Chavez Day
May 4-10	Final Examinations
May 10	Last day to file for P/NP Option
May 10	Semester Ends
May 17	Grades due
May 24	Grades available

Academic Dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the

instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the College Catalog and on the College of the Redwoods website.

AI Use Class Policy

Use it to learn, not to cheat. Using AI to cheat only hurts yourself and your peers.

There is no official CR policy on AI use. It is up to the instructor how they would like to address AI use in their courses. Below are three sample policies for you to consider, adapt, or delete. Add to your syllabus by cutting and pasting it above this Editor Only Note.

Recent advancements in generative artificial intelligence (AI) have made large language models such as ChatGPT and Google's Bard widely available. However, overuse of these tools in this class can undermine your learning and curtail the development of your critical and creative thinking skills. In addition, AI outputs are often unreliable and frequently subject to bias. For these reasons, the policy of this class is that **AI cannot be used at any point in the completion of class assignments**, including discussion posts. Any or all of your assignment submissions and discussion posts may be screened by AI detection software, but the real penalty for AI misuse is that you will miss out on an opportunity to learn.

Recent advancements in generative artificial intelligence (AI) have made large language models such as ChatGPT and Google's Bard widely available. Sometimes, using these tools appropriately can help us overcome barriers and allow us to focus on deeper learning. However, overuse of these tools can undermine the development of our critical and creative thinking skills. In addition, AI outputs are often unreliable and frequently subject to bias. For these reasons, it is sometimes appropriate and sometimes inappropriate to use generative AI in the completion of assignments or in discussion posts. For this class, **please see the specific assignment instructions for guidance on how and when generative AI tools may be used appropriately as we're working on and learning from a particular assignment**. Also, please keep in mind that **you** are responsible for anything you submit; please carefully review all AI-generated outputs, screening them for accuracy, bias, appropriateness, and fidelity to your perspective.

Generative AI tools, such as ChatGPT and Google's Bard, are likely to be widely

used in the workplace moving forward. It's important for you to understand how to use them ethically and effectively. For that reason, in this class, you will sometimes be invited to use such a tool in the completion of an assignment. **In this class, using generative AI tools is not cheating if the outputs are screened by you for accuracy, bias, appropriateness, and fidelity to your perspective.**

Disruptive Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the College Catalog and on the College of the Redwoods website.

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

DEIA+A Commitment Statement

MDC Recommended Syllabus Language: Commitment to DEIA work here at CR

Using the "I" voice: Each of us is responsible for creating and maintaining inclusive environments. Inclusive environments require us to work to identify, examine, and limit the ways our implicit social biases impact our actions. I believe learning can happen when diversity and individual differences are understood, respected, appreciated & recognized as a source of strength, benefit and resource. Incidents of bias, discrimination, and microaggressions do occur, whether intentional or unintentional. These things contribute to creating unwelcoming environments for individuals and groups at our college. I encourage anyone who experiences or observes environments at our college that become unfair or hostile on the basis of peoples' identities to speak out for justice and support. Speaking out can take place within the moment of the incident or after the incident has passed. Anyone can share these experiences with a trusted CR

faculty/staff/administrator, or by using the following CR resources: Unlawful Discrimination Complaint Form; Non-Academic Complaint; Title IX; Grade Change

Using the "We" voice: Each of us is responsible for creating and maintaining inclusive environments. Inclusive environments require us to work to identify, examine, and limit the ways our implicit social biases impact our actions. Learning can happen when diversity and individual differences are understood, respected, appreciated & recognized as a source of strength, benefit and resource. Incidents of bias, discrimination, and microaggressions do occur, whether intentional or unintentional. These things contribute to creating unwelcoming environments for individuals and groups at our college. CR encourages anyone who experiences or observes environments at our college that become unfair or hostile on the basis of peoples' identities to speak out for justice and support. Speaking out can take place within the moment of the incident or after the incident has passed. Anyone can share these experiences with a trusted CR faculty/staff/administrator, or by using the following CR resources: Unlawful Discrimination Complaint Form; Non-Academic Complaint; Title IX; Grade Change

I care about diversity, equity, and inclusion in my teaching. I am committed to creating a more equitable learning environment for my students.

Canvas

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Canvas Information Log into Canvas at My CR Portal
For help logging in to Canvas, visit My CR Portal.
For help with Canvas once you're logged in, click on the Help icon on the left menu.
For tech help, email its@redwoods.edu or call 707-476-4160
Canvas online orientation workshop: Canvas Student Orientation Course (instructure.com)

Setting Your Preferred Name in Canvas Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact Admissions & Records to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the Student Information Update form.

Emergency Procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the Redwoods Public Safety Page.

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

To learn more about campus-specific Emergency Procedures, click on a title bar below, or click the down arrow to expand them all.

Del Norte Campus Emergency Procedures

Please review the Crescent City campus emergency map for campus evacuation sites, including the
closest site to this classroom (posted by the exit of each room). For more information, see the
Redwoods Public Safety Page.

Eureka Campus Emergency Procedures

Please review the campus emergency map for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the CR Police Department Public Safety It is the responsibility of College of the Redwoods to protect life and property from the effects of emergencies within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant
   information as possible.

4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge
emergency alert system, Public address system, and when possible, updates on the college
website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the
Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and / or has been deemed safe by the person in command.

Klamath-Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, KlamathTrinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

In the event of an emergency, communication shall be the responsibility of the district employees on scene:

1. Dial 911, to notify local agency support such as law enforcement or fire services.
2. If safe to do so, notify key administrators, departments, and personnel.
3. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
4. Contact 530-625-4821 to notify of situation.
5. Contact Hoopa Tribal Education Administration office 530-625-4413
6. Notify Public Safety 707-476-4111.

In the even of an emergency, the responsible district employee on the scene will:

1. Follow established procedures for the specific emergency as outlined in the College of the
Redwoods Emergency Procedure Booklet.
2. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
3. Close all window curtains.
4. Get all inside to safe location Kitchen area is best internal location.
5. If a police officer or higher official arrives, they will assume command.
6. Wait until notice of all is clear before unlocking doors.
7. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly

behind the Hoopa Tribal Education Building.
8. Do not leave site, unless it has been deemed safe by the person in command.
Student Support
Services (required for online classes)