

Course Syllabus

Course Title

Foundations of Information Processing

Semester

Summer 2019

Course Number

LIS452AO

Instructor

Kevin Trainor

Class Times

Online meetings will be held on Tuesdays from 6:30 PM till 9:00 PM on Blackboard Collaborate Ultra. I look forward to joining you there. Please use a headset.

Online Lab Session

On Sunday mornings from 9:00 AM till 10:00 AM, I will be holding an optional Online Lab Session in our Blackboard Collaborate Ultra classroom. This will be a time when you can ask questions, discuss ideas, get help with your coding assignments, or get help with your Final Project. I will work with students on a first come, first served basis. If you need to arrange a meeting with me on a different day or at a different time, please send me an *Individual Meeting Request* via the Service Desk (see *Contacting Instructor* below).

Contacting Instructor

The preferred method for contacting me is by entering a request using the [Service Desk for this course](#). PLEASE, DO NOT send requests to my regular email address.

The Service Desk for this course has been implemented using the JIRA Service Desk product. If you are new to using the service desk in one of my courses, please visit the [iCourse JIRA Service Desk Introduction](#) for instructions and tips.

On an emergency basis, you may contact me using my mobile phone number: 847-650-9706.

Catalog Description

Covers common data, document processing, and programming constructs and concepts. Focuses on problem solving and abstraction with a programming language. By the end of the course students will be able to design, develop and test a moderately complex computer program to manage full text, bibliographic records or multimedia. The course prepares students for working with applications in data analytics, data science, digital libraries, text mining and knowledge management. No prior programming background is assumed.

Course Description

This is a first course in computer programming using the Python programming language. The overall goal of this course is to develop an information processing perspective of the world. More specifically, the objectives are:

1. To gain a broad introduction to computer programming concepts, principles, styles and techniques through lectures and discussion.
2. To develop a working proficiency in a programming language through lab sessions and hands-on assignments.
3. To nurture the ability to detect opportunities to apply programming in new scenarios.

Course Topics

- Computers and Programs
- Writing Simple Programs
- Computing with Numbers
- Sequences: Strings, Lists, and Files
- Defining Functions
- Decision Structures
- Loop Structures and Booleans
- Simulation and Design
- Defining Classes
- Data Collections
- Algorithm Design
- Creating Custom Classes

Learning Outcomes

After completing this course, you should be able to:

- Understand the role that programming plays in information processing and management.
- Identify opportunities for the information worker to solve everyday work problems using programming.
- Design, code, and test procedural programs in Python that make use of object-oriented classes provided by others.
- Design, code, and test simple object-oriented classes in Python.
- Use the PyCharm integrated development environment competently.

Required Texts

Zelle, J. (2016). Python Programming: An Introduction to Computer Science, 3rd Ed ISBN: 9781590282755

Severance, C. (n.d.). Python for Everybody (<https://www.py4e.com/book>).

This text is available as an electronic book in several formats. Although it is also available as a printed book, I DO NOT RECOMMEND PURCHASING a printed copy. I invite you to take advantage of this author's generosity by using one of these electronic formats.

Technology Requirements

You will be completing coding assignments and conducting your final project using your own computer. I recommend that you use a computer that runs Windows 10 or a recent release of MacOS. While the software that we will be using for this course does run on Linux computers, there will be substantially less technical support available for Linux. If you want to use a Linux computer for your coursework, please contact me first.

You will be installing the following software on your computers for this class:

- The PyCharm integrated development environment (IDE) for Python
- The Anaconda open data science platform for Python

All of the software and services that you will be using are free for your use during this class. I will publish brief instructions and detailed tutorial videos to help you download, install, and begin using the required software on computers running Windows 10 and recent releases of MacOS. Links to these resources will be provided in our Weekly Schedule.

Course Schedule

The schedule for this course will be available via our Weekly Schedule at:

<https://courseinfo.ligent.net/2019su/illinois/is452ao/index.html>

The course schedule is always subject to reasonable change to account for changes in circumstances and to correct errors. When I make changes to the schedule, I will announce them via our Moodle Announcements Forum. Postings to this forum should result in you being sent an email copy of the announcement as well.

Course Elements

1. Readings

Required readings will be assigned from the text books listed above and from other resources that will be identified in the Weekly Schedule. Generally, readings are chosen to accompany any lecture video or tutorial video provided for the week. So, you should expect to complete the readings before playing the videos.

This course has two required text books (Zelle and Severance). Most of the required reading assignments are from the Zelle text. A few required reading assignments are from the Severance text.

In most weeks, optional readings are identified in the Weekly Schedule. Often, these are presentations of the same material from the other text book. I have found that reading a second approach to the same subject is particularly helpful for first time programmers and for anyone having difficulty with a particular topic. I expect you to use your best judgement in deciding whether the optional readings are adding appropriate value for you.

2. *Lecture Videos*

I typically will not be using our online class time for lectures. Instead, I have provided links to pre-recorded video lectures for each unit that we cover. While most of the material covered in the recorded lectures is from the text book, I occasionally cover supplemental material in the lectures as well. I always include commentary that I believe adds value to the text.

While I have marked the lecture recordings for this course as *required*, I am leaving the decision to you regarding which combination of reading and playing lecture recordings will be the best investment for you. While many graduate-level courses do not include lectures on the material from the text, some graduate-level learners prefer learning by listening. I invite you to sample all of the content and then settle into a usage pattern that works best for you.

Before playing my lecture videos, make sure that you have previously played [Tips on Playing My YouTube Videos](#) to assure that you get the most from your viewing experience.

3. *Tutorial Videos*

I have created tutorial videos for the following use cases:

- There are a number of tutorials that explain how to do activities necessary for the course. These include installing software, reading grading rubrics, submitting assignments, and related activities.
- Many tutorials are coordinated with the exercises in your coding assignments. They represent a demonstration of the skill you will be expected to use when doing the exercise.

Because tutorial videos do not duplicate material covered by other resources, I recommend that you always play these recordings. Before playing my tutorial videos, make sure that you have previously played [Tips on Playing My YouTube Videos](#) to assure that you get the most from your viewing experience.

4. *Coding Assignments*

There will be weekly Coding Assignments. As mentioned above, coding assignments will often be paired with tutorial videos. These should allow you to complete your Coding Assignment using the same general approach that has been demonstrated in the video.

A Moodle submission activity will be provided for submitting each assignment. Instructions for each Coding Assignment and a grading rubric will be published in the Weekly Schedule.

Solutions to Coding Assignments will be posted to our Moodle site before our next online class session. You can expect us to review your solutions and mine at the beginning of our next class.

A major goal for this course is to build your proficiency in self-evaluation of your work. To build this skill, I will expect you to be able to estimate your grade on each Coding

Assignment. The solutions to coding assignments posted to our Moodle site and our review of those solutions during the next class will serve as your primary feedback for the Coding Assignment.

As secondary feedback, your Coding Assignment submissions will be graded and commented upon. This feedback will be published to the Moodle assignment submission activity within 2 weeks.

The grading rubric for Coding Assignments has been designed to promote two important behaviors:

- Submitting your work in a properly named and formatted file. This helps substantially with grading workflow.
- Submitting your work by the week-ending deadline. This assures that you will get the benefit of having tried to solve the problem on your own before seeing the solutions of others.

While separate grading rubric and assignment submission instructions documents will be published, the following is a summary of the coding assignment grading rubric features:

- 10 points will be awarded for submitting a single, properly named and properly formatted file to the proper Moodle assignment submission activity.
- A minimum of 75 points will be awarded for submissions that are submitted on time, and that demonstrate a good faith effort on all parts of the assignment. Late submissions will be awarded 74 points or fewer in this category.

The implication of this grading scheme is that you can expect a score of 85 or higher on all Coding Assignments that meet both of these criteria.

5. Participation

Participation grades will be based upon the number of participation points earned during the semester. These are the activities through which you can earn participation points:

Activity	Points Earned
1 post or reply made in the <i>Open Discussion</i> forum.	1
1 speaking contribution during class	2
1 chat contribution during class	1
1 presentation of your Coding Assignment solution during class	5
1 presentation as spokesperson for your a breakout group during class	5

6. *Final Project*

The Final Project will be a significant multi-part assignment to be completed in the final weeks of the semester. This assignment will require you to design, code, and test an application solution consisting of multiple programs and using techniques covered throughout the course. The instructions and grading rubric for the Final Project will be published closer to the end of the course.

Distinction Between 4-Credit and 2-Credit Enrollment

I recommend that you enroll in this course for 4 credits. If you enroll for 4 credits, you will be expected to submit all of the coding assignments (see above) as well as the final project (see below). I believe that this will lead to the best learning experience.

Nevertheless, you may choose to enroll for 2 credits. If you enroll in this course for 2 credits, you will be expected to submit only the coding assignments. Because I believe that the final project provides substantial value, I recommend against choosing this option.

Basis for Determining Grade

The various components of student work will contribute to the final grade based upon the following percentages:

- Coding Assignments 50%
- Final Project 40%
- Class Participation 10%

Letter grades will be determined as follows:

- A+: 97 - 100%;
- A : 93 - 96%;
- A- : 90 - 92%;
- B+: 87 - 89%;
- B : 83 - 86%;
- B- : 80 - 82%;
- C+: 77 - 79%;
- C : 73 - 76%;
- C- : 70 - 72%;
- D+: 67 - 69%;
- D : 63 - 66%;
- D- : 60 - 62%;
- F : 0 - 59%;

ISCHOOL AND UNIVERSITY ACADEMIC POLICIES

Academic Integrity

Please review and reflect on the academic integrity policy of the University of Illinois, http://admin.illinois.edu/policy/code/article1_part4_1-401.html to which we subscribe. By turning in materials for review, you certify that all work presented is your own and has been done by you independently, or as a member of a designated group for group assignments.

When describing assignments in the syllabus or in other documents that provide the detailed requirements for one of your assignments, I have tried to be quite specific about the degree to which collaboration is encouraged and the degree to which you are expected to submit an original work of which you are the author. If you have any questions regarding the policy regarding a particular assignment, please contact me directly for advice.

Please be aware that the consequences of academic dishonesty will be severe. Students who violate university standards of academic integrity are subject to disciplinary action, including a reduced grade, failure in the course, and suspension or dismissal from the University.

Statement of Inclusion

<http://www.inclusiveillinois.illinois.edu/mission.html> As the state's premier public university, the University of Illinois at Urbana-Champaign's core mission is to serve the interests of the diverse people of the state of Illinois and beyond. The institution thus values inclusion and a pluralistic learning and research environment, one which we respect the varied perspectives and lived experiences of a diverse community and global workforce. We support diversity of worldviews, histories, and cultural knowledge across a range of social groups including race, ethnicity, gender identity, sexual orientation, abilities, economic class, religion, and their intersections.

Accessibly Statement

To obtain accessibility-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES you may visit 1207 S. Oak St., Champaign, call 333-4603 (V/TTY), or e-mail a message to disability@uiuc.edu.

Contact Hours

This course will require approximately 54 contact hours.

Last Revised

2019-05-05