Pre-Exam Status Update

- based on labs 1-3
- there is plenty of room to bring up “at risk” or “failing” grades but you should take steps right away
  - to address missing handins
  - to be prepared for exam 1
  - to be on track with the rest of the course – the material is cumulative
- be aware of the attendance policy
  - more than 6 absences for any reason lowers your engagement grade
  - 3-5 absences for any reason lowers your engagement grade unless additional steps are taken
- “official” midterm status (on PeopleSoft) will be posted after exam 1

Lab 3

- “auto format”
  - run Auto Format (Edit→Auto Format or ctrl-T) to clean up the formatting of your code
- “name and description”
  - include a comment at the beginning of each sketch with your name and a description of what the sketch does
- naming and directories
  - name sketches exactly as directed, case included – lab3a, lab3b, lab3c
  - when saving, use only lab3a as the sketch name, not lab3a.pde
  - hand in each sketch directory separately
    - lab3a/lab3a.pde in your handin folder
    - no extra lab3 folder to hold all three sketches for the lab
    - no extra folders with other names inside lab3a

Lab 3

- “uses elements not covered in class”
  - it is never required or expected to use syntax or other elements not covered in class before the lab is assigned (or in the lab handout) to complete a lab
  - it is OK to use syntax/elements covered the following week if appropriate
    - e.g. drawing functions for lab 3
  - the concern with using other syntax/elements not covered in class or the assigned readings is twofold
    - you may be bypassing learning the intended material
    - you may be shortcutting the learning process by arriving at a result you don’t understand how to produce
  - **document help received** from TFs or others and **sources used** (other than class materials and assigned readings)
  - **discuss with me** before using other syntax/elements (from the book or elsewhere)

Lab 3

- academic integrity and collaboration
  - you **may** get help with the learning process
    - so next time you can do the thing yourself
  - you **may not** shortcut the learning process by arriving at a result that you didn’t produce yourself or don’t fully understand how to produce

Lab 3

You may *not*, however, copy or be in possession of someone else's program or solution before you have handed in your own and you may *not* write code collaboratively with another student. You *must* document any help received and any outside resources used. See the full collaboration policy for more on this.

- you **may not** look at someone else's program as guide, even if you don't copy it directly
  - the course materials (slides, examples, assigned reading) and TFs and office hours should be your primary sources for help
  - rationale: it is too easy to shortcut the learning process when looking at a solution
- **document help received** including help from TFs and **sources used** (other than class materials and assigned readings)
  - include a comment in your sketch explaining who helped and how or the source
  - e.g. "TFs helped me figure out how to get started" or "TFs helped me write the following part" or "I used an example from [url] for this part"
  - rationale: monitor the amount and content of help received to know when extra attention is needed and to avoid over-reliance on others
- make sure you **fully understand** help received
  - if the TFs tell you about syntax or elements that you don't recognize or remember from class, ask them what it means (and document that the TFs helped you write that part)
    - better yet: ask questions in context – show the TFs the relevant materials from class and ask them to help you understand them so that you can apply that process to the exercise at hand
  - rationale: if you don't, you are shortcutting the learning process