COMP500 / ENSE501: S1, 2016 – Assignment: Reporting Journal

Issued: 29 February 2016, Weighting: 15%

Due date and time, deliverables submitted via Blackboard (AUTonline):
- Checkpoint 1: **5:00pm, Friday 18th March 2016**
- Checkpoint 2: **5:00pm, Friday 8th April 2016**
- Checkpoint 3: **5:00pm, Friday 13th May 2016**
- Checkpoint 4: **5:00pm, Friday 3rd June 2016**

Reporting Journal:

The purpose of the COMP500/ENSE501 Reporting Journal is for each individual student to describe their personal learning activities. The student is required to keep an electronic Reporting Journal which will have entries for each lab tutorial session undertaken, describing what was achieved. The Reporting Journal should also detail the self-directed study undertaken by the student each week.

The Reporting Journal will contain a formal description of the activities the student has undertaken. There is no need to create a narrative or keep the report interesting with adjectives or emotion. Keep the Reporting Journal clear, simple, formal and be concise. Ensure that each entry is descriptive, but not overly descriptive. Focus on the work accomplished and what was achieved during the lab tutorial or self-directed study session. Do not include what you "wanted to achieve" or "could have achieved but didn't". Ensure the report is thoroughly checked for spelling and grammatical errors.

Use Microsoft Word, or equivalent, to create the Reporting Journal, however submit the document electronically in PDF form, via Blackboard (AUTonline), at the checkpoints outlined above.

Reporting Journal Format and Contents:

Each page of the document must have your Student ID in the header, aligned to the left, and the page number out of total-number-of-pages in the footer, aligned bottom right. Use Arial point size 11 for text, and bold `Courier New` point size 11 for code.

The Reporting Journal must feature the following contents:
- Programming exercises undertaken, including:
  - Descriptions of problems attempted, what was your intention in undertaking this learning activity.
  - Design using flowcharts, pseudo code, number lists or other appropriate techniques.
    - Why you made particular choices.
    - What options you considered.
    - What options you rejected, and why.
  - Program source code.
  - Program output, including screenshots.
  - Improvements you made to your code.

- Document your work as you: design, code, test and debug.
  - Document the steps you take to build a program.
- When learning about new functionality:
  - Take notes as you learn.
- Personal code samples:
  - Additional programs created beyond the assigned lab examples and exercises.
- Common errors you encountered:
  - What the error is and what it means.
  - How to fix the error.
- When debugging tricky problems:
  - Gather data.
  - Make a hypothesis
  - Test your hypothesis.
  - Keep track of program state and test results.
- Activity details per journal entry:
  - Date and time work was undertaken.
  - The duration of the work.
- Bibliography:
  - Any useful resources: books, websites, etc.

The entries in your Reporting Journal should not be limited to these areas, you are to utilise the document to best describe your learning activities throughout the course.

All work presented in this document must be your own. Do not include any work from your peers, you must not be collaborating in the creation of the Reporting Journal. This is an individual piece of assessment work.

If you refer to any external sources, ensure you cite these sources. Create a bibliography which accurately details each citation using the APA 6th Edition style.

Refer to the AUT Learning Resources for Referencing at:
```
http://www.aut.ac.nz/being-a-student/current-
undergraduates/academic-information/academic-and-study-
support/student-learning/student-learning-centre-learning-
resources/referencing
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A Template of Sections for a Reporting Journal Entry:

- Problem Description:
  - What were you required to implement? Describe word-for-word what the problem is.
- Discussion:
  - Program description:
    - A brief description of what your program does.
    - Describe how your program works.
    - Include a flowchart, if appropriate, to aid description of your design.
  - Major implementation issues: Detail the most difficult parts of the program.
- Known bugs or errors:

- o List all the known bugs and/or errors in your program. Be honest!
- o Remember to test your program well.
- Lessons learnt:
  - o What went well?
  - o What would you do differently next time?
  - o What would improve your learning?

Checkpoint 1 Submission: [Deliverable Due: 5:00pm, Friday 18th March 2016]

Submit the document via Blackboard as a PDF, named as follows:

📄 **Checkpoint 1 - Student ID.pdf** PDF Reporting Journal, weeks 1 to 3.

Checkpoint 2 Submission: [Deliverable Due: 5:00pm, Friday 8th April 2016]

Submit the document via Blackboard as a PDF, named as follows:

📄 **Checkpoint 2 - Student ID.pdf** PDF Reporting Journal, weeks 1 to 6.

Checkpoint 3 Submission: [Deliverable Due: 5:00pm, Friday 13th May 2016]

Submit the document via Blackboard as a PDF, named as follows:

📄 **Checkpoint 3 - Student ID.pdf** PDF Reporting Journal, weeks 1 to 9.

Checkpoint 4 Submission: [Deliverable Due: 5:00pm, Friday 3rd June 2016]

Submit the document via Blackboard as a PDF, named as follows:

📄 **Checkpoint 4 - Student ID.pdf** PDF Reporting Journal, weeks 1 to 12.

Marking Criteria:

Criteria:	Weight:	**A** Range: 100% > x ≥ 80%	**B** Range: 80% > x ≥ 65%	**C** Range: 65% > x ≥ 50%	**D** Range: 50% > x ≥ 0%
Checkpoint 1: **-Evidence of learning from Weeks 1 to 3**	25%	The Checkpoint 1 "B" criteria and… Document is: proofread; free of spelling and grammar errors; well-structured and clear; follows all formatting style requirements and has a bibliography. Unique personal code samples are included.	The Checkpoint 1 "C" criteria and… Evidence of at least 21 hours of learning provided including: descriptions of exercises undertaken detailing design, implementation, and testing; lessons learnt; debugging and errors encountered.	A PDF Reporting Journal submitted to Blackboard before the Checkpoint 1 deadline. Evidence of sufficient lab tutorial activities and self-directed activities undertaken. Each entry includes activity time and duration.	Little or no evidence submitted before Checkpoint 1 deadline: No PDF; few or no lab tutorial and self-directed activities described; entries do not meet formatting, style, header and footer requirements.
Checkpoint 2: **-Evidence of learning from Weeks 1 to 6**	25%	The Checkpoint 2 "B" criteria and… Document is: proofread; free of spelling and grammar errors; well-structured and clear; follows all formatting style requirements and has a bibliography. Unique personal code samples are included.	The Checkpoint 2 "C" criteria and… Evidence of at least 42 hours of learning provided including: descriptions of exercises undertaken detailing design, implementation, and testing; lessons learnt; debugging and errors encountered.	A PDF Reporting Journal submitted to Blackboard before the Checkpoint 2 deadline. Evidence of sufficient lab tutorial activities and self-directed activities undertaken. Each entry includes activity time and duration.	Little or no evidence submitted before Checkpoint 2 deadline: No PDF; few or no lab tutorial and self-directed activities described; entries do not meet formatting, style, header and footer requirements.
Checkpoint 3: **-Evidence of learning from Weeks 1 to 9**	25%	The Checkpoint 3 "B" criteria and… Document is: proofread; free of spelling and grammar errors; well-structured and clear; follows all formatting style requirements and has a bibliography. Unique personal code samples are included.	The Checkpoint 3 "C" criteria and… Evidence of at least 63 hours of learning provided including: descriptions of exercises undertaken detailing design, implementation, and testing; lessons learnt; debugging and errors encountered.	A PDF Reporting Journal submitted to Blackboard before the Checkpoint 3 deadline. Evidence of sufficient lab tutorial activities and self-directed activities undertaken. Each entry includes activity time and duration.	Little or no evidence submitted before Checkpoint 3 deadline: No PDF; few or no lab tutorial and self-directed activities described; entries do not meet formatting, style, header and footer requirements.
Checkpoint 4: **-Evidence of learning from Weeks 1 to 12**	25%	The Checkpoint 4 "B" criteria and… Document is: proofread; free of spelling and grammar errors; well-structured and clear; follows all formatting style requirements and has a bibliography. Unique personal code samples are included.	The Checkpoint 4 "C" criteria and… Evidence of at least 84 hours of learning provided including: descriptions of exercises undertaken detailing design, implementation, and testing; lessons learnt; debugging and errors encountered.	A PDF Reporting Journal submitted to Blackboard before the Checkpoint 4 deadline. Evidence of sufficient lab tutorial activities and self-directed activities undertaken. Each entry includes activity time and duration.	Little or no evidence submitted before Checkpoint 4 deadline: No PDF; few or no lab tutorial and self-directed activities described; entries do not meet formatting, style, header and footer requirements.