Christopher Simon

Week 1: Tuesday, 9/14

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| Time | Activity | Description/Details |
| 3:00 – 3:05 | Attendance and First Time Announcements | Taking attendance for the first time, and figuring out who else is adding and dropping the class. |
| 3:05 – 3:15 | Review the Syllabus | Going over the syllabus to make sure that everybody is on the same page about attendance, drop policy and expectations of the course. |
| 3:15 – 3:30 | Icebreaker – Introductions | I initially intended to dedicate the first class meeting mainly for students to ask any questions about what they have learned in the past few weeks, covering chapter 1, though I felt like an icebreaker would be a better fit to introduce the students to each other. Students will pair up and introduce one another and something unique or interesting about the other. I really liked how this went during our summer meeting, so I’m implementing it into my class. |
| 3:30 – 3:50 | Chapter 1 Questions | If we have some extra time, I wanted to go over some of the important parts of chapter 1 with the class to make sure that everybody is getting a good grip of the concepts during the first two weeks of class. Even though it’s not usually best to open the floor to students, I had many students asking if we could spend some class time going over a couple of topics, so I feel that it would be a good idea to review these topics with the whole class, just in case anybody else has similar questions. I’m planning on having students who know the answers to chime in during this time, as a way to introduce group work. |

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Week 1: Wednesday, 9/16

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| Time | Activity | Description/Details |
| 3:00 – 3:05 | Attendance and Announcements | Taking attendance and getting everybody caught up with class news and or updates. I will also take care of final adds and drops during this time. |
| 3:05 – 3:25 | Hand out, and go over the question of the day | I have decided to adopt a question of the day style learning system to help engage students in working together in groups and to help them to figure out what they don’t know. I will first give the students some time to work on the question together, and will then have the groups explain their solutions and or give suggestions as needed. Then I will go ahead and walk the students through the complete answer and explanation on the board. |
| 3:25 – 3:45 | Go over a problem from Practice It | I also wanted to go over a specific type of problem that explains the core of Lesson 2, which is all about for loops. I plan on having students brainstorm ideas on how to solve the homework problem as they help come up with the solution on the board with me, that way everybody is on the same page. |
| 3:45 – 3:50 | Homework Questions | If we still have enough time, I would like to dedicate the last few minutes to questions concerning the problems we just solved in class, or the homework. There shouldn’t be that many questions, now that students have just finished and are submitting their first set of homework problems; however, I would like to leave just a little bit of time for this just in case. |

Question of the day that was handed out during class.

With a partner or in a group, develop some code to produce the following output using a for loop.

1, 8, 27, 64, 125, 216, 343, 512, 729, 1000 Hint: What is the pattern of these set of numbers?

Why should we use a for loop to create this? How can we extend this pattern to include more numbers?

Solution to question of the day:

|  |  |
| --- | --- |
| 1 | // 1, 8, 27, 64, 125, 216, 343, 512, 729, 1000 |
| 2 | public class Main { |
| 3 | public static void main(String[] args) { |
| 4 | // First Attempt. This will produce an extra , |
| 5 | for(int i = 1; i <= 10; i++) { |
| 6 | int cube = Math.pow(i, 3); |
| 7 | System.out.print(cube + ", "); |
| 8 | } |
| 9 |  |
| 10 | // Second Attempt. This fixes that comma issue. |
| 11 | System.out.print(Math.pow(1, 3)); // 1 |
| 12 | for(int i = 2; i <= 10; i++) { |
| 13 | System.out.print(", "); |
| 14 | int cube = Math.pow(i, 3); |
| 15 | } |
| 16 | } |
| 17 | } |