**Plans for today:**

* Go over the syllabus.
  + Mention Services for Students with Disabilities (SSWD) and the Dreamer Resource Center for students who might not know about it these groups
  + Mention other places to get help outside of this class, such as the ECS tutoring center, the professor’s office hours, and by asking anyone in the ACM in Riverside (RVR 5029).
* Have the students fill out the class expectations sheet
  + Explain that the class will be adjusted to what students request on this page
* Gauge the students’ current understanding of the bigger picture.
  + Do students understand what they are typing, and what they are actually doing?
  + Explain that a java file is really just a text file that a special program runs, just like a word document.
  + Go over the importance of achieving near-perfect syntax while writing code. All uppercase and lowercase letters are there for a reason, including adding a semicolon to the end of each statement; Convention must be strictly followed.
* If time permits, walk students through the general idea of how everything is tied together – how does the file go from words on the computer to becoming an actual program that the computer tries to interpret.

**How it went:**

First, I handed out papers and the attendance sheet as I introduces myself at the start of the class and welcome everyone to the course.

As the sign in sheet is being passed around, I mention that it contains the current list of enrolled students who are enrolled in the course. I ask if any of the students had difficulty signing up for the course online, as Professor Faroughi had mentioned to me on Friday that some of the students couldn’t access the sign up link. Everybody who showed up today was on the roster; however, two students were absent who have signed up for the course, so I will be sending them emails asking if they would still like to be enrolled in the course.

I then explain how this course has a high dropout rate and how it will be catered to the ~15 students in there, and that as a result, compared to the past two semesters of experience leading the course, that the course layout is subject to change.

Time to go over the syllabus. As mentioned in the email I sent out this morning, I explain to the students that they can reach out to me either by email, or even through my cell phone by sending me a text. A student showed up to my office hours today just to confirm that class was still being held. Maybe I should consider sending out an email a few days before or even on the morning of the actual class, to confirm that we are in fact meeting.

I explain how the course has mandatory attendance, and that I have alluded up to three absences for each student. I also let them know that they would only be excused from being absent if they had a legitimate excuse for not being able to make it to class, and that they contacted me about it beforehand so that we could arrange for some makeup work as a replacement for missing class.

I also talked about how students should be respectful to one another no matter what. I emphasized the importance of maintaining a healthy, open environment for students to feel comfortable communicating, sharing ideas and working together. I explained how having a smaller class size potentially allows for a personal environment for learning and studying.

Finally, I mentioned about SSWD, the Dreamer Resource Center. I figured that most students are probably not aware of these resources, since most of the students are incoming Freshmen and Sophomores.

I then ask the students to fill out the class expectations.

I ask how many students have taken CSc 10 and, separately, if any students have had any coding experience in the past. I then spend the rest of the class time going over some basic concepts in order to help those students who learn better only after they see the whole picture.

I also learned that three of my students are from the Saturday section of the course, which is led by another instructor. Thankfully, that professor uses the same book and assigns the same homework as the weekday sections that are all ran by Professor Faroughi. In past semesters, since all sections were led by the same professor, I chose to follow that lecture layout. If the sections were more different, I think I would have had trouble coming up with a plan to incorporate both teaching styles.