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# CS 121: INTRODUCTION TO PROGRAMMING

## COURSE DETAILS

<b>Instructor</b>	Crystal Hess - <a href="mailto:chess@shoreline.edu">chess@shoreline.edu</a> I prefer messages to be sent through Canvas.
<b>Office Hours</b>	T/TH/F 9-10am, M/W 3-4pm, or by appt. Science Building, Office 2813
<b>Class Hours</b>	Daily 10:30-11:20 am Computer Lab 1308

## CS121 - Introduction to Programming (5 credits)

Use a computer language such as Python to learn programming, problem solving, analysis, modular design & debugging - concepts for all programming languages. No prior programming experience needed. Topics: syntax, classes, data types, control flow, loops, if, procedures, parameters, output & arrays.

## MAJOR STUDENT LEARNING OBJECTIVES

- use *pseudocode* to plan code
- identify, create, and use *variables*
- identify, create, and use *functions*
- identify, create, and use *conditionals* (if/elif/else)
- identify, create, and use *loops* (while/for)
- identify, create, and use *strings* and associated operations
- identify, create, and use *lists*
- *test* and *debug* code
- read and work with unfamiliar code

## PREREQUISITES

Placement into ENGL& 101, and MATH 099 with grade of 2.0 or better, or instructor permission.

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## SOFTWARE

- Available online for free - <http://repl.it>

## TEXT

- Available online for free - [How to Think like a Computer Scientist](#)

## GRADING POLICY

Activity	Percentage
Learning Practice	30
Individual Homework (~8)	30
Quizzes (~8)	10
Midterms (2)	20
Final Project	10

Decimal grading will be used in accordance with the following table.

%	Grade	%	Grade	%	Grade
≥95	4.0	79-	2.9	65	1.8
94	3.9	77-	2.8	64	1.7
93	3.8	75-	2.7	63-	1.6
92	3.7	73	2.6	61-	1.5
91	3.6	72	2.5	59-	1.4
90	3.5	71	2.4	57-	1.3
89-	3.4	70	2.3	55-	1.2
87-	3.3	69	2.2	53-	1.1
85-	3.2	68	2.1	51-	1.0
83-	3.1	67	2.0	49-	0.9
81-	3.0	66	1.9	<48	0.0

## CLASSROOM CONTRACT

You are expected to uphold the classroom contract as follows:

- **Be Prepared:** You are expected to complete all pre-work and homework before class starts so that you are ready to be engaged in conversations and activities.
- **Be Present:** You are expected to be in class, on time, and actively present in the learning process.
- **Participate:** You are expected to be an active contributor in class. This means both asking questions and helping others.
- **Create space for learning:** You are expected to create and cultivate a space where learning is conducive for all learners. This means that you participate in the class without dominating the learning space.

## GETTING UNSTUCK

Getting stuck is part of the programming process. However, one of the most useful skills you may learn from this course is "how to get unstuck."

Here are some suggestions:

- **Make systematic changes.** Look carefully at the work you have just done. Try changing one thing and see what effect it has.
- **Talk to a rubber duck.** No really, this is actually [a thing](#). Sometimes if you take a moment to tell someone (even someone non-techie) what you're trying to do, you'll end up having an Ah-Ha moment of clarity!
- **Ask a classmate.** Try to share ideas about how to figure out the problem rather than telling your classmate the answer. You'll learn as much by helping others find their mistakes as you will by finding your own.
- **Take a break.** Sometimes you just need to take a break! Looking at code with a fresh set of eyes solves problems quicker than beating your head against the computer :)
- **Ask the Instructor.** I'm here to help you. It's literally my job.

## **LETTER OF RECOMMENDATION REQUESTS**

Letters of recommendation are often needed for applications to transfer universities, jobs, and internships. Instructors take pride in the letters that they write for students and can only craft strong letters for students whom they know well. Part of your job as a college student is to become the kind of student that a professor can speak highly of in a letter of recommendation — hardworking, capable, and intellectually inquisitive.

Before requesting a letter of recommendation, ask yourself:

- Have I discussed my academic or career goals with this instructor?
- Have I demonstrated an excellent work ethic or produced quality work in this course?
- Have I shown or communicated a passion for the subject or concepts that were taught?
- Will this instructor be able to incorporate personal and specific details about my academic growth or trajectory?

It is not necessary that the person writing your recommendation be able to speak to every bullet point above, but they should be able to speak to at least one of them.

Remember that requests may be declined for a variety of reasons, including, but not limited to: insufficient time to write the letter, not knowing the student well enough to provide specific character observations, or too much time has elapsed since working with the student.

**Requests for recommendations should come well in advance of the deadline for submission (i.e., at least 14 days in advance of the deadline, but the more notice the better).**

## **ADDITIONAL INFORMATION**

### **STUDENTS WITH DISABILITIES**

Shoreline Community College is committed to providing educational programs without regard to disabling conditions as defined by Section 504 of the Rehabilitation Act of 1973. Reasonable accommodations will be made and no otherwise qualified individual with disabling conditions shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program, activity or service administered by the college.

For more information: <http://www.shoreline.edu/oss/students-with-disabilities/>

### **TUTORING SERVICES**

Tutoring Services provides students with free one-on-one tutoring support for any Shoreline Community College classes. They also host drop-in learning centers, such as the Biology/Chemistry Learning Center, Business Technology & eLearning Center, Physics Learning Center, Conversation Groups, and more (schedules and availability vary). For more information and to apply for tutorial assistance or to apply to become a tutor, please visit our office in 4228 (Library), email [pttutors@shoreline.edu](mailto:pttutors@shoreline.edu), call 206-546-4776, or check out the webpage: [www.shoreline.edu/tutoring](http://www.shoreline.edu/tutoring).

The college also provides students with free online tutoring in a variety of courses through [the Western eTutoring Consortium](#)

### **COUNSELING CENTER**

The Counseling Center provides free, confidential and professional counseling services, resources, and referral to support the academic and personal success, health, and well-being of our students and campus community.

Students often visit the Counseling Center to discuss a wide variety of topics: depression, anxiety, relationship concerns, and stress management; indecision about major or career path; and academic concerns such as failing grades, struggling with a subject, or managing a learning disability. The Center also supports students who may be feeling suicidal or in crisis.

- FOSS - 5245 | 206-546-4594
- [www.shoreline.edu/counseling-center](http://www.shoreline.edu/counseling-center)

Need support when they are not available? For 24/7 emergency counseling, referral, or assistance please contact:

- King County: 24-Hour Crisis Line | 866-427-4747
- Snohomish County: 24-Hour Crisis Line | 800-584-3578
- Live Chat: [crisischat.org](http://crisischat.org)
- Crisis Text Line: Text 741741
- 911 (for immediate health-related emergency)