

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: CSCI 205

Year: 2023-2024

Course Title: Computer Science III – Data Structures

Credit Hours: 3

I. Course Description: This course builds upon the content in CSCI 165 *Computer Science II* covering algorithms, data structures, and object-oriented design. Topics include built-in data structures, user defined data structures such as stacks, queues, linked lists, trees, hash tables and graphs. Algorithms include recursion, sorts, searches, and efficiency considerations. Data encapsulation is emphasized. The programming environment is a modern language such as Python, Java, or C++. Prerequisites: CSCI 165; prior completion of, or concurrent enrollment in, MATH 138 or equivalent. 3 Cr. (2 Lec., 2 Lab.) Fall semester.

II. Additional Course Information:

1. CSCI 205 is a requirement for degree completion in Computer Science A.S.
2. Students must have access to a computer with Windows, Mac OSX, or Linux installed. ChromeBooks and iPads are not appropriate for this course.
3. All software and tools used in the course are free and platform-independent. Students need to be able to install and configure software on these machines.
4. Class is offered fall semester, in-person only. Hyflex sections may be offered.

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Analyze and quantify algorithm performance using Big O notation
2. Choose appropriate data structures for given problems
3. Design and implement common data structures
4. Design programs that couple data structures and algorithms for maximum efficiency

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Outcomes

Tompkins Cortland ILOs **N/A**

Complete this section for “service” courses only (e.g. courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.

☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.

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- ☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.
- ☐ Use technology appropriate to their discipline.
- ☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes

Complete this section for program-specific courses (e.g. those that share the same 4 letter designation as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program
Computer Science A.S.

PLO: Recognize, analyze, and implement common data structures and algorithms with focus on efficiency and how this affects system resources and power consumption.

SLOs:

1. Analyze and quantify algorithm performance using Big O notation
2. Choose appropriate data structures for given problems
3. Design and implement common data structures
4. Design programs that couple data structures and algorithms for maximum efficiency

PLO: Demonstrate and apply problem solving and mathematical abilities appropriate for computer-based solutions.

SLO:

1. Analyze and quantify algorithm performance using Big O notation

SUNY General Education Outcomes N/A

If this course **assesses** a SUNY GEN ED Outcome, check all that apply and indicate which course outcome(s) address each checked item:

☐ CRITICAL THINKING - Students will:

- a. identify, analyze, and evaluate arguments as they occur in their own or others' work; and
- b. develop well-reasoned arguments.

☐ INFORMATION MANAGEMENT - Students will:

- a. perform the basic operations of personal computer use;
- b. understand and use basic research techniques; and
- c. locate, evaluate and synthesize information from a variety of sources.

☐ GENERAL EDUCATION CATEGORY - Area(s):

For courses that are approved to meet one (or more) of the ten SUNY General Education categories, indicate which category the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that category:

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Outcomes.

V. Essential Topics/Themes

1. Designing and implementing data structures in an object-oriented paradigm
2. Coupling appropriate algorithms with corresponding data structures
3. Analyzing memory requirements for both data structures and their associated algorithms
4. Analyzing and communicating efficiency of various algorithms using Big O notation
5. Tracing and diagramming call stack usage in recursive algorithms
6. Using a debugger and memory profiler to aid in algorithm analysis
7. Working with common data structures such as: lists, stacks, queues, trees, tables, and graphs
8. Analyzing common comparison-based sorting algorithms such as: bubble, selection, insertion, shell, merge, and quick sort
9. Analyzing common non-comparison based sorting algorithms such as: counting and radix sort

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Reading interactive activities	5-15%
2. Lab Assignments	45-55%
3. Exams	35-45%

VII. Texts – ☒ Required ☐ Recommended ☐ Used for more than one course (list courses)

1. Runestone Academy (OER): <i>Problem Solving with Algorithms and Data Structures using C++</i>
2. Articles and tutorials from the C++ resource network

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

1. The C++ Resource Network: https://www.cplusplus.com/
2. Algorithms and Data Structures in C++: https://www.cprogramming.com/algorithms-and-data-structures.html
3. YouTube channels that cover these topics, such as: CS Dojo, Free Code Camp, Computerphile, Crash Course

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual: Algorithm Visualizers:

- <https://www.cs.usfca.edu/~galles/visualization/Algorithms.html>
- <https://visualgo.net/en>

Electronic: Electronic debugger included with VS Code

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.