Back to Basics for APCS Success

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Selective Timeline

- 1984: AP/CS first offered in Pascal
- 1998-1999: AP/CS switches to C++
- 2001-2002: Dot com crash, CS enrollments plummet
- 2002: OOPSLA “Resolved: Objects have Failed”
- 2003-2004: AP/CS switches to Java
- 2005: SIGCSE “Resolved: Objects Early has Failed”
- 2011: CMU and Berkeley switch CS1 to Python
- 2011: Stuart Reges assures nervous teachers that AP/CS in Java is a fantastic course
More personal timeline

- 2000: “Conservatively Radical Java in CS1”: objects early through scaffolding
- 2004: Stuart hired by UW to fix intro with a plan to teach procedural Java
- 2005: Resolved: Objects Early has Failed
- 2006: first edition of *Building Java Programs*
- 2011: 4 textbooks with “objects late” in title, 3rd edition of *Building Java Programs*
Course Principles

- Traditional procedural approach (back to basics): drawing on past wisdom
- Updated to use features of Java: using objects early, graphics (DrawingPanel)
- Core of the course: challenging assignments many of which are nifty or practical
- Concrete practice problems to build programming skills: section problems, labs, exams, PracticeIt
- Lots of support: army of undergraduate TAs, programming lab support
Why I’m sold

“I've never come across a textbook that layers ideas so strategically and ingeniously well. The ideas are presented in an order and in a manner that made it impossible for me to get lost or bored.

[...] It taught so well, I couldn't wait to get my hands on problem after problem. This book made me crave problem solving and writing clean, inventive, non-redundant, well-commented code.”

- Amazon review

Applies to methodology; book is a nice-to-have!
2009-2010

- First offering of APCS in the district
- 26 students enrolled, 17 took AP test

Garfield Computer Science 2010 AP Scores (17 students)
2010-2011

- Advanced section for 25 students
- 2 sections for students new to programming
- 32% women overall (37% in new sections)
Garfield course structure

- 1/4 lecture, group work without computers
- In-class time for experimenting
- Programming projects written from scratch
- Little to no homework
- Bi-weekly paper and pencil quizzes
- No real mention of AP test until February
Students know OOP

- January: writing classes as object blueprints
- Sophisticated Gridworld projects
  - 15-puzzle
  - snake game
  - ant farm
- Heavily OO final projects

- AP report mean for OO multiple choice: 6.4, 4.9 nationally; group mean close to 7 on FRQ
Assertions: verifying mental models

public static void mystery(int x, int y) {
    int z = 0;
    // Point A
    while (x >= y) {
        // Point B
        x = x - y;
        z++;
        // Point C
        if (x != y) {
            // Point D
            z = z * 2;
        }
        // Point D
    }
    // Point E
    System.out.println(z);
}

Which of the following assertions are true at which point(s) in the code? Choose ALWAYS, NEVER, or SOMETIMES.

<table>
<thead>
<tr>
<th></th>
<th>x &lt; y</th>
<th>x == y</th>
<th>z == 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point A</td>
<td></td>
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Reasoning about assertions

- Right after a variable is initialized, its value is known:
  - int x = 3;
  - // is x > 0? ALWAYS

- In general you know nothing about parameters' values:
  - public static void mystery(int a, int b) {
  - // is a == 10? SOMETIMES

- But inside an if, while, etc., you may know something:
  - public static void mystery(int a, int b) {
  - if (a < 0) {
  -     // is a == 10? NEVER
  -   ...  
  - }  
  - }
Assertions and loops

- At the start of a loop's body, the loop's test must be true:
  ```java
  while (y < 10) {
    // is y < 10? ALWAYS
    ...
  }
  ```

- After a loop, the loop's test must be false:
  ```java
  while (y < 10) {
    ...
  }
  // is y < 10? NEVER
  ```

- Inside a loop's body, the loop's test may become false:
  ```java
  while (y < 10) {
    y++;
    // is y < 10? SOMETIMES
  }
  ```
“Sometimes”

- Things that cause a variable's value to be unknown:
  - reading from a Scanner
  - choosing a random value
  - a parameter's initial value to a method
Transition to OOP
Modeling earthquakes

- Given a file of cities' (x, y) coordinates, which begins with the number of cities:
  - 6
  - 50 20
  - 90 60
  - 10 72
  - 74 98
  - 5 136
  - 150 91

- Write a program to draw the cities on a DrawingPanel, then model an earthquake by turning affected cities red:
  - Epicenter x? **100**
  - Epicenter y? **100**
  - Affected radius? **75**
Each Point object has its own copy of the print method, which operates on that object's state:

- Point p1 = new Point();
  - p1.x = 7;
  - p1.y = 2;

- Point p2 = new Point();
  - p2.x = 4;
  - p2.y = 3;

- p1.print();
- p2.print();
Why encapsulation?

- Abstraction between object and clients
- Protects object from unwanted access
  - Example: Can't fraudulently increase an Account's balance.
- Can change the class implementation later
  - Example: Point could be rewritten in polar coordinates \((r, \theta)\) with the same methods.
- Can constrain objects' state (invariants)
  - Example: Only allow Accounts with non-negative balance.
  - Example: Only allow Dates with a month from 1-12.