

The “Icarus” program and More

This Paper Covers the Narrative, Reflection, and Feedback for this Class



**May 3, 2020**

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Table of Contents

[List of Figures 2](#_Toc39571658)

[Introduction 3](#_Toc39571659)

[Socializer 3](#_Toc39571660)

[Git & GitHub 3](#_Toc39571661)

[Hello, Hello, Hello! 4](#_Toc39571662)

[FizzBuzz & my Final Project 5](#_Toc39571663)

[Conclusions 7](#_Toc39571664)

# **List of Figures**

[**Figure 1: Meal Plan, Meal Scam .C Code** 3](#_Toc39571650)

[**Figure 2. F1 Haiku Error Messages .C Code** 4](#_Toc39571651)

[**Figure 3: Hello, JavaScript! .js Code** 4](#_Toc39571652)

[**Figure 4: Hello, Python! .py Code** 5](#_Toc39571653)

[**Figure 5: Hello, R! .r Code** 5](#_Toc39571654)

[**Figure 6: FizzBuzz .py Code** 5](#_Toc39571655)

[**Figure 7: FizzBuzz .js Code** 6](#_Toc39571656)

[**Figure 8: "Icarus.py" VPython Visual Program** 6](#_Toc39571657)

# **Introduction**

I’ve always been considered to be one of those “tech guys” from my friends and my family; coding and new technology have always been interesting to me. If I could go back in time and start learning more about code when I was in Elementary School, there’s a chance I would have chosen Computer Programing as my major now. Sadly, I just never had a passion for it to be my goal then, but I do think I will continue playing around with programming in the future. I wasn’t really prepared for how ISAT 252 was setup throughout this class, I just assumed it’d be based on quizzes, projects, and exams on Canvas. However, I do think it is beneficial for some classes to be viewed and set up differently.

When my freshmen year was coming close to the end, I decided to choose ISAT as my major with a tailored concentration on energy and environment. I don’t know exactly what job I’m looking for when I graduate, although I do think it will be related to a management position. I’ve always been good at persuading other people, in a positive way. An example of this could be the Caliburn Vaporizer that you, several of my friends, and I still have today. It took me several different tries to find a vaporizer that’s both suitable and costly for me. If it takes me a long time to find a product or a goal that I like, I always think it’s worth it for me to tell others about it if they’re in a similar situation

# **Socializer**

Starting the “Socializer” meeting after our first class was a great way to begin this semester. While it was fun in general, it’s just not common for me to talk with classmates outside of school. The "Socializer" seemed silly to me, but it made our group much closer to work alongside. I do enjoy how we can all work on mini-projects together as well. There is always a time where our team or ourselves need help.

# **Git & GitHub**

A close up of a screen

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**Figure 1: Meal Plan, Meal Scam .C Code**

The first code I had written was the “mpms.c,” better known as the “Meal Plan, Meal Scam.” While this rather short code wasn’t quite useable for my argument, at least it allowed me to think about my topic as I was writing it for class. I’ve honestly never been able to focus on class too much, so having an option where I can choose the topic myself was quite helpful.

A screen shot of a computer

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**Figure 2. F1 Haiku Error Messages .C Code**

The “F1.C,” code was one of the other early attempts that I wrote for Michael Hartl’s tutorial, “Learn Enough Command-Line to be Dangerous.” Michael’s website was helpful as I went through his tutorial, and I’ve also tried to go through some of his exercises again during this ongoing epidemic. His more visual tutorials and included notes fit well for me and I do think it will be helpful for me later on and those who take this class next semester.

* .C Website Used: <https://www.learnenough.com/command-line-tutorial/basics>

# **Hello, Hello, Hello!**

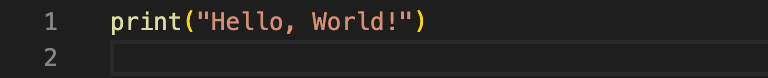
A screen shot of a computer

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**Figure 3: Hello, JavaScript! .js Code**

The first “Hello” program I worked with was JavaScript. It’s rather interesting how every different programming language can provide the same results. JavaScript was more struggling for me than Python was in this class. It is helpful that ISAT students learn the fundamentals of each most common programming.

* JavaScript Website Used: <https://nodejs.org/api/synopsis.html>



**Figure 4: Hello, Python! .py Code**

It may have just been the single line used in figure 4 that made me choose Python for my final project. I’ve always preferred writing shorter papers if they can fully cover the needed information. Writing my first “failed program” in one line was harder to do so.

* Python Website Used: <https://www.learnpython.org/en/Hello,_World!>

A picture containing ball, black, man, holding

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**Figure 5: Hello, R! .r Code**

I’m glad I’ve written these three basic concepts for this class, but realistically I’m not sure when I’d work with R or JavaScript outside of class in the future. I chose Python as my main focus in this class because I just felt more comfortable working on it after my first few attempts.

* .r Website Used: <https://www.tutorialspoint.com/r/r_basic_syntax.htm>

# **FizzBuzz & my Final Project**

A screen shot of a computer

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**Figure 6: FizzBuzz .py Code**

One of our classmates assisted my first FizzBuzz program. I'm not sure what my classmate's name is right now, but I do appreciate his help early on in this class. I struggled more with GitHub's "push and pull" system commonly used in Terminal. It took me some time to stay away from GitHub's Desktop program after I submitted my first FizzBuzz repo. I do feel more confident to maintain my own repositories in Terminal now.

A close up of a screen

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**Figure 7: FizzBuzz .js Code**

I decided to work on my second FizzBuzz repository in JavaScript, aside from the in-class assignments we worked on together. I will admit, I don’t think I could explain each command tools I used for this short assignment. Is the “for” section and “while” section I used in Python later on compatible with each program on its own?

* .js Website Used: <https://codeburst.io/javascript-breaking-down-the-shortest-possible-fizzbuzz-answer-94a0ad9d128a>

A picture containing table, sitting, computer, laptop

Description automatically generated

**Figure 8: "Icarus.py" VPython Visual Program**

My “Icarus.py” program is what I’ve been working on during the current epidemic. I chose this program because I figured I could further expand what instructions GlowScript provided. I was able to add-in multiple projectiles “balls,” distant light effects, the ground, and my name at the top. In addition to this, I added the necessary notes for collections, symbols, and operators. I believe my completed “homework” assignments reached my abilities for this class. I finally reached my goal with 200 lines of coding after our final week was done.

* VPython Website Used:
  + <https://www.glowscript.org/docs/VPythonDocs/index.html>
  + <https://www.glowscript.org/docs/VPythonDocs/VPython_Intro.pdf>
* My Own Code on GlowScript’s Website:
  + <https://www.glowscript.org/#/user/Logan.Frostick/folder/MyPrograms/program/Icarus/edit>

# **Conclusions**

I believe I spent an average of 3 hours a week outside of class. Early on, I focused on learning the basics provided on your “Code4Your.life” website, Michael Hartl’s tutorial, “Learn Enough Command-Line to be Dangerous,” and some additional videos I found online. Aside from the basics, it was a minimum of 10-12 hours I searched for information and worked on my “Icarus.py” program. I believe I had success in this class because I wanted to learn as much as I could as we reach the end of this semester. I do think I could have prepared more towards the end if we weren’t in our current situation. Honestly, it’s awful we couldn’t have had our regular class this semester. I don’t think I will choose another programming class in the future because of it. I was supposed to have a study abroad this summer, but now that the two classes aren't available anymore, there isn't any room available for another one.

It’s helpful that most programming information is fully available online compared to most other classes. The websites I used for this class were great, but I don’t think it covers what we’ve learned in class together. ISAT 252 was setup separately than what I’m used to. Each section of this class was something I usually enjoyed, so I do appreciate what you taught us this semester. I would like to receive an “A” for this class. I don’t know what my classmates have done since we’ve gone home. They could have worked more or less than what I’ve done, but it doesn’t matter to me. Everyone has reached their own each goal at a different time for our class. I am curious if how you teach has always been this way. There have been classes where I’m not a fan of my professors and some I fully appreciate them, to each their own.