DR. YANGA'S COLLEGES, INC.

182 MacArthur Highway, Wakas, Bocaue, Bulacan PH 3018

COLLEGE OF COMPUTER STUDIES
College

INSTITUTIONAL VISION STATEMENT

Illumined by the spirit of being *magis quam schola, familia*—more than a school, a family—Dr. Yanga's Colleges, Inc. envisions to be a God-centered and glocally excellent beacon of moral formation, holistic learning, transformative research and innovations, and sustainable societal communion for all humanity.

INSTITUTIONAL MISSION STATEMENT

DYCI is committed to achieve its vision through this three-fold mission:
To edify our learners and stakeholders through God-centered and holistic formation of the heart, mind, and soul;
To transform our learners through glocalized education and culture, fusing global competencies with local rootedness and social responsibility; and,
To instill in every DYCIan the call to lead, to serve and to commune with our society through sustainable and transformative pursuits.

CORE VALUES

Magis, Sapientia, Paraya , God-centeredness

INSTITUTIONAL QUALITY POLICY

DYCI has unwavering commitment to deliver meaningful basic and higher education, emphasizing glocal excellence, holistic character development, and spiritual growth among DYCIans.

Our mission is to cultivate globally competitive locally relevant Filipino leaders and professionals who embody the core values Magis, Sapientia, and PARAYA inspired by God-centered approach and driven by a passion for transformative innovative and genuine social responsibility.

We continuously improve our practices to ensure compliance regulations, meet the needs and interests of our stakeholders, contribute effectively to societal advancement.

INSTITUTIONAL GRADUATE ATTRIBUTES	PROGRAM LEARNING OUTCOMES	BACHELOR OF INFORMATION TECHNOLOGY LEARNING OUTCOMES
1. Ability to demonstrate DYCIan core values: magis, sapiential, paraya and God-centeredness. 2. Ability to uphold professional values and ethics. 3. Ability to apply current and emerging knowledge in practice. 4. Capacity to create/develop new knowledge and solutions to social development problems in his/her field of engagement.	**CMO NO. 25 SERIES OF 2015** Re: Revised policies, standards, and guidelines for Bachelor of Science in Computer Science (BSCS), Bachelor of Science in Information Systems (BSIS), and Bachelor of Science in Information Technology (BSIT) Programs.	**A.Intellectual Competencies:** 1. Discuss latest development in computer technology and administration of IT Infrastructure

5. Ability to conceptualize, plan and organize research and investigations in solving problems in generating solutions. 6. Ability to demonstrate respect for diversity of people and culture. 7. Ability to build partnership and working relationship with diverse group and/or inter-professional teams. 8. Ability to communicate professionally and effectively in influencing and leading people and organization. 9. Ability to demonstrate and use knowledge and disciplinal expertise in professional practice. 10. Capacity to pursue continuous learning, development and personal growth independently.	Students in the discipline must exhibit the following competencies at the end of the undergraduate program. Graduates should be able to: 1. Discuss latest development in computer technology and administration of IT Infrastructure. 2. Discuss different models and phases used in IT Project Development (System, Web, Graphics & Multimedia, Mobile Apps, Network Infrastructure) 3. Demonstrate effective communication skills both oral and written thru research, oral presentation and IT business pitch. 4. Analyze complex problem and identify and define the computing requirements needed to design appropriate solution. 5. Design and develop computing solutions using system-level perspective. 6. Utilize modern computing tools. 7. Work effective either independently or in multi-cultural team. 8. Act in recognition of professional, social and ethical responsibility. 9. Practice analytical and critical thinking, and problem-solving skills. 10. Embrace fast-pacing technology 11. Observe respect and become sensitive to people and its culture as a good citizen.	2. Discuss different models and phases used in IT Project Development (System, Web, Graphics & Multimeda, Mobile Apps, Network Infrastructure) **Personal and Civic Responsibilities**: 3. Work effective either independently or in multi-cultural team. 4. Act in recognition of professional, social and ethical responsibility. 5. Practice analytical and critical thinking, and problem-solving skills. 6. Embrace fast-pacing technology 7. Observe respect and become sensitive to people and its culture as a good citizen. **Practical Skills:** 8. Demonstrate effective communication skills both oral and written thru research, oral presentation and IT business pitch. 9. Analyze complex problem and identify and define the computing requirements needed to design appropriate solution. 10. Design and develop computing solutions using system-level perspective. 11. Utilize modern computing tools.

Course Learning Outcomes	Institutional Graduate Attributes	Program Learning Outcomes	BSIT Learning Outcomes
1. Design a Java program using methods to organize code, making it more modular and reusable.	IGA – 3, 5, 10	PLO – 5, 6, 9	ITLO 9,10,11
2. Analyze a codebase to find areas in which inheritance may be applied to improve code structure by designing a class hierarchy	IGA – 3, 4, 9	PLO – 4, 5, 9	ITLO –5, 9, 11
3. Improve a Java program by adding exception handling to handle errors and ensure program stability.	IGA – 1, 2, 3	PLO – 9, 5, 8	ITLO – 8, 9, 10

4.	Create a simple Java Swing GUI application that allows users to interact with buttons and panels	IGA – 6, 7, 8	PLO – 3, 6, 10	ITLO – 7, 10, 11
5.	Implement event listeners in a Swing GUI to respond to user actions, such as button clicks.	IGA – 3, 9, 10	PLO – 6, 9, 10	ITLO – 9, 10, 11
6.	Analyze the simplicity and efficiency of different file I/O and database strategies for CRUD operations in a Java application.	IGA – 3, 4, 9	PLO – 5, 6, 9	ITLO – 6, 9 , 10

COURSE SYLLABUS

Course Name	Intermediate Programming		Course Code	DYBITInp123
Course Credits	3 units			
Course Description	This course is a continuation of DYBITItp113- Introduction to Programming. The emphasis is to train students to design, implement, test, and debug programs intended to solve computing problems using basic data structures and standard libraries.			
Contact Hours/Week	5 hours			
Prerequisite	DYBITItp113			

COURSE OUTLINE AND TIMEFRAME	
Week 1	Orientation
Week 2	Java Methods and Constructors
Week 3	Java Inheritance and Encapsulation
Week 4	Java Exception Handling
Week 5	Project Overview and Development Requirements
Week 6	Preliminary Examination
Week 7	Java Swing Controls
Week 8	Swing Event Classes, Listeners and Adapters
Week 9	Swing Components
Week 10	Midterm Examination
Week 11	Insert and Fetch Record using java Swing and MySQL Database
Week 12	Display Records from Database Using JTable and New Frame in Java
Week 13	Update and Delete Record in Java and MySQL
Week 14	Semi-Finals Examination
Week 15	Project Development
Week 16	
Week 17	
Week 18	Project Presentation

Week No.	Desired Learning Outcome (DLO)	Course Content	Assessment Tasks (ATs)		Learning Activities (LAs)		Teaching Activities (TAs)		Resource Materials
			Lecture	Laboratory	Lecture	Laboratory	Lecture	Laboratory	
1	● State the class Rules and regulations, the grading System and class requirements ● Discuss the Syllabi and keep track of the class progress vis-à-vis the topics listed in the syllabi.	● Rules and Regulations ● Syllabus ● Grading System ● Course Requirements	Oral Recitations		Class Discussions Q and A		Class Discussion Brainstorming		Laptop LCD Projector Syllabi DYCI Student's Handbook
2	● Explain the purpose of methods in Java as reusable code blocks and define the concept of constructors in Java as special methods for initializing objects. ● Evaluate a given problem and design a set of methods and constructors to efficiently solve it. ● Construct a Java class with overloaded methods and constructors to provide flexibility in object instantiation.	● Method Overloading ● Default Constructor ● Parameterized Constructor ● Constructor Overloading)	Quizzes, class discussions, hands-on activities assignments	Hands-on Activity	Lectures, Demonstration, Simulation, Sample Exercises,	Hands-on Activity Practice Task	Lectures, Demonstration, Simulation, Sample Exercises,	Facilitation of assigned problem to be solved Hands-on Exercises	Laptop / Desktop Computer Smart TV MS (Schoology) Websites: WC3, Youtube, TutorialPoints, JavatPoints Books: Java Programming Programming Language: For Windows: JavaIDE 17, Netbeans, BlueJ

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LEARNING PLAN									
Week No.	Desired Learning Outcome (DLO)	Course Content	Assessment Tasks (ATs)		Learning Activities (LAs)		Teaching Activities (TAs)		Resource Materials
			Lecture	Laboratory	Lecture	Laboratory	Lecture	Laboratory	
3	● Create a Java class hierarchy using inheritance to demonstrate understanding of superclass and subclass relationships. ● Examine code and identify opportunities to improve structure using inheritance, explaining the benefits. ● Design and build a Java application using inheritance for better code organization and reusability.	● Java Single Inheritance ● Java Encapsulation	Quizzes, class discussions, hands-on activities assignments	Hands-on Activity	Lectures, Demonstration, Simulation, Sample Exercises,	Hands-on Activity Practice Task	Lectures, Demonstration, Simulation, Sample Exercises,	Facilitation of assigned problem to be solved Hands-on Exercises	Laptop / Desktop Computer Smart TV MS (Schoology) Websites: WC3, Youtube, TutorialPoints, JavatPoints Books: Java Programming Programming Language: For Windows: JavaIDE 17, Netbeans, BlueJ

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LEARNING PLAN								
Week No.	Desired Learning Outcome (DLO)	Course Content	Assessment Tasks (ATs)		Learning Activities (LAs)		Teaching Activities (TAs)		Resource Materials
			Lecture	Laboratory	Lecture	Laboratory	Lecture	Laboratory	
4	• Implement basic exception handling in Java to gracefully manage runtime errors. • Examine a codebase with complex logic and identify areas where advanced exception handling strategies, such as nested try-catch blocks, could be applied for improved error management. • Integrate advanced exception handling mechanisms into a larger Java application, demonstrating the ability to prevent program crashes and enhance overall robustness.	• Exceptions • Exception Handling • Custom Exceptions •	Quizzes, class discussions, hands-on activities assignments	Hands-on Activity	Lectures, Demonstration, Simulation, Sample Exercises,	Hands-on Activity Practice Task	Lectures, Demonstration, Simulation, Sample Exercises,	Facilitation of assigned problem to be solved Hands-on Exercises	Laptop / Desktop Computer Smart TV MS (Schoology) Websites: WC3, Youtube, TutorialPoints, JavatPoints Books: Java Programming Programming Language: For Windows: JavaIDE 17, Netbeans, BlueJ

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LEARNING PLAN									
Week No.	Desired Learning Outcome (DLO)	Course Content	Assessment Tasks (ATs)		Learning Activities (LAs)		Teaching Activities (TAs)		Resource Materials
			Lecture	Laboratory	Lecture	Laboratory	Lecture	Laboratory	
5	● Understand the purpose and scope of the project. ● Define project requirements for their Java Swing application. ● Apply CRUD operations using Java and a database. ● Work collaboratively in groups to develop a functional system. ● Engage with real-world users by identifying a company or organization in need of a system.	● Project Overview and Development Requirements	Presentation, Project	Hands-on Activity	Lectures, Demonstration, Simulation, Sample Exercises,	Hands-on Activity Practice Task	Lectures, Demonstration, Simulation, Sample Exercises,	Facilitation of assigned problem to be solved Hands-on Exercises	Laptop / Desktop Computer Smart TV MS (Schoology) Websites: WC3, Youtube, TutorialPoints, JavatPoints Books: Java: How to Program (11th ed.) Programming Language: For Windows: JavaIDE 17, Netbeans, BlueJ

Reference/s for the Preliminary Quarter:

● Farrell, Joyce (2019). Java™ Programming, Ninth Edition. USA: Cengage Learning, Inc.

● Java Tutorial. Retrieve May 16, 2020 from https://www.tutorialspoint.com/java/

LEARNING PLAN								
Week No.	Desired Learning Outcome (DLO)	Course Content	Assessment Tasks (ATs)		Learning Activities (LAs)		Teaching Activities (TAs)		Resource Materials
			Lecture	Laboratory	Lecture	Laboratory	Lecture	Laboratory	
7	• Develop a basic Java Swing GUI application using fundamental Swing controls such as JFrame, JPanel, and JButton. • Explore and analyze the features Swing controls, such as JTextBoxes, JLabel and Button and understand their use cases in different GUI scenarios. • Design and implement a feature-rich Java Swing application utilizing a variety of Swing controls to create an intuitive and interactive user interface.	• Swing Overview • Swing Controls • Swing Containers • Swing Layouts	Quizzes, class discussions, hands-on activities assignments	Hands-on Activity	Lectures, Demonstration, Simulation, Sample Exercises,	Hands-on Activity Practice Task	Lectures, Demonstration, Simulation, Sample Exercises,	Facilitation of assigned problem to be solved Hands-on Exercises	Laptop / Desktop Computer Smart TV MS (Schoology) Websites: WC3, Youtube, TutorialPoints, JavatPoints Books: Java Programming Programming Language: For Windows: JavaIDE 17, Netbeans, BlueJ

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LEARNING PLAN								
Week No.	**Desired Learning Outcome (DLO)**	**Course Content**	**Assessment Tasks (ATs)**		**Learning Activities (LAs)**		**Teaching Activities (TAs)**		**Resource Materials**
			Lecture	Laboratory	Lecture	Laboratory	Lecture	Laboratory	
8	• Implement basic event handling for Java Swing components like JButton, allowing the GUI to respond to user actions such as button clicks. • Explore and analyze the concept of event-driven programming in Java Swing, examining different types of events and their corresponding event listeners. • Design and build a Java Swing application with advanced event handling, incorporating features such as mouse events and keyboard interactions to create a dynamic and responsive user interface.	• What is an Event? • Types of Events • What is Event Handling? • Steps Involved in Event Handling • Callback Methods	Quizzes, class discussions, hands-on activities assignments	Hands-on Activity	Lectures, Demonstration, Simulation, Sample Exercises,	Hands-on Activity Practice Task	Lectures, Demonstration, Simulation, Sample Exercises,	Facilitation of assigned problem to be solved Hands-on Exercises	Laptop / Desktop Computer Smart TV MS (Schoology) Websites: WC3, Youtube, TutorialPoints, JavatPoints Books: Java Programming Programming Language: For Windows: JavaIDE 17, Netbeans, BlueJ

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LEARNING PLAN									
Week No.	Desired Learning Outcome (DLO)	Course Content	Assessment Tasks (ATs)		Learning Activities (LAs)		Teaching Activities (TAs)		Resource Materials
			Lecture	Laboratory	Lecture	Laboratory	Lecture	Laboratory	
9	• Incorporate additional Swing components such as JMenus, JCheckBox, JRadioButton, or JTextArea into a Java Swing GUI application to expand the variety of user interactions. • Investigate and analyze the customization options and event handling mechanisms of advanced Swing components such as JTabbedPane or JFileChooser. • Design and implement a Java Swing application that effectively utilizes advanced Swing components, demonstrating a deep understanding of their features, customization, and integration into a cohesive user interface.	• Swing Components • Swing Dialogs • Swing Models • Drag and Drops • Resizable Component	Quizzes, class discussions, hands-on activities assignments	Hands-on Activity	Lectures, Demonstration, Simulation, Sample Exercises,	Hands-on Activity Practice Task	Lectures, Demonstration, Simulation, Sample Exercises,	Facilitation of assigned problem to be solved Hands-on Exercises	Laptop / Desktop Computer Smart TV MS (Schoology) Websites: WC3, Youtube, TutorialPoints, JavatPoints Books: Java Programming Programming Language: For Windows: JavaIDE 17, Netbeans, BlueJ

Reference/s for the Midterm Quarter:

- Farrell, Joyce (2019). Java™ Programming, Ninth Edition. USA: Cengage Learning, Inc.
- Java Tutorial. Retrieve May 16, 2020 from https://www.tutorialspoint.com/java/

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LEARNING PLAN									
Week No.	Desired Learning Outcome (DLO)	Course Content	Assessment Tasks (ATs)		Learning Activities (LAs)		Teaching Activities (TAs)		Resource Materials
			Lecture	Laboratory	Lecture	Laboratory	Lecture	Laboratory	
11	● Develop a Java program to perform the "create and reload" operation, inserting data into a MySQL database and searching data using basic JDBC (Java Database Connectivity) principles. ● Investigate and analyze error handling and validation strategies when implementing the "create and reload" operation, ensuring data integrity and handling potential issues. ● Design and implement a Java application capable of performing both "create" and "reload" operations on a MySQL database, demonstrating the ability to manage data effectively and handle potential reloading scenarios.	● Connect Java Swing to MySQL Database. ● Insert and Retrieve record using Java Swing and MySQL Database	Quizzes, class discussions, hands-on activities assignments	Hands-on Activity	Lectures, Demonstration, Simulation, Sample Exercises,	Hands-on Activity Practice Task	Lectures, Demonstration, Simulation, Sample Exercises,	Facilitation of assigned problem to be solved Hands-on Exercises	Laptop / Desktop Computer Smart TV MS (Schoology) Websites: WC3, Youtube, TutorialPoints, JavatPoints Books: Java Programming Programming Language: For Windows: JavaIDE 17, Netbeans, BlueJ

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LEARNING PLAN

Week No.	Desired Learning Outcome (DLO)	Course Content	Assessment Tasks (ATs)		Learning Activities (LAs)		Teaching Activities (TAs)		Resource Materials
			Lecture	Laboratory	Lecture	Laboratory	Lecture	Laboratory	
12	• Create a Java Swing GUI application that connects to a MySQL database and displays records in a JTable using basic JDBC. • Explore and analyze advanced customization options for JTable, such as custom cell renderers or editors, to enhance the visual presentation of data. • Design and implement a Java Swing application that retrieves records from a MySQL database and dynamically displays them in a JTable, incorporating advanced features like pagination and customization for an improved user experience.	• Display Records from Database Using JTable and New Frame in Java	Quizzes, class discussions, hands-on activities assignments	Hands-on Activity	Lectures, Demonstration, Simulation, Sample Exercises,	Hands-on Activity Practice Task	Lectures, Demonstration, Simulation, Sample Exercises,	Facilitation of assigned problem to be solved Hands-on Exercises	Laptop / Desktop Computer Smart TV MS (Schoology) Websites: WC3, Youtube, TutorialPoints, JavatPoints Books: Java Programming Programming Language: For Windows: JavaIDE 17, Netbeans, BlueJ

LEARNING PLAN

Week No.	Desired Learning Outcome (DLO)	Course Content	Assessment Tasks (ATs)		Learning Activities (LAs)		Teaching Activities (TAs)		Resource Materials
			Lecture	Laboratory	Lecture	Laboratory	Lecture	Laboratory	
13	● Develop a Java program that performs the "update" and "delete" operations on records in a MySQL database using JDBC. ● Investigate and analyze strategies for error handling and transaction management when implementing "update" and "delete" operations in Java and MySQL. ● Design and implement a Java Swing application that provides a user interface for updating and deleting records in a MySQL database, demonstrating proficiency in handling user interactions, validation, and executing database transactions securely	● Update Records in a MySQL Database ● Delete Records from a MySQL Database ● Implement User Authentication for Updates and Deletions	Quizzes, class discussions, hands-on activities assignments	Hands-on Activity	Lectures, Demonstration, Simulation, Sample Exercises,	Hands-on Activity Practice Task	Lectures, Demonstration, Simulation, Sample Exercises,	Facilitation of assigned problem to be solved Hands-on Exercises	Laptop / Desktop Computer Smart TV MS (Schoology) Websites: WC3, Youtube, TutorialPoints, JavatPoints Books: Java Programming Programming Language: For Windows: JavaIDE 17, Netbeans, BlueJ

Reference/s for the Semi-Final Quarter:

●Farrell, Joyce (2019). Java™ Programming, Ninth Edition. USA: Cengage Learning, Inc.
●Java Tutorial. Retrieve May 16, 2020 from https://www.tutorialspoint.com/java/

Week No.	Desired Learning Outcome (DLO)	Course Content	Lecture	Laboratory	Lecture	Laboratory	Lecture	Laboratory	Resource Materials
15 16	● Develop a simple Java project, applying	● Project Development	End of Term Project , Case studies	Hands-on Activity	Demonstration, Simulation,	Hands-on Activity	Demonstration, Simulation		Laptop / Desktop Computer

			Assessment Tasks (ATs)		Learning Activities (LAs)		Teaching Activities (TAs)		
LEARNING PLAN									
Week No.	Desired Learning Outcome (DLO)	Course Content	Lecture	Laboratory	Lecture	Laboratory	Lecture	Laboratory	Resource Materials
17	foundational programming concepts, best practices, and appropriate coding standards. ● Analyze and design the architecture of a Java project, considering factors such as modularity, scalability, and maintainability.							Facilitation of assigned problem to be solved	Smart TV MS (Schoology) Websites: WC3, Youtube, TutorialPoints, JavatPoints Books: Java Programming Programming Language: For Windows: JavaIDE 17, Netbeans, BlueJ
18	● Develop effective presentation skills by presenting the project to an audience, articulating design decisions, challenges faced, and solutions implemented during the development process	● Project Presentation	End of Term Project , Case studies		Demonstration, Simulation,		Demonstration, Simulation	Facilitation of assigned problem to be solved Hands-on Exercises	Laptop / Desktop Computer Smart TV MS (Schoology) Websites: WC3, Youtube, TutorialPoints, JavatPoints Books: Java Programming Programming Language: For Windows: JavaIDE 17, Netbeans, BlueJ

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LEARNING PLAN

Week No.	Desired Learning Outcome (DLO)	Course Content	Assessment Tasks (ATs)		Learning Activities (LAs)		Teaching Activities (TAs)		Resource Materials
			Lecture	Laboratory	Lecture	Laboratory	Lecture	Laboratory	

Reference/s for the Final Quarter:

- Farrell, Joyce (2019). Java™ Programming, Ninth Edition. USA: Cengage Learning, Inc.
- JDBC Tutorial: Retrieved May 2, 2018 from http://www.luv2code.com/jdbc/
- **https://www.c-sharpcorner.com/UploadFile/fd0172/display-records-from-database-using-jtable-in-java/**
- **https://nazimkuet.wordpress.com/2015/04/09/insert-and-retrieve-images-from-mysql-table-using-java/**
- **https://itsourcecode.com/tutorials/java-projects/view-report-using-ireport-and-jasperreport-in-java/**

Grading System	Class Standing 40%
	Recitation/Oral Presentation, Quizzes, Seat works, Assignments, Hands-on activities
	Written Examinations…. 40%
	Major Examinations
	Character...................... 10%
	Good Manners and Right Conduct
	Project 10%
	Any learning related output
Course Requirements	I. Class Standing
	a. Quizzes (At least 3 quizzes per grading period)
	b. Laboratory Activity /Hands-on exercises
	c. Assignments
	II. Periodic Exams (Prelim, Midterm, Semi-Final and Final Exam)
Classroom Policies	(Standard classroom policies and faculty house rules) refer to student handbook for late, absences

Attachments: (1) Rubrics (2) List of Books and References (transmitted by the Librarian)

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PREPARED BY:	CHECKED BY:
SAMUEL S. ESPINO JR. Faculty	**PROF. MARY ANN T. LIM, MIT** Dean
REVIEWED BY:	APPROVED BY:
Name of Person Position Title	**Name of Person** Position Title

NAME OF PRESENTER : _____ **DATE :** _____

COURSE / SUBJECT : _____ **YEAR / SECTION :** _____

INSTRUCTIONS : Evaluate the presenter's performance based on the criteria and their indicators as reflected in the rubric. Write the numerical scale that corresponds to presenter's performance and compute for the final grade. For the final grade computation, add the total score divided by the number of criteria.

ORAL RECITATION RUBRIC

CRITERIA	POOR	FAIR	GOOD	VERY GOOD	TOTAL
	1	2	3	4	

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COMPREHENSION	• Student is unable to accurately answer questions posed by the professor about the topic.	• Student is able to accurately answer a few questions posed by the professor about the topic.	• Student is able to accurately answer most questions posed by the professor about the topic	• Student is able to accurately answer almost questions posed by the professor about the topic
ELOCUTION	• Student mumbles, incorrectly pronounces terms, and speaks too softly for students at the back of class to hear.	• Student's voice is low and incorrectly pronounces terms. Audience members have difficulty hearing presentation.	• Student's voice is clear and pronounces most words correctly. Most audience members can hear presentation	• Student uses a clear voice and correct, precise pronunciation of terms, so that all audience members can hear presentation
EYE CONTACT	• Student does not establish eye contact.	• Student occasionally uses eye contact.	• Student maintains eye contact most of the time but frequently returns to notes.	• Student maintains eye contact with audience, seldom returning to notes.
STAYS ON TOPIC	• It was hard to tell what the topic was	• Stays on topic some of the time.	• Stays on topic most of the time	• Stays on topic all of the time
TOTAL				/16

EQUIVALENT GRADE: 4 100% 3.5 95% 3 90% 2.5 85% 2 80% 1.5 75% 1 70%

NAME OF PRESENTER   : _____   DATE : _____

COURSE / SUBJECT   : _____   YEAR / SECTION : _____

INSTRUCTIONS : Evaluate the student's finished program based on the criteria and their indicators as reflected in the rubric. Write the numerical scale that corresponds to student's program and compute for the final grade. For the final grade computation, add the total score divided by the number of criteria.

COMPUTER PROGRAMMING RUBRIC

CRITERIA	POOR	FAIR	GOOD	VERY GOOD	TOTAL
	1	2	3	4	

Coding Standards	• No name, date, or program title included. • Poor use of white space (indentation, blank lines). • Disorganized and messy. • Poor use of variables (many global variables, ambiguous naming).	• Includes name, date, and program title. • White space makes program fairly easy to read. • Organized work. • Good use of variables (few global variables, unambiguous naming).	• Includes name, date, and program title. • Good use of white space. Organized work. • Good use of variables (no global variables, unambiguous naming)	• Includes name, date, and program title. • Excellent use of white space. • Creatively organized work. • Excellent use of variables (no global variables, unambiguous naming).	
Runtime	• Does not execute due to errors. • User prompts are misleading or non-existent. • No testing has been completed.	• Executes without errors. • User prompts contain little information, poor design. • Some testing has been completed.	• Executes without errors. • User prompts are understandable, minimum use of symbols or spacing in output. • Thorough testing has been completed	• Executes without errors • Excellent user prompts, good use of symbols, spacing in output. • Thorough and organized testing has been completed.	
Efficiency	• A difficult and inefficient solution.	• A logical solution that is easy to follow but it is not the most efficient.	• Solution is efficient and easy to follow (i.e. no confusing tricks).	• Solution is efficient, easy to understand, and maintain.	
Specifications	The program works and meets all of the specifications.	The program works and produces the correct results and displays them correctly.	The program produces correct results but does not display them correctly.	The program is producing incorrect results.	
Readability	The code is exceptionally well organized and very easy to follow.	The code is fairly easy to read.	The code is readable only by someone who knows what it is supposed to be doing.	The code is poorly organized and very difficult to read.	
TOTAL					**/24**

EQUIVALENT GRADE: 4   100%   3.5   95%   3   90%   2.5   85%   2   80%   1.5   75%   1   70%

Java Project Proposal Presentation Grading Rubric

Content (40 points)	

Project Overview (10 points)	Clear explanation of the project's purpose and significance.
	Concise overview of the problem the project aims to solve.
Objectives (10 points)	Clearly defined and measurable project objectives.
	Alignment between project objectives and overall goals.
Java Technologies and Tools (10 points)	Comprehensive list and explanation of Java technologies and tools used.
	Justification for the chosen technologies.
Architecture and Design (10 points)	Well-defined system architecture.
	Explanation of key design decisions and considerations.
Implementation Plan (30 points)	
Timeline (10 points)	Realistic and well-structured timeline for project completion.
	Clearly defined milestones and deliverables.
Resource Planning (10 points)	Adequate consideration of required resources (e.g., hardware, software, personnel).
.	Explanation of contingency plans for potential challenges
Risk Analysis (10 points)	Identification and analysis of potential risks.
	Mitigation strategies for identified risks.
Presentation Skills (20 points)	
Clarity and Organization (10 points)	Logical flow of the presentation.
.	Clear organization of content, with a smooth transition between sections
Communication (5 points)	Effective verbal communication, including tone and pace.
	Engaging and interactive presentation style.
Visual Aids (5 points)	Effective use of visual aids (slides, diagrams, etc.).
	Visual aids enhance understanding without causing distraction.
Overall Impression (10 points)	
Professionalism (5 points)	Adherence to presentation guidelines.
	Professional attire and demeanor.
Q&A Session (5 points)	Ability to respond to questions with clarity and confidence.
	Demonstrates a deep understanding of the proposed project.
Total Points: 100	Adjust the weights and criteria based on your specific priorities. This rubric provides a structured framework for evaluating different aspects of the Java project proposal presentation.

Java Final Project Presentation Grading Rubric

Content (40 points)	

1. **Project Overview (10 points)**
• Concise recap of the project's purpose and significance.
• Demonstrates a clear understanding of the problem solved.
2. **Achievements and Objectives (10 points)**
• Presentation of achieved project objectives.
• Evaluation of the project's success against initial goals.
3. **Technical Details (10 points)**
• In-depth discussion of Java technologies and tools used.
• Explanation of any changes made during implementation.
4. **Architecture and Design Review (10 points)**
• Reflection on the initial design and any modifications made during the development.
• Discussion of lessons learned from architectural decisions.
Implementation and Execution (30 points)
5. **Functionality (10 points)**
• Demonstration of key features and functionalities.
• Evidence of successfully implemented Java concepts.
6. **Code Quality (10 points)**
• Evaluation of code readability, structure, and adherence to best practices.
• Discussion of any challenges faced during coding and problem-solving strategies.
7. **Testing and Debugging (10 points)**
• Explanation of the testing strategy employed.
• Discussion of how debugging was handled.
Presentation Skills (20 points)
8. **Clarity and Organization (10 points)**
• Logical flow of the final project presentation.
• Clear organization of content, including introduction, main body, and conclusion.
9. **Engagement (5 points)**
• Engaging and dynamic presentation style.
• Interaction with the audience during the presentation.
10. **Visual Aids (5 points)**
• Effective use of visual aids to enhance understanding.
• Visuals are clear, relevant, and add value to the presentation.
Reflection and Conclusion (10 points)
11. **Lessons Learned (5 points)**
• Reflection on challenges faced during the project.
• Identification of lessons learned and improvements for future projects.
12. **Project Impact (5 points)**

• Discussion of the potential impact of the project on its intended users or stakeholders.	
• Reflection on the project's contribution to the field or domain.	
Total Points: 100	
This rubric provides a comprehensive framework for evaluating the final project presentation, focusing on content, implementation, presentation skills, and reflective aspects. Adjust the weights and criteria based on the specific requirements and emphasis of your course or program.	