*2022-2023*

**OSU Supplemental Instruction Session Planning Form**

SI Leader: \_\_\_\_\_\_\_Thomas Morton\_\_\_\_\_\_\_ Week of Semester:\_\_\_\_\_\_\_\_\_7\_\_\_\_\_\_\_\_\_

Course: \_\_\_\_\_\_\_\_CS 1113\_\_\_\_\_\_\_\_\_\_\_ Instructor: \_\_\_\_\_\_\_Dr. Crick\_\_\_\_\_\_\_\_\_\_\_

Session Objectives

1. Students will understand how to properly use string comparisons for equality and lexicographical ordering.

2. Students will understand the use cases for the additional string operators covered in the lecture videos.

3. Students will analyze the two common loops discussed in this weeks lecture series, their use cases, and how to interchange them. Variable scope factors into functional looping.

Professor Meeting Notes:

Dr. Crick mentioned the importance of covering looping statements and their use cases over the next few weeks. Other topics to cover include variable scope and string operators to prepare students for their upcoming final project.

Opening/Introductory Activity

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| Activity Name:  My \_\_\_\_  >  Your \_\_\_\_ | Session Objective(s) Met:  Objective 1 | Time Allotted:  5 minutes | Materials Needed:  None | Targeted Learning Style(s):  Audial | Bloom’s Levels Used:  Applying  Understanding  Remembering |
| Explanation/Notes:  Participants will list off their favorites from the list below, then use lexicographical ordering to determine whether one favorite is represented as greater or less than another. For instances where the same favorite has been stated, participants will be asked to make an argument on how one instance does not exactly equate to another. (Ex. My favorite animal is \_\_, but even though your favorite is \_\_ also, my pet \_\_\_ is fluffier than yours so it’s better).  Favorite List: Animal Color Food Music Genre Movie Book Store | | | | | |

Main Session Activity 1

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| Activity Name:  How to Loop it | Session Objective(s) Met:  Objective 3 | Time Allotted:  15 minutes | Materials Needed:  Pencil & Paper  Whiteboard/  Chalkboard | Targeted Learning Style(s):  Audial  Visual  Kinesthetic | Bloom’s Levels Used:  Evaluating  Analyzing  Applying  Understanding  Remembering |
| Explanation/Notes:  Participants will brainstorm scenarios in which they must repeat a set of actions several times; then, they will write a for loop or while loop with a solution to their problem. Each participant will explain their scenario and why they implemented the looping style they chose. Afterward, a volunteer will be selected to convert the loop from the initial style to the other on the whiteboard.  Activity will be repeated until time allotted. | | | | | |

Main Session Activity 2

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| Activity Name:  A Random Story  (Coding Activity) | Session Objective(s) Met:  Objectives 1, 2, & 3 | Time Allotted:  25 minutes | Materials Needed:  Computer with Java IDE  Or  Pencil & Paper  SI Leader’s solution for last ~3 minutes of activity | Targeted Learning Style(s):  Audial  Visual  Kinesthetic | Bloom’s Levels Used:  Creating  Evaluating  Analyzing  Applying  Understanding  Remembering |
| Explanation/Notes:  Participants will be asked to group up for a collaborative coding exercise where they will write a program that creates a short story based off random comparisons and selections using short circuit evaluation and string operators.  Objectives are as follows:  1. Declare and initialize a scanner object.  2. Write 5 descriptive complete sentences ending with a newline character as string statements.  3. Write a prompt asking the user to input a number from 1-3.  4. Declare and initialize an int with the user’s input.  5. Write a for loop or while loop to iterate equal to the number given by the int in #4.  6. Inside the loop from #5, write an if statement using the string.compareTo() method to compare two strings from #1 using #6b – 6c.  6a. If string 1 < string 2 && string1.charAt(int i) > string2.charAt(int i) print string 1.  6b. Else if string 1 < string 2 || string1.charAt(int i) < string2.charAt(int i) print string 2.  6c. Else print string 5.  7. Repeat #6a – 6c for the remaining two strings, using string 5 as the else statement.  The activity will be much faster and easier if participants work together by writing different sections of the program!  Critical thinking will be encouraged over why and how the final program output changes. | | | | | |

Closing Activity

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| Activity Name:  K • W • L | Session Objective(s) Met:  Objectives 1, 2, & 3 | Time Allotted:  5 minutes | Materials Needed:  None | Targeted Learning Style(s):  Audial  Visual | Bloom’s Levels Used:  Analyzing  Applying  Understanding  Remembering |
| Explanation/Notes:  Going around the room, each participant will state one thing the either know, want to know, or learned from the session today. W’s will be redirected for other participants to answer. | | | | | |

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| Plan for extra activity:  Predict Test Questions:  Participants will be asked to describe how the topics covered in session may appear on a test. For a given scenario, participants will be asked to describe a brief scenario that may act as a test question. | Extra notes: |