

PROJECT-BASED PROGRAMMING

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CC2

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Course Expectations

You are expected to work, study, and collaborate in this classroom in a professional manner. We will use JAG SWAG to help be the best professionals through this course. These are by no means the limit of expectations, only the benchmark. Please remember all district and school rules apply to this classroom as well.

1. **Be Safe** Absolutely NO food and drink in the lab. Do not block exits before, during or after class. Clean up the area around you before dismissal.
2. **Have Work Ethic.** Use your time in class from bell to bell. Work efficiently to research, test, and create at all times, ALWAYS!
3. **Be Accountable** Enter the classroom prepared and be in your seat before the start. Turn in all evidence for performances on time. Ask questions and get help immediately.
4. **Give Respect.** You are only in charge of one person. Be the best person you can be. Treat others as you expect to be treated.

Course Materials

This course does not come with a specific textbook. As part of the expectations, it is important to utilize the vast amounts of information available through Web sources, utilizing techniques to determine appropriateness of information.

The classroom this year will be designed as paperless as possible. All files will be retrievable online through Canvas. Project statements, goals, reports, etc. will be submitted primarily through Canvas. It may be nice to reserve a folder in your U:Drive for occasional flyers and have your own reliable flash drive.

Grading

This course, students are in charge of individualized projects. While there are no structured homework, quizzes, and labs, students will instead be in charge of researching, developing, and providing evidence of the project's completion. Students will be graded on the following standards:

1. Manage and modify scope to ensure success.
2. Apply time management skills to effectively complete project to specifications.
3. Use programming language of choice to develop a project of choice.
4. Demonstrate continuous improvement through feedback from 1-on-1 meetings each week and 6 week project updates with an instructor.
5. Use appropriate and effective research skills.
6. Demonstrate proficiency in computer science fundamentals and design patterns.
7. Architect a project for the school year.
8. Demonstrate use of version control through git.
9. Demonstrate manipulation of search terms in Google to obtain valid and useful results.

Each standard will have a rubric outlining the expectations. Students will provide evidence at various times throughout the course for each of the standards above. Students will be marked at one of four performance levels: **LIMITED**, **PROGRESSING**, **MEETING**, and **EXCEEDING**.

As for traditional grade markings, the performance levels above will be converted based on the graphic below.

Scoring Criteria	Enriched OR Extension of Mastery of Standard	Fully Meeting Mastery of Standard MEETS SUCCESS CRITERIA		Progressing Toward Mastery of Standard		Limited Mastery of Standard		Incomplete OR Irrelevant OR No Understanding of Standard- even with support	No Evidence
	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0
	100%	95%	90%	85%	80%	75%	70%	50%	0%

As the course is new and still in development, know that the grading structure may change to reflect the tasks the students are completing.

Academic Integrity Policy

Due to the high accessibility to online content in this course, you will be monitored daily for appropriate computer use. Coding a computer is just like hand-writing, it is unique to each individual. Turing in another author's code is strictly prohibited. You can use page 38 in your Student Handbook in your Agenda to review the consequences.

Absence and Late Policy

As the primary goal of this class is project completion, it is crucial you maintain appropriate time management. For those working in groups, you will need to communicate clear expectations for how work may continue in your absence. It may be important for you to complete work from home on days you are absent.

Should a student struggle with keeping appropriate time management, the teacher will first initiate a conference to discuss absences and appropriate student behavior for absences. If the absence becomes a significant problem for the student's project/tasks, the student's performance level for the specific standards missed will be altered.

See next page for Course Outline.

Course Outline

Week 1: Introductions, Beginner HTML

Week 2: Beginner / Refresher HTML

Week 3: Brainstorming / Project Ideation / Presentations

Week 4: Select and Begin Whole Class Project

Week 5: Whole Class Project

Week 6: Whole Class Project

Week 7: Present / Reflect / Refine Projects

Week 8: Refine / Final Presentation of Projects

Week 9: Begin Individual Project Ideation / Presentations

Week 10 - 17: Individual Project

Weekly Conferences with student/teacher

Evidence Checks turned in weekly or biweekly

Week 18: Class Presentations / Reflection

SEMESTER BREAK

Week 19 - 35: Individual Project

Weekly Conferences with student/teacher

Evidence Checks turned in weekly or biweekly

Students begin possible Beta testing / Scale the Project to multiple avenues or disciplines

Week 36: Final Presentation