Community College of Allegheny County | North Campus

$1is section contains co!rse o!tlines / syllabi and master sc1ed!les for t1e two co!rses # ta!g1t d!ring Spring 2.%0:

- C#$%%%: #ntrod!ction to Programming & 'ava G%* st!dentsF SpringF 2.%0H
- +, -2.%: #ntrod!ction to /eograp1ic #nformation Systems G(st!dentsF SpringF 2.%0H

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d!ring t1e co!rse !sing t1e narrative description of eac1 grade letter as a g!ide.
- !ring a >nal grade conferenceF # will sit down wit1 eac1 st!dent and present w1at #
t1in; is a fair grade. St!dents will t1en 1ave t1e c1ance to disc!ss 1ow well t1at
grade atems to reSect t1eir t?ort t1ro!g1o!t t1e co!rse of t1e atmester.
#n t1e case of a discrepancyF a more formal point4baatd tval!ation of eac1 grade
component can be cond!cttd and s1ared to arrive at a >nal letter a >nalondr a l8sr nalona a!ɐdr a

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$1e following * pages G<rom page S% to S*H contain t1e co!rse o!tline and sc1ed!le for C#$%%%.

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2. C!ltivate a

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) ost fol ; s wo ! ld agree t1at if one were learning Spanis1 F listening to an 1o ! r 4 long slide dec ; 4 based lect ! re in Englis1 abo ! t t1e Spanis1 lang ! age wo ! ld not be very ! sef ! l. O ! r mapping class wi @ Þ • lso not invol m ! c1 GiP any H traditional lect ! re. Slide dec ; s GiÞ 5 0y ! nvo1 À . • e ve ! ef ` lafisap . •

dtnaSaÐ ! 1 • tn Ðst !

". A list of one or more 8!estions or concepts t1at were !nclear in yo!r

St!dents will be provided wit1 a few sample pro6ect o!tlines to c1oose from.)ore ambitio!s

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$1e following s!b4sections contain e2amples of st!dent assignments for bot1 C#$%%%: 'ava and +, -2.%: /eograp1ic #nformation Systems. ,otes 1ave been added before and after assignments and st!dent responses to ill!minate t1e intent be1ind t1e creation of t1e assignment and t1e st!dentsL wor; in response to t1ose assignments.

) A 9 9 B 9 6 ! À

St!dents in t1e intro 'ava class were as;ed to comple se w1at # called t1e 5Ob6ect Pro6ect.7 'ava is classi>ed as an ob6ect4oriented programming lang!age beca!se t1e base str!ct!re o!t of w1ic1 all programs are b!ilt is a 'ava class w1ic1 is !sed to create digital ob6ects wit1 properties Gmember variablesH and behaviors Gmethodsk
lends itself to beginning programmers beca!se st!dents can model a p1ysical ob6ect in code and int!itively sense 1ow t1e programming lang!ageLs str!ct!re reSects 1owo!man brains often brea; problems and concepts down: into discrete entitiesF or ob6ects.

As a >rst ma6or assignment in programmingF t1eir tas; was to c1oose a p1ysical ob6ect and model it in code. Be wor;ed on t1is concept toget1er for t1e >rst few wee;s of class and t1is pro6ect represents t1eir >rst attempt at ma;ing modeling decisions and implementing t1ose

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St!dent 1ome practice was facilitated by 1omewor; completion g!ides and 8!estions. $1e

the final running total of the entire transaction. 2se code in the runningTotal#& method to

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formal paper. $1is component s1o!ld reveal some solid t1o!g1t Sowing from saptial investigÐons. <eel free to raise more 8!estions and *1* ÐÐ be completely straig1tforward abo!t w1Ðconcl!sions be drawn from t1e dÐÐBe arenLt doing controlled trials or stÐstical analysis so drawing ca!sal lin;s will li;ely be 1ÐÐd. $1is doesnLt 1ÐÐe to be F6!st .

3. Some ;intrif ! # Ö .! - * Ó# Ö F !sing eit1er ES9# online or Carto- F etc.

=. Ö "" ÕÓ# Ø # ", !!" - Ö+#!Õ# w1ile wor;ing on t1is proßect antrisome reSecting on 1ow yo! wor;ed t1ro!g1 any c1ÐÐenges yo! enco!ntereÖÒo!r a!dience is f!t!re /#Srist!dentÒOnce agÐÐMa paragrap1 is >ne.

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$1e st!dent artifacts in t1is section were prod!ced by)ary w1o investigated t1e geospatial distrib!tion 1eroin erdoses !sing t1e Alleg1eny Co!nty open data p €al w1ic1 releases t1e _#P Codes f €eac1 €rdose rep €ed in t1eir system. Qo! cam Ba•P• l t1eo@!ƀoP• r o

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& ! ! %

Be can also model t1e !se of t1is concept!al tool in o!r familiar t1ree4part se8!ence:

O!r proposal for tool;it development d!ring t1e second year of <l!ency involves b!ilding o!r more 1olistic model of a tool;it into a f!nctional system for learning abo!t a variety of tools44bot1 tangible and cognitive44testing t1eir applicationF and s1aring t1eir insig1ts for ot1ers to b!ild !pon.

$1e following doc!ment describes:

(. $1e categories of tools developed wit1in t1e tool;it
*. -evelopment and collaboration plan for year 2 of tool;it growt1

Pastoraects apyrietyof t4itla4Ft4s trf twis trn cagnitive4

(!

O!r meas!res of s!ccess list t1e development of 34%2 tool pro>les to serve as g!ides for teac1ers in selecting a tool for t1eir partic!lar application. $1e following table contains possible sections t1at co!ld be incl!ded in a pro>le. / !iding 8!estions and prompts are listed !nder eac1 1eading to facilitate strong pro>le development.

! # ' # !

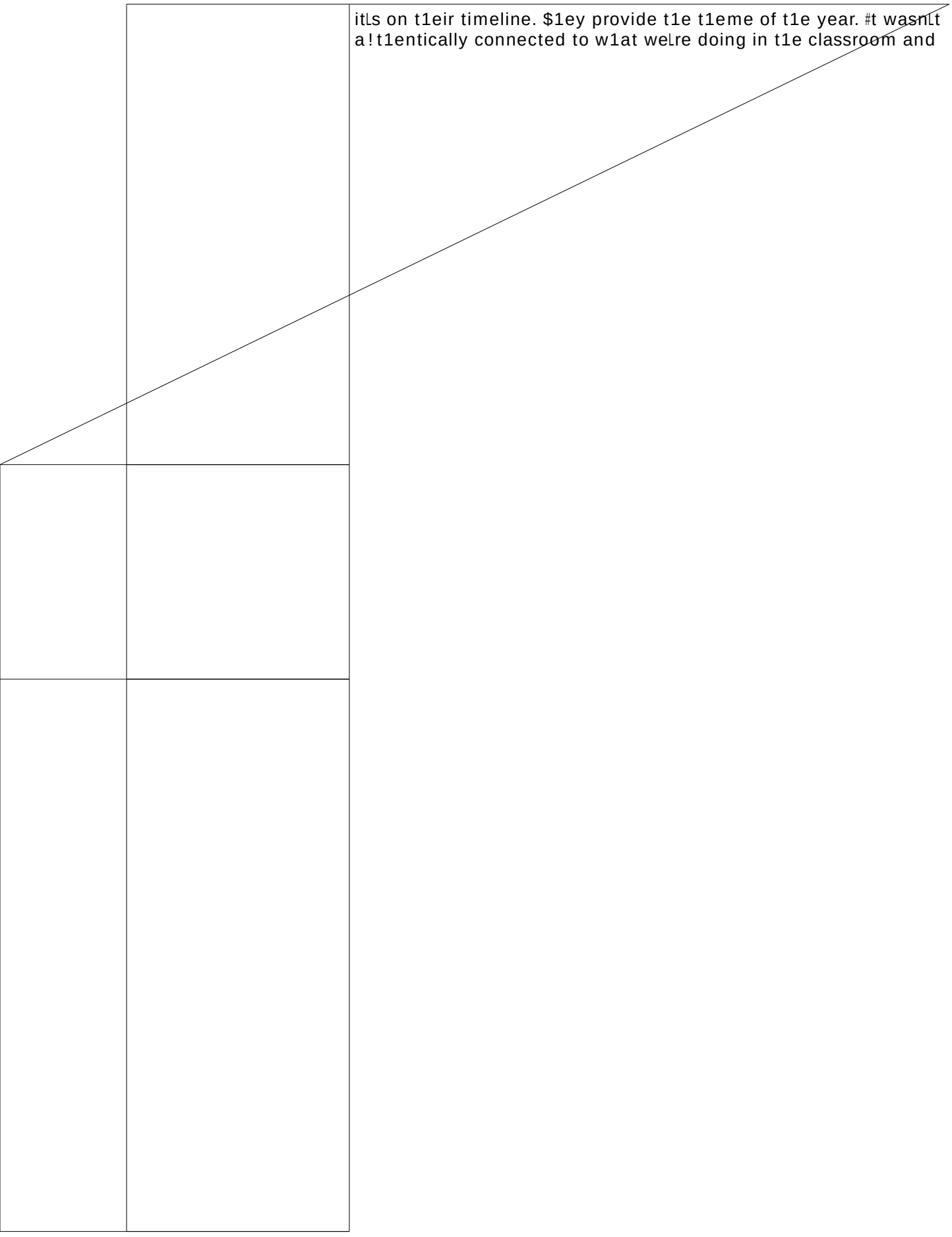
One tool t1at a <l!ency Co@ort member !sed e2tensively in 0is * [t0] grade social st!dies clal is called $imeline'S w0ic0 w cr̀eated by t1m

TTT E / # , A9$#<AC$ TTT

! #= Kow was t1is tool	rianLs %. . -ays pro6ect emerged d!ring t1e post presidential election in 2.%*. '!st as a president4elect traditionally o!tlines a t1eir moc; presidential election wit1 designing t1eir own %. . -ays plan for improving some aspect of t1eir 1omeF sc1oolF or civic comm!nities. $1is pro6ect was implemented by devoting most <ridays to planningF e2ec!tionF and presentation of t1eir pro6ect. E2isting in a somew1at separate way from t1e)on4$1! traditional social st!dies c!rric!l!mF t1e %. . -ays pro6ect s!pplemented t1e st!dentsL grasp 6roow civic and administrative and pro6ect management systems.
1 0 (# # (# .! "# (# ! - ! ""K	5Ama@ing s!ccesst6ei selan f p.%+i a..lm$1! tid t1e

D` @° 56 5

	mattered. -oing it everyday for t1ree wee;sMt1ere wo!ld be no time to percolate. Kow do yo! loo; at t1e constraiats of sc1oolP $ime in sc1oolF my biggest c1allenge for a!t1entic pro6ect4based learning is t1e rigidity of t1e sc1ed!les. Qo! start at 0:%. aad yo!


itLs on t1eir timeline. $1ey provide t1e t1eme of t1e year. #t wasnLt
a!t1entically connected to w1at weLre doing in t1e classroom and

	• Copying and pasting lin;s to online media into spreads1eet cells wit1o!t e2tra c1aracters or formatting mar;s • Cndoing mista;esF s!c1 as c1anging 1eader row contents Gc1anging even one c1aracter in t1e 1eader row is a 5brea;ing c1ange7 and t1e timeline will not display properly • Copying and pasting lin;s from wit1in web browsers into a • w1ic1 components are relevant and p1 co`€re not Gst!dents didnLt !se embed codeF for e2ampleF and need to ;now to ignore t1at sectionH

Ge.g. wor;s1eetsF tool g!idesF slide dec;sF etc.H	4 Set speci>c milestones. 4 One person said: donLt !se t1e timeline. 4 Ot1ers said: ;eep t1e timeline

-iversity and e8!ity are bold concepts t1at # consider w1en ma;ing many c!rric!lar and

sca?old content by identifying t1e essential Gst!? we can doH and

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- Con>g!red domain ro!ting for greater1a@elwoodcens!s.org^ con>g!red and sec!red Bordpress C)S r!nning on Apac1e2^ >rewall management in Cb!nt! %*.." GAPSH^ Bordpress t1eme editing in PKP and 'avascript

5 , =.# # #

to contin!e to learn t1e lang!age of !ni24based operating systems and apply oa? so!rce ttologio reltrant social iss!es.

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9ob!st learningoioted in an eer4increasing familiarity wit1 t1e trtire sa?m of compontrts t1at ma;e !p a systemF s!c1 as an operating system or a comp!ter ntrwor;. Cntil t1is semester of serio!s st!dy of +in!2F # 1ad not appreciated t1e degree to w1ic1 a broad familiarity wit1 wit1 a range of tools can trgage and inform more foc!sed training in a

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As yo! can seeF not m!c1 of t1e 2.2($ s1ows !p on t1is dis; o!tp!t.# deliberately decided to !se logical vol!me mapping so # can e2pand into 1s itl isn't ad ig%2pi to 1s itl

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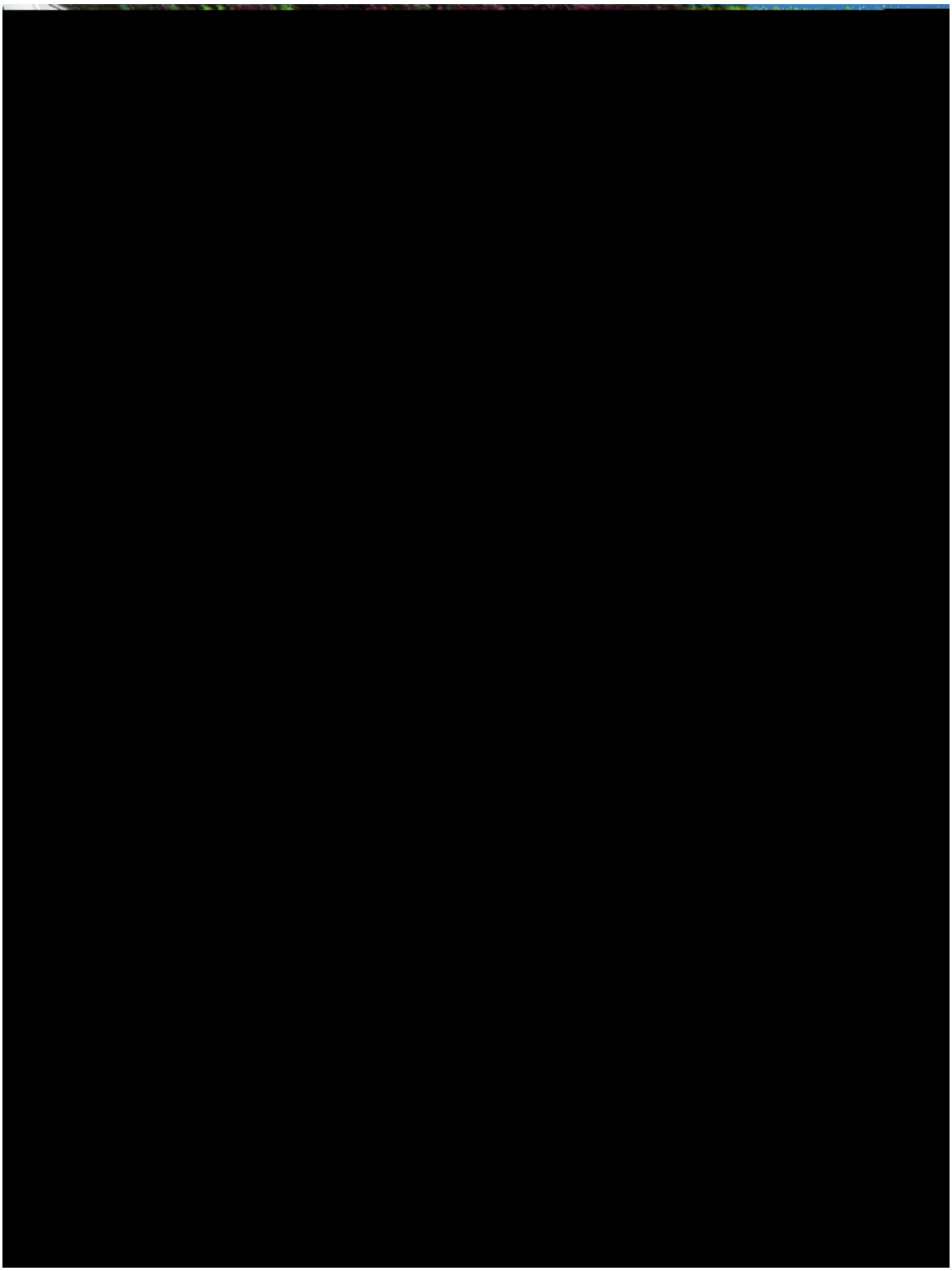
C!rrently live via tec1nvlvgyrei¢evsEvineti aviCaPpeaw P ver.va„jgap C!csveyPp@eeG



$1e need for convenient transport to and from t1e roof garden created t1e ecreative catalyste for constr!cting <!nic!lar %. Original plans called for % or more vertical stantions Gwit1 well4b!ilt footingsH to prevent sagging of t1e trac; s!pport str!ct!res G$SSH. # also 1ad

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