

**SI SESSION PLAN**

|  |  |  |  |
| --- | --- | --- | --- |
| SI Leader: | Alex Iacob | Session Date: | 9/12/22 |
| Week #: | 4 | Session Letter: | B |
| Course & Section: | CSCI 141 Section 7 | Course Instructor: | Steele |
| Planning Date: | 9/12/22 | Planning Time: | 4:30 - 5 |

**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 to iteration
* Difference between tail recursion and recursion
* More substitution traces for fruitful functions

|  |  |  |
| --- | --- | --- |
| **Topics to cover** | **Process to use\*:** | **Time** |
| **Opener:** Announcements and birds | Birds is a good game and some announcements.   * Bowtie lab due this Tuesday (9/13) * HW due this Friday (9/16) * Next week’s topic is going to be about iteration, recursion’s cooler older sibling | 3-5 |
| Turning a previously recursive function into iteration | This is a previously similar image where we are drawing progressively smaller triangles using an iterative approach. | 35 - 40 |
| Substitution trace practice | This was a question taken nearly directly from Steele’s old exam, some numbers changed, but this was on there for a decent chunk of points  Given this function  def populations(pop, gen):  if gen == 0:  return 0  else:  return pop + populations(pop, gen - 1) - 2  What would the sub trace for populations(5, 3) look like?  populations(5, 3) 5 + (populations(5, 3 - 2)) – 2 5 + (5 + (populations(5 , 2 - 1)) - 2) – 2 5 + (5 + (5 + (populations(5, 1 - 1)) - 2) - 2) – 2 5 + (5 + (5 + (0) - 2) - 2) – 2 5 + 5 + 5 - 2 - 2 - 2 = 9 | 5-10 |
| **Closer:** Confidence in the topics | Just on a scale to 1-5, how confident are you in these topics after the session? | 1-2 |

*\*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.

* Seek out help; go to the tutoring center, send emails to Prof Steele/the SLIs, google stuff. Anything to prevent you from going down a rabbit hole.

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

* It started off as a no-show, but one student walked in a few minutes late. He apologized for being late and he said that he didn’t see the doorway up to the ASC at first. Since it was a one-on-one, I asked him what he would like to focus on more given the choice of Execution diagrams/substitution traces and practicing recursion/iteration; since he said he was comfortable with the latter, we went with diagramming practice. He did mention that the main reason he came to the session was that I mentioned that I would drop some old exam questions, so that looks like better marketing.

**Bi-Weekly Question:** Have you talked to your faculty partner about the upcoming exam? If so, what should they expect? If not, try to do so before the midterm exams.

* Since I have experienced Prof. Steele’s exams beforehand, I know most of the things that should be on the exam. On the topic of content, I have the old exams with me still that I have been trying to give to my students during sessions, though I hardly get any students to show up.