

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number CS 118 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

We are requesting the creation of a new second-semester computer programming course, CS 118 – Applied Game Scripting. This course will be required in the DET degree plan and open to students in other majors; if approved, we will also submit changes to include this course optionally in the CS minor.

Some overlapping content between the existing CS 116 course and this proposed course is addressed in the included support memo.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G <i>or</i> G to U	A	A	A	A				A	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

		COUNCIL ³										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

COUNCIL ³									
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A
2.	Admission requirements	--	--	--		A		A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

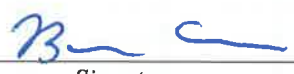
⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	11.13.19 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	11/13/19 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	11/15/19 Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	CS 118
---	--------

I. Systems and Catalog Information Complete each item.

1	Course Developer	Karen St. John
2	Course Instructor	Karen St. John
3	Course Title	Applied Game Scripting
4	Course Abbreviation for Banner if title is more than 30 characters	
5	College	College of Business Administration
6	Department or School	School of Information Technology and Computing
7	Number of Credit Hours	3.0
8a.	Number of contact hours – lecture	3.0
8b.	Number of contact hours – lab/activity	n/a
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	n/a
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3.0
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	3.0

15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	
17	Catalog Description (50 words or less)	Computer game scripting. Offers a deeper exploration of computer programming using a scripting language specifically for game design, with an emphasis on creating variables, functions, dictionaries, classes, exception handling, and working with game objects within a game engine.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	CS 115 with a grade of C or better
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	n/a
20	If the course is cross-listed, specify the Course ID(s)	n/a
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-8.
22a	Will the course be offered in fall terms?	☒ No ☐ Yes If yes: all, even, or odd years?
22b	Will the course be offered in spring terms?	☐ No ☒ Yes If yes: all, even, or odd years? all
22c	Will the course be offered in summer terms?	☒ No ☐ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Spring 2021
24	Is this course required for a degree/s?	☐ No ☒ Yes – required for DET majors If yes, attach a revised degree plan(s) reflecting the placement of the new course.

25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☒ No ☐ Yes If yes, provide course ID, term, and enrollment:
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.
See the attached memo outlining SITC support for this new course.
- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.
See the attached memo outlining SITC support for this new course.

III. Course Design

- A. Audience and Course Goal
 1. Describe the intended audience, including prerequisite skills.
This course is required for DET majors, who do not intend to study computer programming and algorithms as a discipline but need practical skills. Prerequisite skills include a working ability with scripting languages, gained in CS 115.
 2. State the overarching course goal(s) in performance terms.
Students who successfully complete this course will utilize the foundational skills developed in CS 115 in the development of computer program solutions for computer gaming.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Demonstrate knowledge of fundamental terms and concepts associated with intermediate level computer programming	Weekly quizzes Written exams

2	Given a routine problem statement, develop and implement an algorithm to solve the problem	Homework assignments
3	In a structured problem setting, trace the code and correctly identify intermediate programming concepts, such as advanced data types, functions, modules, data flow	Project Exam questions
4	When tracing the steps of erroneous source code in a program of intermediate complexity, identify the sections or steps that process or function incorrectly and/or produce errors (such as syntax errors) and specify solutions	Project Exam questions
5	Successfully complete a team-based software development project.	Project

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings.
For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.
Gaddis, Tony. (2020). *Starting Out with Visual C#*. Pearson Education, (ISBN: 978-0-13-518351-9).
- B. full publication information; label **Graduate**.
n/a

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section I-27.

	Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section II-B.

ACU School of IT and Computing
Course Syllabus
CS118.01, Applied Game Scripting,
Spring 2021, MWF 10:00-10:50 AM

Instructor: Karen St. John
Instructor of Information Technology
Office: MBB 252
Classroom: MBB 318

Office Hours: MWF 8:30 – 9:00 AM
M 3-4:30PM | W 3-5 PM
Phone: 325-674-2077
Email: Karen.StJohn@acu.edu

Mission Statements

ACU:

Our mission is to educate students for Christian service and leadership throughout the world. We achieve our mission by providing a supportive, welcoming, Christ-centered community in which we foster academic excellence through innovative education, real-world learning opportunities, and faculty-guided research.

COBA:

To create a distinctively Christian environment in which excellent teaching, combined with scholarship, promotes the intellectual, personal, and spiritual growth of business students, and educates them for Christian service and leadership throughout the world.

SITC:

The mission of the School of Information Technology and Computing is to provide students with the highest quality education possible in the ever changing high-tech arena, and to establish within them a foundation of faith from which they can lead and serve in world-changing ways.

Text and Supplements

Required textbook is *Starting Out With Visual C#, 5th Edition*. Author is Gaddis; published by Pearson.

Prerequisites

The prerequisite for this course is completion of CS115 with a grade of C or better

Course Description

Computer game scripting (3 credit hours). Offers a deeper exploration of computer programming using a scripting language specifically for game design, with an emphasis on creating variables, functions, dictionaries, classes, exception handling, and working with game objects within a game engine.

Contribution of Course to Christian Service and Leadership

In this rapidly expanding culture of digital entertainment and computer science, there are nearly infinite ways to creatively express and share our Christian faith with the world whether professionally or personally. This class is designed to better equip students with tools and skill sets needed to create richer more dynamic media content that will broaden the effective quality of their artistic endeavors. We will also learn how individuals leading Christ-centered lives can effectively use their talents and faith to be shining examples in this industry.

"You are the light of the world. A town built on a hill cannot be hidden." Matthew 5:14

Course Requirements

You will be required to complete reading assignments, turn in homework assignments, participate in class discussions, participate & contribute to a group project, and successfully complete quizzes and exams.

Intended audience: This course is designed for undergraduate students interested in learning scripting for game design and assumes an introductory level of programming ability.

Outline of Topics: Course covers programming using a scripting language specifically for game design, with an emphasis on creating variables, functions, dictionaries, classes, exception handling, and working with game objects within a game engine.

Goals for Student Competency

- Demonstrate knowledge of fundamental terms and concepts associated with intermediate level computer programming
- Given a routine problem statement, develop and implement an algorithm to solve the problem
- In a structured problem setting, trace the code and correctly identify intermediate programming concepts, such as advanced data types, functions, modules, data flow
- When tracing the steps of erroneous source code in a program of intermediate complexity, identify the sections or steps that process or function incorrectly and/or produce errors (such as syntax errors) and specify solutions
- Successfully complete a team-based software development project.

Communications

To facilitate consistency in communications of course requirements, assignments, and general information, your instructor will post announcements, assignments, and grades online through the use of the ACU Canvas course website. There may be links from the course website to other relevant resources. Your ACU email address will also be used for communication and you are responsible for checking your ACU email address periodically.

Asking the instructor questions – Please don't wait until the final day to complete homework assignments. Some of the assignments are quite difficult and will take a long time to complete. Given the instructor's work schedule, please allow one work day (generally 24 hours) for a response to questions. If you are asking for help on a homework assignment that is due in less than 24 hours, you likely won't receive a response before the due deadline. In any emails that you send, please include your name and the course in which you are enrolled. If you would like me to look at source code that you have written, submit it to the automated checker and I will look for it there. Please don't email your source code to me.

Format

Class time will include a combination of lecture, lab work, and interactions with other students. There are many assigned readings, which will be given on the course website. Students are expected to do the assigned readings before class and come to class with any questions they have about the readings. Class time will not be spent in duplicating the reading assignment.

A tutor is supplied for this course and his or her hours will be posted on the course website. The purpose of a tutor is to help you understand the material. In helping you understand the material, you should be able to complete given homework assignments. The purpose of the tutor is not to just give you the answers.

Programs you submit may be used to study how students learn and progress in computer science classes. The goal of this work is to better understand and improve upon current computer science education and assessment practices. No personally identifying information will be used toward this end. If you have any questions, please contact the instructor.

Grading

Overall Grading Philosophy - At the end of the semester, a grade (A, B, C, D, or F) will be used to categorize your progress toward course goals. Your grade will be earned by you, not assigned to you. The available grade designations represent the following categories of your achieved understanding.

A grade of 'C' is considered evidence of sufficient understanding and skill to progress to another course that builds on the content in this course.

The assignments in this course are weighted as follows: For final semester grade will be determined as follows:

Activity	Weight
Final Exam	20%
Exams (3 x 10%)	30%
Homework	15%
Daily Quizzes	15%
Project	20%

Letter Grade		Course Average
A	Excellent	90.00-100.00%
B	Good	80.00-89.99%
C	Average	70.00-79.99%
D	Inferior but passing	60.00-69.99%
F	Failing	00.00-59.99%

Total	100%

Exams and Quizzes – These will consist primarily of multiple choice and fill-in-the-blank questions. The final exam will also include a “practical” portion. Exams and quizzes will be computer-based. These must be taken on the lab computers in the classroom during class time. You are not allowed to use your textbook, your own notes, or any other materials (including internet browsing). You are not allowed to use Python IDLE (or any other Python tools) except for the practical portion of the final exam. You may bring blank scratch paper to use. During the exams, you will be monitored to ensure that you have no other applications open except your web browser and that you only have one tab open (for Canvas). The dates for all exams will be announced in class and the course website.

Quizzes will take place most every class day. They are intended to give you an assessment of your current understanding of the material. Many of these will be based on the assigned reading and are to insure that you are keeping up with the reading assignments and class discussions. Some of the quiz material may come from assigned readings not yet discussed.

Homework Assignments – The purpose of the homework assignments is to give you practice in writing programs. These will be programming assignments given through an automated grading system. Given that you are granted several days to complete each assignment and an unlimited number of submissions, the expectation is that you will fully complete each assignment achieving a score of 100%. In theory, these programs will be graded in an all-or-nothing format. However, you may receive some partial credit for passing some of the test cases, but don't expect partial scores to be indicative of how “close” you are to a fully working solution, they are only an indication of the number of test cases passed.

Project – The project will be a team project that will be spread throughout the semester. Students will be given some level of freedom to choose a project in which they are interested. The main goal of the project is to learn to use modules effectively and work on a long project.

Participation – Class discussion is a large part of the learning process in this course. You should always be prepared to participate in classroom discussion. Successfully completing the reading and homework assignments on time will help you be ready for class. You may be called upon specifically to answer questions.

Positive participation behaviors include:

- coming to class on time
- asking good questions
- answering questions
- making good comments

Negative participation behaviors include:

- not coming to class
- coming late to class
- distracting other students
- not listening or sleeping
- texting, web surfing, playing games, using computers for non-class-related activities
- having private discussions
- using inappropriate language or making fun of or berating other students.

No Make-up Assignments - There will not be alternate versions of exams and quizzes that can be taken at a later date. If you have an official documented university approved absence for an exam day, you will need to inform me ahead of time and schedule to take the exam before the class period in which it is given. Exams that are missed for any other reason will receive a score of zero. Quizzes cannot be made up, but the lowest five will be dropped. Do not attempt to complete an exam or quiz outside of the classroom.

Missed/Late Work

You are free to complete your work early, however you should not expect to submit your work late. 20%

will be deducted as soon as an assignment is considered late, followed by 10% each additional day up to four days, with the exception of university approved excuses. Four days after the due date, a grade of zero will be assigned for missing work. **It is your responsibility to ensure your submission is correct at the time of submission.** "Placeholder" submissions, i.e. "accidentally" submitting something other than what was assigned or submitting an incorrect or "corrupted" file will be considered a missed assignment. Late work and missed work will not be accepted 4 days after the due date. No work will be accepted after the last day of classes. It is your responsibility to make sure you turn the correct assignments in on time.

Computing Grades - Grades will be posted on the course website. At the end of the semester, the two lowest grades from the "Homework" category will be dropped, the five lowest grades from the "Daily Quizzes" category will be dropped. Please don't ask for special exceptions, "extra credit", or "curves". The instructor has given you the grading scheme at the beginning of the semester and will stick by it unless there are truly exceptional circumstances. If you would rather the course be graded under some type of normal distribution bell curve, please bring that up for discussion early in the semester. Grade adjustments of any kind will only be made at the end of the semester after final exams have been graded.

Attendance Policy

Attendance - There is no attendance grade. Students with six or more absences will be dropped from the course. There are two exceptions. An exception will be made if the student has an 'A' average on quizzes and exams. An exception will also be made if all of the student's absences are official university approved absences which are given to the instructor with documentation. To be counted as "present" for class, you must not only physically be in the classroom, but also show that you are engaged in class. Spending large amounts of time on activities not related to class can count as an "absent" even though you are physically there. Because the pace of this course is quite rapid, you cannot expect to do well if you frequently miss class. If you are missing class, do not expect the instructor or tutors to review class material with you. If you miss class, you will still be responsible for the information missed as the result of your absence. Your instructor is not responsible for tracking you down to give you an assignment or tell you about an upcoming test. It is your responsibility to look at the course website and get the material either through other students, the tutors, or by contacting the instructor directly. Most approved absences are known ahead of time. These require the student to contact the instructor by email before the missed class.

Lateness - You will be marked "late" if you arrive five minutes after class has started. If you arrive more than 15 minutes late, you will be marked as "absent". If you arrive more than 15 minutes late for an exam on an exam day, you will not be allowed to take the exam. Daily quizzes will end at their normal time; you will not be given extra time if you are late. Two "lates" will count as an absence for the purpose of the attendance policy. Attendance will be taken at the beginning of class. If you are not present when attendance is taken, you are marked as "absent". If you arrive after attendance has been taken, but within 15 minutes of the class start time, see the instructor at the end of that class period to have your status changed from "absent" to "late". This is the student's responsibility.

Classroom Management

Class time should be dedicated to the course. As such, engaging in activities outside of the scope of this class during class time will not be permitted. In order to optimize the learning environment for all members of the class, these classroom management policies will be adhered to:

- Sleeping in class will reflect negatively on your participation grade. If you sleep in class you may be awakened. With repeat offenses you will be asked to leave the room and counted as absent. If you have a documented sleeping problem, please let the instructor know.
- Disruptive behavior of any kind will not be tolerated. This includes playing games, texting, writing email, engaging in instant messaging, or similar activities. Computer usage is limited to class-related activities (i.e. not Facebook, YouTube, and web surfing, etc.). If you disrupt the class, you will be asked to leave and will be counted absent.
- Your computer usage in the lab is being monitor at all times and may be recorded. Big Brother is watching.
- Class time should not be disrupted by personal electronic devices such as mobile phones and tablet computers. While these devices can be used effectively in certain courses, we will not be using them in this course this semester, so please turn them off and keep them out of sight. It is very disruptive to the other students in the

class as well as the instructor. Devices used during class will be collected by the instructor and placed on the front desk of the room until class is over.

- Laptop usage in class is permitted only if it is class related and not disruptive to other students. Exams and quizzes must always be taken on the lab machines.
- If there are special circumstances that you feel make it necessary for you to engage in any of the above mentioned activities during class, get the instructor's permission ahead of time.

Students with Disabilities

Abilene Christian University is committed to providing a learning atmosphere which reasonably accommodates qualified persons with disabilities. If you feel you have a disability which may impair your capacity to successfully complete this course, please contact the Director of Disability Services (674-2667) in Alpha Academic Services. Student Disability assists students with disabilities in obtaining appropriate academic accommodations.

If you are granted extra time for exams through Alpha accommodations and would like extra time for an exam, please send me an email 3-7 days before the quiz or exam to schedule a time for you to take it. I do not use Alpha to administer my quizzes or exams, I administer them myself.

Anti-Harassment Policy:

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the ACU Counseling Center. All of your options are available for review by clicking on the link to ACU's policy.

Notes on Learning

Learning new material can be difficult and time consuming. The general expectation at ACU is that you will spend two hours outside of the classroom for every hour spent inside the classroom for a given course. Some courses may expect more, some less. If you find yourself struggling in this course and you are not spending six hours a week outside of the classroom attempting to understand the material, working on homework problems, etc., then spending more time is the first issue that we will discuss. Spending adequate time, however, does not directly relate to your final course grade. Your final course grade is a reflection of how well you demonstrated that you mastered the material. Because of this, it is important that you are spending your study time outside of class effectively.

The ways in which you learned material in the past may not necessarily work in this course or other future courses.

Academic Integrity

Students are expected to abide by Abilene Christian University's policies and principles of academic integrity - Academic Integrity policy (PDF is at <http://www.acu.edu/academics/provost/documents/academic-integrity-policy.pdf>). In accordance with this policy, it is expected that any work you submit, as partial or full solution to any exam or quiz question, will be work begun and completed by yourself. At no point is it allowable to give source code files to other students, even for homework problems. Any program, or major part of a program copied at any point from another source is plagiarism and a violation of the academic integrity policy. Similarly, it is expected that you will not provide or make available any of your work to another student; this, too, is a violation. Be advised that some of your assignments will be checked for plagiarism with automated tools.

What kinds of help can you provide or receive?

Learning is often a collaborative process. You may find yourself able to help another student with a

concept they do not understand and another time find yourself in need of similar assistance. You are encouraged to help each other to learn but you may not provide a solution to another student or use a solution you have not created. Because this line sometimes may seem indistinct, here are lists of things that you can and cannot do in this course. These are not intended to be exhaustive; you are still expected to use good judgment and ask the instructor for clarification when you are uncertain.

Assistance you can provide other students (or receive from other students)

- Direct student to existing course resources: if another student does not know where in the course webpage or textbook to find material about a certain topic, you can show him the relevant notes, video and/or examples
- Discuss/explain concepts or syntax: if another student has studied the provided materials but still has questions about the topic, you can try to help her understand by explaining another way or using different examples. In this case, you may also prompt her to send a message to the instructor or tutor asking that further explanation and/or examples be added to the course materials; if you believe that your explanation and/or example is particularly good, we welcome specific suggestions about how to improve the content. This type of explanation addresses general concepts, not solutions to specific homework assignments.
- Help trace a program: if another student does not understand why his program is behaving the way it is, you can help him trace the program --step through line by line (looking at the screen or a printout), recording the expected values in variables, to find the cause of the unexpected behavior. Tracing the code should help him to find the cause of an error; you are not changing the program for him, just walking through it in its current form.
- Explain behavior of specific lines of code: if another student does not understand why specific lines of code are behaving as they are, this is likely a misunderstanding of the syntax. You can explain the syntax piece to show the cause of the behavior or error. In this case, you are helping her understand an existing program; you are not completing the program for her or rewriting the line for (or "with") her to produce the desired behavior.

Assistance you cannot receive (or provide to other students)

- A solution to a graded task (homework, quiz, or exam): you cannot receive or use a solution from a student in the class or any external source (another person, a webpage, etc.), either in whole or part. This means that you should not give or receive any program or substantial part of a program.
- It is obviously an academic integrity violation if someone sends you his or her working program and you submit it either "as-is" or with modifications. It is also a violation to look at his or her program, and copy it as though it were your own work.

Consequences of academic integrity violations

All academic integrity violations identified in this course will be treated in full compliance with university policy (linked above). After thorough investigation and a meeting with the student(s) involved, the incident will be reported to the Office of Student Life. A first violation of the policy will result in a score of zero for the assignment plus a reduction of one letter grade from your end of semester grade. A second violation will cause you to be immediately removed from the course with a failing grade.

Outline of Topics

Module	Topic	Reading Materials	Learning Activities	Assessment
1	Introduction and Review	Ch 2	Homework, quiz	
2	Text Processing	Ch 8	Homework, quiz	Exam 1
3	Game Structures	Ch 9	Homework, quiz	Exam 2
4	Classes	Ch 10	Homework, quiz	Exam 3
5	Inheritance	Ch 11	Homework, quiz	Final

	Student Learning Outcome	Measurement
1	Demonstrate knowledge of fundamental terms and concepts associated with intermediate level computer programming	Weekly quizzes Written exams
2	Given a routine problem statement, develop and implement an algorithm to solve the problem	Homework assignments
3	In a structured problem setting, trace the code and correctly identify intermediate programming concepts, such as advanced data types, functions, modules, data flow	Project Exam questions
4	When tracing the steps of erroneous source code in a program of intermediate complexity, identify the sections or steps that process or function incorrectly and/or produce errors (such as syntax errors) and specify solutions	Project Exam questions
5	Successfully complete a team-based software development project.	Project

Professor Karen St. John
MBB252
Karen.StJohn@acu.edu
(325)674-2077

November 12, 2019

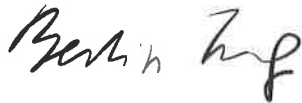
Re: Review of CS118

Dear Professor St. John,

Thank you for submitting CS118: Applied Game Scripting. I have reviewed it based on the ACU Syllabus Guidelines. I find the syllabus to be meeting all requirements. I appreciate you giving me the opportunity to work with you and to incorporate my suggestions. You have given very clear instructions on various aspect of your course, and I especially appreciate the clarity you gave about participation behaviors.

Please note that this letter is not meant to be a final approval in the course application process. Your department chair and members of the council may have questions or comments of their own.

If you have any questions, please feel free to let me know. Please also let me know if we can be of any help in the design and facilitation of this course.

A handwritten signature in black ink, appearing to read "Berni Zieg". The signature is written in a cursive, flowing style.

Director of Instructional Design, Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: November 8, 2019
TO: Karen St. John
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for CS 118 – Applied Game Scripting

Thank you for letting the library review the course application. The library is able to support the proposed course.

SCHOOL OF INFORMATION TECHNOLOGY AND COMPUTING

M E M O R A N D U M

DATE: November 15, 2019
FROM: John Homer, Director for SITC
RE: New Course Proposal for CS 118

SITC has an existing course, CS 116 "Applied Programming Using Scripting," that is primarily serving two distinct groups of students – (1) IS majors and other students interested in learning computer programming sufficient to study and practice data mining and analysis, and (2) DET majors and other students interested in learning computer programming sufficient to study and practice game design. The diverse goals of these two groups within the same course are difficult to satisfy.

The proposed course, CS 118 "Game Scripting," will introduce a branching path in which DET majors and other students interested in game design and implementation can learn and practice computer programming concepts with projects focused in game design. The narrower focus of this course will create opportunity to introduce fundamental concepts early and prepare students better for later courses. Similarly, moving game design concepts into a separate course will create opportunity in CS 116 for projects with greater focus on data mining and analysis.

Some core concepts within these two courses (CS 116 and CS 118) will overlap but creating a separate course will allow both groups of students to be better served. Currently, CS 116 is offered twice annually (fall and spring semesters); if this course application is approved and added to the catalog, SITC will offer CS 116 in fall semesters and CS 118 in spring semesters, teaching the same net number of courses each year.