

**HOGESCHOOL ROTTERDAM / CMI**

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# **Development 3**

**INFDEV02-3**  
2015-2016

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Number of study points: 4 ects  
Course owners: Youri Tjang & Giuseppe Maggiore

## Module description

<b>Module name:</b>	Development 3
<b>Module code:</b>	INFDEV02-3
<b>Study points and hours of effort:</b>	<p>This module gives 4 ects, in correspondence with 112 hours:</p> <ul style="list-style-type: none"><li>• 2 X 3 x 6 hours of combined lecture and practical</li><li>• the rest is self-study</li></ul>
<b>Examination:</b>	Written examination and practicums (with oral check)
<b>Course structure:</b>	Lectures, self-study, and practicums
<b>Prerequisite knowledge:</b>	INFDEV02-1 and INFDEV02-2.
<b>Learning materials:</b>	<ul style="list-style-type: none"><li>• Book: Think Java; author A. B. Downey (<a href="http://www.greenteapress.com/thinkjava">www.greenteapress.com/thinkjava</a>)</li><li>• Book: Head First Java (2nd ed.); authors K. Sierra, &amp; B. Bates. (2005).</li><li>• Slides: found on N@tschool and on the GitHub repository <a href="https://github.com/hogeschool/INFDEV02-3">github.com/hogeschool/INFDEV02-3</a></li><li>• Exercises and Assignments, to be done at home and during practical part of the lectures (pdf): found on N@tschool and on the GitHub repository <a href="https://github.com/hogeschool/INFDEV02-3">github.com/hogeschool/INFDEV02-3</a></li></ul>
<b>Connected to competences:</b>	realiseren en ontwerpen
<b>Learning objectives:</b>	<p>At the end of the course, the student:</p> <ul style="list-style-type: none"><li>• <b>is able to use</b> and <b>create</b> interfaces and abstract classes. (ABS)</li><li>• <b>has developed skills</b> to adopt a new programming language with little support. (LEARN)</li><li>• <b>is able to apply</b> the concepts of data encapsulation, inheritance, and polymorphism to software. (ENC)</li><li>• <b>can apply</b> the concepts of data types. (TYPE)</li><li>• <b>understands</b> basic human factors. (BHF)</li></ul>
<b>Course owners:</b>	Youri Tjang & Giuseppe Maggiore
<b>Date:</b>	March 6, 2016

# 1 General description

Programming is one of the most ubiquitous activities within the field of ICT. Many business needs are centered around the gathering, elaboration, simulation, etc. of data through programs.

## 1.1 Relationship with other teaching units

Subsequent programming courses build upon the knowledge learned during this course.

The course analysis 3 covers UML, which is often used to demonstrate concepts in this course. Knowledge acquired through the programming courses is also useful for the projects. A word of warning though: projects and development courses are largely independent, so some things that a student learns during the development courses are not used in the projects, some things that a student learns during the development courses are indeed used in the projects, but some things done in the projects are learned within the context of the project and not within the development courses.

## 2 Course program

The course is structured into six lectures. The six lectures take place during the six weeks of the course, but are not necessarily in a one-to-one correspondance with the course weeks. For example, lectures one and two are fairly short and can take place during a single week.

### 2.1 Chapter 1 - statically typed programming languages

#### Topics

- What are types?
- **(Advanced)** Typing and semantic rules: how do we read them?
- Introduction to Java and C# (**advanced**) with type rules and semantics
  - Classes
  - Fields/attributes
  - Constructor(s), methods, and static methods
  - Statements, expressions, and primitive types
  - Arrays
  - **(Advanced)** Lambda's

### 2.2 Chapter 2 - reuse through polymorphism

#### Topics

- What is code reuse?
- Interfaces, abstract classes and implementation
- Subtyping conversion
- **(Advanced)** Subtyping type rules
- Runtime type testing

### 2.3 Chapter 3 - reuse through generics

#### Topics

- Using generic parameters
- **(Advanced)** Designing interfaces and implementation in the presence of generic parameters

### 2.4 Chapter 4 - architectural considerations

#### Topics

- Encapsulation
- Updatable and drawable: a basic case study
- Entity/components: an example rich architecture

### 3 Assessment

The course is tested with two exams: A series of Assignments which have to be handed in, but won't be graded. There will be an Oral check, which is based on the Assignments and a written exam. The final grade is determined as follows:

```
if Theoretical exam-grade >= 5.5 then return Oral check-grade else return 0
```

**Motivation for grade** A professional software developer is required to be able to program code which is, at the very least, *correct*.

In order to produce correct code, we expect students to show: *i*) a foundation of knowledge about how a programming language actually works in connection with a simplified concrete model of a computer; *ii*) fluency when actually writing the code.

The quality of the programmer is ultimately determined by his actual code-writing skills, therefore the written exam will contain require you to write code, this ensures that each student is able to show that his work is his own and that he has adequate understanding of its mechanisms.

#### 3.1 Theoretical examination INFDEV02-3

The general shape of a Theoretical exam for INFDEV02-3 is made up of a short series of highly structured open questions. In each exam the content of the questions will change, but the structure of the questions will remain the same. For the structure (and an example) of the theoretical exam, see the appendix.

#### 3.2 Practical examination INFDEV02-3

There are 2 Assignments which are mandatory, and formatively assessed for Feedback.

- All assignments are to be uploaded to N@tschool or Classroom in the required space (Inlevermap or assignment);
- Each assignment is designed to assess the students knowledge related to one or more Learning objectives. If the teacher is unable to assess the students' ability related to the appropriate Learning objective based on his work, then no points will be awarded for that part.
- *The teachers still reserve the right to check the practicums handed in by each student, and to use it for further evaluation.*
- The university rules on fraude and plagiarism (Hogeschoolgids art. 11.10 – 11.12) also apply to code;

## Structure of exam INFDEV02-3

The general shape of a theoretical exam for DEV 3 is made up of only two, highly structured open questions.

### 3.2.0.1 Question 1:

**General shape of the question:** *Given the following class definitions, and a piece of code that uses them, fill in the stack, heap, and PC with all steps taken by the program at runtime.*

**Concrete example of question:**

```

1 interface ICounter {
2     void Incr(int diff);
3 }
4 class Counter : ICounter {
5     private int cnt;
6     public Counter() {
7         this.cnt = 0;
8     }
9     public void Incr(int diff) {
10        this.cnt = (this.cnt + diff);
11    }
12 }
13 ICounter c = new Counter();
14 c.Incr(5);

```

**Concrete example of answer:**

1. Stack:

PC
1

2. Stack:

PC
13

Heap:

1
cnt=

3. Stack:

PC	...		PC	ret	this
13	...		7	null	ref 1

Heap:

1
cnt=

4. Stack:

PC	...		PC	ret
13	...		7	null

Heap:

1
cnt=0

5. Stack:

PC	c
14	ref 1

Heap:

1
cnt=0

6. Stack:

PC	...		PC	ret	diff	this
14	...		10	null	5	ref 1

Heap:

1
cnt=0

7. Stack:

PC	...		PC	ret
14	...		10	null

Heap:

1
cnt=5

8. Stack:

PC	c
15	ref 1

Heap:

1
cnt=5

**Points:** 4 (50% of total).

**Grading:** Full points for more than 90% of correct names and values. Three points if at least all names are correctly placed on the stack with at least half the values correct. Half points for more than 40% of correct names and values. Zero points otherwise.

**Associated learning objective:** is able to use and create interfaces and abstract classes. (ABS)

### 3.2.0.2 Question 2:

**General shape of question:** Given the following class definitions, and a piece of code that uses them, fill in the declarations, class definitions, and PC with all steps taken by the compiler while type checking.

**Concrete example of question:**

```

1 interface ICounter {
2     void Incr(int diff);
3 }
4 class Counter : ICounter {
5     private int cnt;
6     public Counter() {
7         this.cnt = 0;
8     }
9     public void Incr(int diff) {
10        this.cnt = (this.cnt + diff);
11    }
12 }
13 ICounter c = new Counter();
14 c.Incr(5);

```

**Concrete example of answer:**

1. Declarations:	PC	1
2. Declarations:	PC	4
Classes:	ICounter	Incr=int → void
3. Declarations:	PC	this
	7	Counter
Classes:	Counter	ICounter
	Counter=Counter → Counter Incr=(Counter×int) → void cnt=int	Incr=int → void
4. Declarations:	PC	diff
	9	int
	this	Counter
Classes:	Counter	ICounter
	Counter=Counter → Counter Incr=(Counter×int) → void cnt=int	Incr=int → void
5. Declarations:	PC	13
Classes:	Counter	ICounter
	Counter=Counter → Counter Incr=(Counter×int) → void cnt=int	Incr=int → void
6. Declarations:	PC	c
	14	Counter
Classes:	Counter	ICounter
	Counter=Counter → Counter Incr=(Counter×int) → void cnt=int	Incr=int → void

7. Declarations:	c		PC	ret	arg <sub>1</sub>	this
	Counter		14	null	int	Counter
Classes:	Counter			ICounter		
	Counter=Counter → Counter Incr=(Counter×int) → void cnt=int			Incr=int → void		
8. Declarations:	c		PC	ret	arg <sub>1</sub>	this
	Counter		14	void	int	Counter
Classes:	Counter			ICounter		
	Counter=Counter → Counter Incr=(Counter×int) → void cnt=int			Incr=int → void		
9. Declarations:	PC	c				
	15	Counter				
Classes:	Counter			ICounter		
	Counter=Counter → Counter Incr=(Counter×int) → void cnt=int			Incr=int → void		

**Points:** 4 (50% of total).

**Grading:** Full points for more than 90% of correct names and types. Three points if at least all names are correctly placed on the declarations and classes, with at least half the types correct. Half points for more than 40% of correct names and types. Zero points otherwise.

**Associated learning objective:** can apply the concepts of data types. (TYPE)





## Appendix 1: Assessment matrix

	Dublin descriptors
ABS	1, 2, 4
LEARN	1, 4, 5
ENC	1, 2, 4
TYPE	1, 2, 4
BHF	1, 2, 4

Dublin-descriptors:

1. Knowledge and understanding
2. Applying knowledge and understanding
3. Making judgments
4. Communication
5. Learning skills