



**02393 Programming in C++**

# **Module 0: Welcome!**

**Alceste Scalas**  
`<alcsc@dtu.dk>`

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Organisation  
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Students' background  
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Assessment  
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Support and feedback  
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Course plan  
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Your feedback  
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# Outline

**Organisation of the course**

**Students' background**

**Learning objectives and assessment**

**Support and feedback**

**Course plan**

**Your feedback**

# Organisation

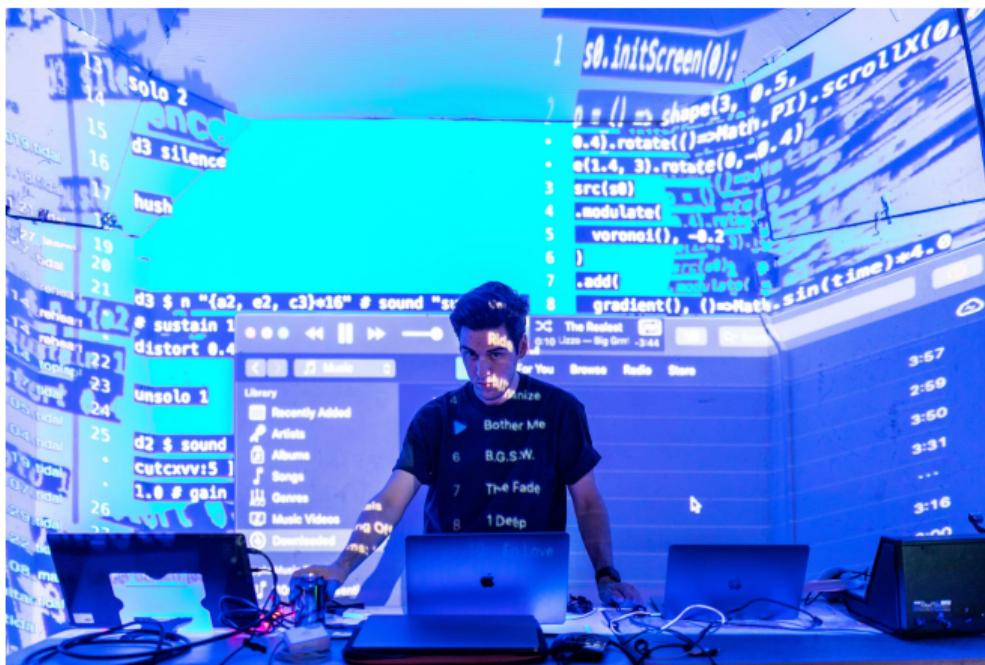
- ▶ Teacher: **Alceste Scalas** <alcsc@dtu.dk>
- ▶ Teaching assistants:
  - ▶ **Anton Rydahl** <s174515@student.dtu.dk>
  - ▶ **Francisco Jose Torres Mendez** <s175406@student.dtu.dk>
  - ▶ **Frederik Munk Svanholm Frost** <s184182@student.dtu.dk>
  - ▶ **Rasmus Ishøy Michelsen** <s164444@student.dtu.dk>
  - ▶ **Thyge Skødt Steffensen** <s175176@student.dtu.dk>
  - ▶ **Victor Brevig** <s184469@student.dtu.dk>
- ▶ Lectures and labs:
  - ▶ 4 hours of 50 minutes each with 10-minute breaks
    - ▶ usually a **lecture with live coding** followed by **lab time**
  - ▶ **Bring your laptop!**
  - ▶ Lectures are **streamed via MS Teams** and **recorded**
    - ▶ Instructions on the course homepage (on DTU Learn)
    - ▶ Priority is given to on-campus students

# Course homepage and materials

<https://learn.inside.dtu.dk/d2l/home/79659>

- ▶ **Slides** and examples for the lectures
- ▶ **Assignments** and their **solutions**
- ▶ How to set up the **recommended editor and compiler**
- ▶ The **reference book** of the course:
  - ▶ Stanford Course Reader by S. Roberts, J. Zelenski: **Programming Abstractions in C++**
  - ▶ The book uses some ad-hoc libraries, e.g., for strings and vectors. We'll use standard libraries
- ▶ How to access MS Teams and the lecture recordings
- ▶ Other useful links

# Live coding



During lectures, I will explain concepts mostly **by example**, via **live coding**

- ▶ The files will be on DTU Learn

Let's **be interactive**: try to follow along, ask questions!

<https://www.nytimes.com/2019/10/04/style/live-code-music.html>

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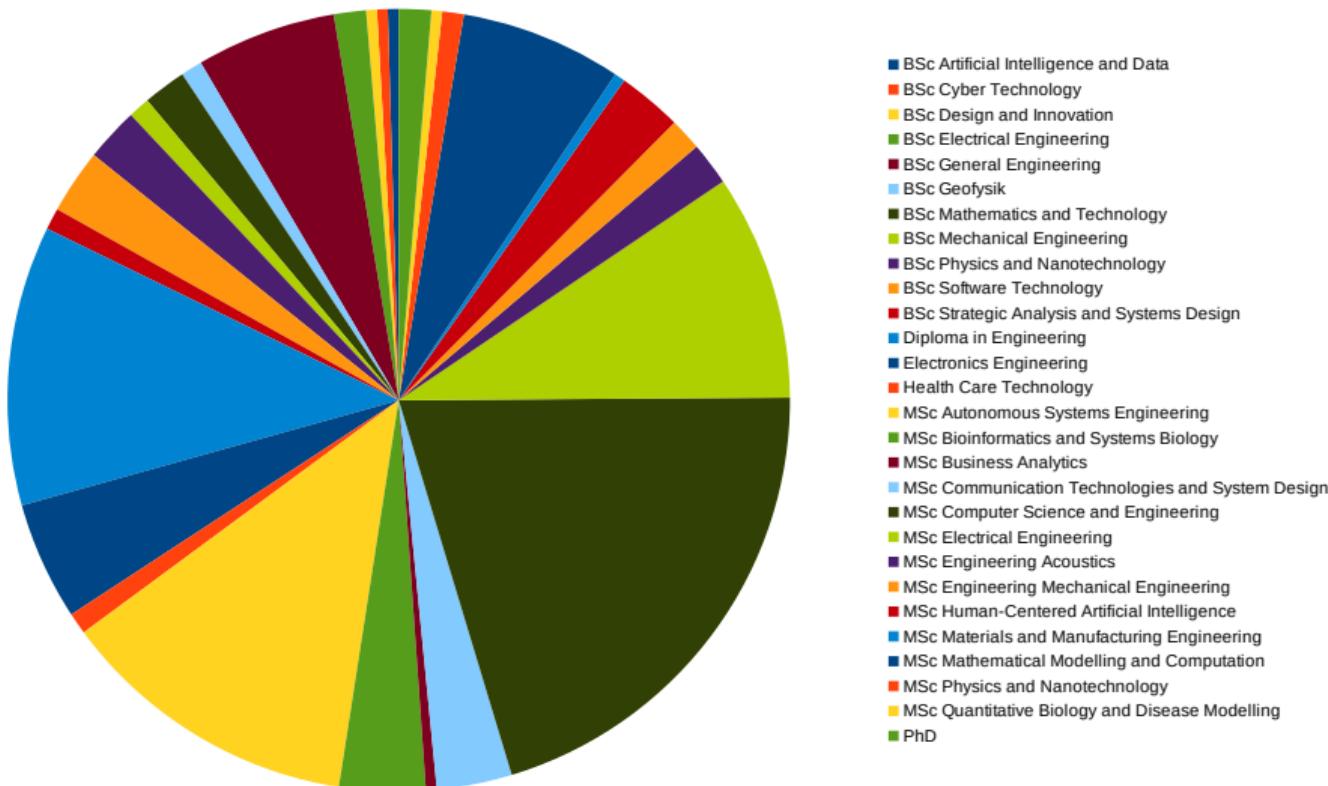
Let's **be interactive**: try to follow along, ask questions!

Consequently, **the lecture slides do not spell out everything in detail!**

- ▶ They summarise keywords & concepts

You should **refer to the book**, **complete the assignments** and **ask questions** when something is unclear

# Who are you?



# Learning objectives

(From <http://kurser.dtu.dk/course/02393>)

A student who has met the objectives of the course will be able to:

- ▶ select and use **data types**
- ▶ define and construct **data structures and functions**
- ▶ use principles of **structured program design** and **methods**
- ▶ describe and use **containers and iterators**
- ▶ construct and demonstrate **generic functions and classes** (templates)
- ▶ use and define classes with **encapsulation** and **constructors**
- ▶ use **pointers** and **arrays** with **memory management**
- ▶ develop projects organized in **multiple header and source files**
- ▶ explain and apply the principles of **abstract data types**
- ▶ analyze and compare the **complexity** of different data structures and algorithms
- ▶ explain the **C++ runtime system**

# Assessment

## ► Weekly assignments with immediate feedback

- ▶ To be handed in via **CodeJudge**: <https://dtu.codejudge.net/02393-e21/assignments>
- ▶ Automatically tests your code, gives you a chance to fix bugs
- ▶ See deadlines on CodeJudge

## ► Exam

- ▶ Date: 05/12/2021
  - ▶ Time & location: TBD
  - ▶ In previous years it has been at 9 AM at the Ballerup campus
- ▶ Duration: 4 hours, all aids allowed
- ▶ Similar to the weekly assignments; past exams available on DTU Learn

## ► Evaluation (pass / fail)

- ▶ Mainly based on the exam
- ▶ Weekly assignments contribute to the final decision
  - ▶ Roughly: if your exam is borderline but you did most assignments well, you pass

# What is CodeJudge?

An online system to submit your solutions to programming exercises and get instant feedback

You can retry and resubmit until you pass all tests

The screenshot shows the CodeJudge platform interface. At the top, there's a navigation bar with links for Programming in C++, Assignments, Set 1 (Week 1), and a user profile for Alceste Scalas. The main content area is titled "Exercise 1: Hello World". It contains sections for "Exercise" (with instructions: "Simple 'Hello World!'. Be careful with caps and symbols!") and "Submit Solution" (with fields for Language (C++ (C++20, g++ 10.2)), Comment, and a file upload area). Below this is a "Your Submissions" section listing three previous attempts:

Submission ID	Status	Date	Feedback
#131737 8	Succeeded	01-09-2020 19:41	<span>😊</span>
#131737 6	Tests failed	01-09-2020 19:40	<span>😢</span>
#131736 9	Compilation failed	01-09-2020 19:40	<span>😢</span>

# Support and feedback

**During the labs**, you can ask questions and get help from the TAs and me

- ▶ If you cannot attend in person, you can ask via MS Teams

# Support and feedback

During the labs, you can ask questions and get help from the TAs and me

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While you study, you can **ask & answer questions** on the **Q&A forum** on DTU Learn

<https://learn.inside.dtu.dk/d2l/le/79659/discussions/topics/9653/View>

You are **encouraged to answer your fellow students' questions**. You can **post anonymously** if you wish

In previous years we had very nice interactions!

The screenshot shows a Q&A forum post with two messages. The first message, from a user named 'I' (anon. to classmates) 2 months ago, says: 'Yeah that would be nice if it's not too much trouble for you that is.' The second message, also from 'I' (anon. to classmates) 2 months ago, includes a handwritten note and several diagrams. The note says: 'Initially:  $x \cdot (y \cdot z)$   
Target:  $(x \cdot y) \cdot z$ ' and shows the transformation with arrows:  $m_2 \rightarrow m_2 = m_2 \rightarrow m_1$ . Below this, there are three diagrams illustrating the steps of the transformation:

- Diagram 1: A tree with root  $x$ , left child  $m_1$ , and right child  $m_2$ .  $m_2$  has children  $y$  and  $z$ .
- Diagram 2: The tree after the first step, where the edge between  $m_2$  and  $z$  has been removed, resulting in two separate subtrees: one with  $m_1$  and one with  $y$  and  $z$ .
- Diagram 3: The tree after the second step, where the edge between  $m_2$  and  $y$  has been removed, resulting in three separate subtrees: one with  $m_1$ , one with  $y$ , and one with  $z$ .

Below the diagrams, a note states: 'Indeed stored in  $m_2 \rightarrow m_2$  in  $m \rightarrow m = z$ '.

# Course plan

Module no.	Date	Topic	Book chapter*
0 and 1	31.08	Welcome & C++ Overview	1
2	07.09	Basic C++ and Data Types	1, 2.2 – 2.5
3	14.09	<i>LAB DAY</i>	<i>C++ Practice</i>
4	21.09	Data Types	2
5	28.09	Libraries and Interfaces	3
6	05.10	Classes and Objects	4.1, 4.2 and 9.1, 9.2
7	12.10	Templates	4.1, 11.1

*Autumn break*

8	26.10	Inheritance	14.3, 14.4, 14.5
9	02.11	<i>Guest lecture</i> & <i>LAB DAY</i>	<i>Previous exams</i>
10	09.11	Recursive Programming	5
11	16.11	Linked Lists	10.5
12	23.11	Trees	13
13	30.11	Conclusion & <i>LAB DAY</i>	<i>Exam preparation</i>

**05.12** **Exam**

\* Recall that the book uses some ad-hoc libraries (e.g., for strings and vectors). We will use standard libraries

# Your feedback is important!

During the course I will ask you to fill some **brief anonymous feedback forms**

- ▶ Is the progression too slow / too fast?
- ▶ Is the content adequate / too much?
- ▶ ...

Also, feel free to report your feedback directly to me, e.g., by email or appointment