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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SI SESSION PLAN** | |  |  |  |  | | --- | --- | --- | --- | | SI Leader: | Alex Iacob | Session Date: | 1/23/22 | | Week #: | 2 | Session Letter: | A | | Course & Section: | CSCI 141 Section 2 | Course Instructor: | Polak | | Planning Date: | 1/23/22 | Planning Time: | 3:20 – 3:30 | |

**Beginning reminders:**

Is the room set up in a way conducive to collaborative learning?

Is the agenda posted to the board for participants to see?

Do you have your attendance sheet up to record your attendance?

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!

**Is there a study strategy you want to focus on? (If so, what is it? Otherwise, leave blank.)**

Progressive studying is better than cramming in everything at once.

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

Python turtle movements

Basic execution diagrams and stack frames

Conditionals

If guard

Python typing

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity\*** | **Process to use** | **Time** | **After Session Thoughts** |
| **Opener:**  Birds | Get everyone to draw birds because birds are great. | 3-5 | Birds are great, that is all   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | ☹ | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | ☺ | |  |  |  |  |  |  |  |  |  |  | |
| **Brain dump and review** | Main things they should have by the end of it:   * Turtle movements * Execution diagrams * If-elif-else * Pre/post conditions * Import(s)   From this, ask around for everyone to explain what each concept means, come up with some examples.  Some thoughts:  Draw an execution diagram for drawing the flower that Prof. Polak showed in class  Define some random functions, with emphasis on the format  Show the if guard  Show the basic turtle movements | 35-40 | Brain dump is the old faithful activity, it gets enough people talking together   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | ☹ | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | ☺ | |  |  |  |  |  |  |  |  |  |  | |
| **Closer: Course talk/open** | A handful of students aren’t CS major students now, so they are taking this course not out of necessity. I predict that there are going to be a lot of questions about coursework. | remaining | Open time mainly lets me get to know my students a bit more. One student wants to create a major for herself, which is pretty cool.   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | ☹ | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | ☺ | |  |  |  |  |  |  |  |  |  |  | |

*\*See the* [*Activity Database*](https://docs.google.com/spreadsheets/d/1Oc6uAX2Uaq2Ym6M1FQjivRI_ryA_T9k1AcEKi__3Ml4/edit?usp=sharing) *and* [*SI Share*](https://drive.google.com/drive/folders/1WKkkRXpRW6_OVdc4eFVgAkDRt7y8E_VT?usp=sharing) *for ideas.*

**Ending reminders:**

Did you mark down attendance on your attendance sheet?

Did you remind everyone of the next session and any upcoming tests or quizzes or due dates?

Did you fill in the after session thoughts?

**Optional Notes and Comments:**

**Bi-Weekly Question:** How did your introduction to faculty and students go?

As per usual CS student, my introduction went perfectly in my head and mediocre in execution. Most of the students now are more lively than the ones from last year, as they actually want to talk now.