

**SI SESSION PLAN**

|  |  |  |  |
| --- | --- | --- | --- |
| SI Leader: | Alex Iacob | Session Date: | 9/4/22 |
| Week #: | 3 | Session Letter: | A |
| Course & Section: | CSCI 141 Section 7 | Course Instructor: | Steele |
| Planning Date: | 9/4/22 | Planning Time: | 12:35 - 1 |

**Beginning reminders:**

1. Is the room set up in a way conducive to collaborative learning?
2. Is the agenda posted to the board for participants to see?
3. Do you have your attendance sheet up to record your attendance?
4. Do you have any other documents/resources up and ready to go for your session?

If you are all set with the reminders, then go have fun and good luck!

**Main concepts student should feel more comfortable with:**

* Recursion (apparently this week’s lab was all about recursion and a lot of people didn’t like it)
* Execution diagrams

|  |  |  |
| --- | --- | --- |
| **Topics to cover** | **Process to use\*:** | **Time** |
| **Opener:** Highs and Lows | Just a basic opener today to get straight into the bulk of recursion fun  High: Had extremely good luck in new content that a game I play had recently released.  Low: Got covid after a 2-year streak of not getting it. | 5-10 |
| Recursive triangles | I managed to accidently guess their HW last year when I though of this “super-unique” exercise of making triangles recursively.  Introduce problem by a simple drawing and then have student(s) progressively work to getting the recursion working.  After there is a rough draft of the function, we can move to starting to write it up in Pycharm.  I assume there are going to be some common errors with understanding recursion so this may or may not take a while. | 35-40 |

|  |  |  |
| --- | --- | --- |
| Making an execution diagram | Using the function(s) created beforehand, create an execution diagram for draw\_triangles(100, 2)  draw\_triangles(100, 2)  draw triangle(100)  draw\_triangles(33.3 , 1)  draw\_triangle(33.3)  draw\_triangles(11.1, 0)  draw\_triangles(11.1, 0)  draw\_triangles(33.3, 1)  draw\_triangle(33.3)  draw\_triangles(11.1, 0)  draw\_triangles(11.1, 0)  This is also dependent on how the program is written, but this is an example of one way to create the diagram.  Steele also loves this stuff on exams, so getting early practice is great. | 15-20 |
| **Closer:** Short announcements | Post PSS due Sunday night  New HW due this Friday  Bowtie lab due next Tuesday  No SI session Monday because of Labor Day | 2-3 |

*\*Possible processes: puzzles, informal quiz, think-pair-share, paired problem solving, graphic organizers, cheat sheets, collaborative questioning, student summaries, reviewing notes, work at the board, vocabulary…*

**Ending reminders:**

1. Did you check everyone in?
2. Did you remind everyone of the next session and any upcoming tests or quizzes or due dates?

**What is one thing you want to emphasize during this session?** Please be specific.

* Although you may feel like learning recursion is pointless when something like iteration exists, it is good to remember the process of learning recursion.

**After session thoughts:** How did the session go? Is there anything you would like to keep/drop/change for next time and how?

* I had another one-on-one session. This student knows what she is doing and said that she understood recursion and execution diagrams significantly more after my session, which felt pretty great. Doing popcorn programming has been a hit for a while, so that is a keeper. This has also been the most amount of one-on-one sessions I have ever had and it is only the third week of classes.

**Bi-Weekly Question:** Have you met with your faculty partner? If so, what did you discuss? If not, please plan to stay a few minutes after class or swing by their office hours before next week. When and where are their office hours?

* I’ve talked with Steele before and I was the SI for his class last year as well. I have been accustomed to his teaching methods and how he likes to run things. Steele is also usually in his office at around 8am every day of the week, so if need be I can stop by then.