CSCI 123 Introduction to Programming Concepts in C++  
(Syllabus for Spring 2011: January 19 – May 27)

Prerequisites:
Math 142 (Trigonometry) or three years of high school mathematics including trigonometry with grades of "C" or better

Instructor: Brad Rippe 
Department: Computer Science 
Office Hours: TBD 
Lab: 1 hour weekly attendance 
Office: District Offices – Anaheim Campus 
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Course Description:
This course is an introduction to the basic principles of programming using a structured programming language, C/C++. Students will design algorithms, write external documentation, design and write source code in C/C++, and write internal documentation for programming problems.

Course Information
Units: 4 
CRN: 22372 
Course Days: Monday & Wednesday 
Course Time: 5:00 - 6:50 
Course Room: 313
Student Evaluation:
The course is based on 3 tests (2 tests, and comprehensive final), Programming Projects, Assignments, quizzes, lab work and other assignments. There will be no makeup test given. If you need additional time to complete a test or if you require any special accommodations, you must notify the instructor in a timely manner. Otherwise, you will be expected to adhere to the information included in this course syllabus. The work you do in this class is expected to be YOUR WORK and not a group project unless specified. See the section on academic honesty.
## Course Grading

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>3 Tests</td>
<td>60%</td>
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<tr>
<td>Programming Projects</td>
<td>20%</td>
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<tr>
<td>Quizzes</td>
<td>5%</td>
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<tr>
<td>Other Homework</td>
<td>10%</td>
</tr>
<tr>
<td>Lab Hours (1 hour per week)</td>
<td>5%</td>
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<tr>
<td></td>
<td>100%</td>
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</tbody>
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## Grading Scale

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100 - 90 %</td>
<td>A</td>
</tr>
<tr>
<td>80 – 89 %</td>
<td>B</td>
</tr>
<tr>
<td>70 – 79 %</td>
<td>C</td>
</tr>
<tr>
<td>60 – 69 %</td>
<td>D</td>
</tr>
<tr>
<td>Below 60 %</td>
<td>F</td>
</tr>
</tbody>
</table>
Calculating your Grade

To calculate your course grade you may use the following formula at any point in time in the course:

\[
\frac{\text{Your points}}{\text{Total points}} \times \text{[Weight]}
\]

Example, if I scored a 90 on the first test, 10 on the first programming project, and 10 on the first quiz, I can calculate my grade as follows:

\[
\frac{90}{100} \times .60 = .54 \quad (\text{Test 1})
\]
\[
\frac{10}{10} \times .20 = .20 \quad (\text{Programming Project 1})
\]
\[
\frac{10}{10} \times .05 = .05 \quad (\text{Quiz 1})
\]

lab = .05  \quad (Assume you attend the lab 1 hour a week)

hw = .05  \quad (Assume you’ve scored max points on all homework)

Total = 89%

Lab Hours

You are expected to attend the lab for at least an hour each week. **This does not include exam weeks or holidays.** The course is 18 weeks long, so I will expect 10 hours of lab time in order for you to receive the full 5% for your lab grade. This does not mean that you can go to the lab for 10 hours the last week of class. I expect your lab attendance to be somewhat consistent throughout the semester and not completed all at once.

Student Class Participation and Drops

If a student has not contacted the Instructor either by sending an e-mail message, completing an assignment or quiz, or speaking to the Instructor by telephone for three consecutive weeks, the Instructor may drop the student.

Student Wait Time for Late Instructors

Due to unforeseen emergencies, the instructor does not arrive at the scheduled start time for class, students are to remain in class for **15 minutes** (unless otherwise notified by the Division). If they do not receive notification to wait for their instructor to arrive, after 15 minutes, the students may leave with no penalty for absence of assigned work due for that class meeting.
Academic Honesty

Students are expected to abide by ethical standards in preparing and presenting material which demonstrates their level of knowledge and which is used to determine grades. Such standards are founded on basic concepts of integrity and honesty.

These include, but are not limited to, the following areas:

1. Students shall not plagiarize, which is defined as:

A. stealing or passing off as one’s own the ideas or words of another, or

B. using a creative production without crediting the source.

The following cases constitute plagiarism:

• paraphrasing published material without acknowledging the source,

• making significant use of an idea or a particular arrangement of ideas, e.g., outlines,

• writing a paper after consultation with persons who provide suitable ideas and incorporating these ideas into the paper without acknowledgment, or

• submitting under one’s own name term papers or other reports which have been prepared by others.

2. Students shall not cheat, which is defined as:

A. using notes, aids, or the help of other students on tests or exams in ways other than those expressly permitted by the instructor, or

B. misreporting or altering the data in laboratory or research projects involving the collection of data.

3. Students shall not furnish materials or information in order to enable another student to plagiarize or cheat.

Instructors may deal with academic dishonesty in one or more of the following ways:
1. Assign an appropriate academic penalty such as an oral reprimand (as in cases where there is reasonable doubt that the student knew that the action violated the standards of honesty);

2. assign an “F” on all or part of a particular paper, project, or exam.

3. Report to the appropriate administrators, with notification of same to the student(s), for disciplinary action by the College. Such a report will be accompanied by supporting evidence and documentation.

See page 33 of the College Catalog for more information.

Americans with Disabilities Act (ADA) Statement
Fullerton College is committed to providing reasonable accommodations for students with disabilities upon request of the student (in a timely fashion) and upon verification of disability.

Emergency Response Message
Please take note of the safety features in and close to your classroom, as well as study the posted evacuation route. The most direct route of egress may not be the safest because of the existence of roofing tiles or other potentially hazardous conditions. Similarly, running out of the building can also be dangerous during severe earthquakes. During strong quakes the recommended response is to duck - - cover - - and hold until the shaking stops. Follow the guidance of your instructor. You are asked to go to the designated assembly area. Your cooperation during emergencies can minimize the possibility of injury to yourself and others.