Stanford | Online High School

Introduction to C++ Programming (OC11A)

Course Schedule
Please look for the assignments and their corresponding due dates in the course schedule.

Programming Assignments
The programming assignments are central to the OC11A course. The programming assignments should be written and debugged using the Dev-C++ compiler. Test your program with a number of input values to make sure that your program runs correctly.

Exams/Quizzes
The quizzes for the course are listed on the course schedule and will be taken in e-college. You will also take a midterm and final exam in the course, which must be professionally proctored.

Late Work Policy
For all work submitted late, the following policies apply:

Homework, programming labs, or other minor daily/weekly assignments: If an assignment is submitted late, but less than 3 days after the due date, the student will earn half credit for the assignment. If an assignment is submitted more than 3 days late, no credit will be earned.

Quizzes: no credit if not taken on time (for in-class quizzes) or submitted on time (for take-home quizzes) unless prior accommodations are made.

In-class Presentations: no credit if not presented on time unless prior accommodations are made.

Major Assignments (i.e. chapter exams, major programming assignments or projects)): one full letter grade (or 10%) off for every 24 hour period late (i.e., if an assignment is submitted more than 0 but less than or equal to 24 hours late, one letter grade or10% will be deducted from the grade; if an assignment is submitted more than 24 but less than 48 hours late, two letter grades or 20% will be deducted from the grade; etc.).

Proctored Tests: no credit if not taken on time unless rescheduled prior to scheduled time. The Department may grant exceptions to this policy only in extraordinary circumstances and only for reasons that promote the academic mission of the school. In order to request an exception to the policy on late work and extensions, students must send a *formal* written request to the course instructor who will decide on the matter in consultation with other instructors of the relevant subject and the OHS Mathematics Department Head.

Grading Policy

A numerical course grade will be calculated according to the following formula:

Quizzes 5%
Programming Assignments: 40%
Midterm Exam: 25%
Final Exam: 30%

Your course letter grade will be determined as follows:

A 93-100
A- 90-92
B+ 87-89
B 84-86
B- 80-83
C+ 77-79
C 74-76
C- 70-73
D+ 67-69
D 62-66
D- 59-61
F 0-58

Writing Criteria for Mathematics

All written work in mathematics courses will be judged primarily on *correctness*, followed by *coherence, vocabulary (and notation), organization*, and *presentation*. Mathematical communication is often a sequence of equations or mathematical expressions, with connecting words or phrases to make a clear series of statements. It is important that the steps of a problem are mathematically justified and performed accurately, and that the reasoning required to produce these steps is expressed clearly.

University-level mathematics courses apply the same criteria as secondary math courses, but require substantially more writing and give much more attention given to standards of proof.

What follows are the core values for evaluating student communication in secondary mathematics and computer science courses:

- **Correctness** Computations must be accurate, the methods chosen must be appropriate to a problem, the reasoning in each step must be valid. *Excellent* (A-quality) work will make extremely few errors involving mathematical correctness. *Good* (B-quality) work should be substantially correct, but may contain occasional computational mistakes or errors of reasoning. *Average* (C-quality) work will have fragments of correct reasoning and some valid computations, but also numerous errors of various types. *Poor* (D-quality) work will have little to no correct work relevant to the problem.
- **Coherence** A written solution to a problem should be intelligible to a reader with sufficient background in the subject to understand the terminology and mathematical foundations of the subject. When explicitly required in an assignment, a higher standard may be applied in which the background of the reader is not assumed. Any lapses of coherence may be sufficient to downgrade otherwise correct work by at least a half-grade, though correctness remains more important.
- **Vocabulary/Notation** Mathematical terms have precise meaning and must be used correctly. Students should demonstrate understanding of course vocabulary and notation and use it fluently in appropriate contexts. Occasional imprecision that does not violate the higher standards of Correctness and Coherence may be tolerable in an A-quality work, but substantial misuse of course vocabulary may be grounds for downgrading.
- **Organization** Logical reasoning requires organization; communication of logical reasoning requires an organized exposition. In practice, failures of this value tend to display themselves as lapses in Coherence or Presentation; however, it is worthwhile to stress this value independently, since it applies to skills needed to obtain results as well as to skills needed to communicate them.
- **Presentation** While mathematical papers may be handwritten and need not follow standard paragraph form, it is still expected that student papers be neat and easy to read. Side computations should not interfere with the main presentation, final answers should be clearly labeled as such, and there should be no ambiguity as to the order in which the material is to be read. In general, it is not our *intention* to downgrade otherwise A-quality work for poor presentation; however, poor presentation may result in a lower assessment of work by obscuring a student's mastery of other values.

Students with Special Needs for Academic Accommodations
Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE) at Stanford University. Professional staff will evaluate the request based upon required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for instructors dated in the current year in which the request is being made. Students should contact the OAE, and copy the Director of Counseling, Tracy Steele (tmsteele@stanford.edu). The OAE/OHS Learning Specialist, Christy Lendman can be contacted by email at clendman@stanford.edu. The link to the OAE's website is as follows: http://studentaffairs.stanford.edu/oae/academic .

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