Information Systems
Assoc. Prof.

Part I - Self-Assessment

Strengths:

I love teaching! I sincerely care for students and thoroughly enjoy the moment when the “light bulb” comes on and the student gains comprehension of the material being taught. I teach the way I wanted to be taught, by someone that has my best interests at heart. I am very prompt at responding to student emails and concerns so as to try and alleviate some of their academic stress. I believe I have been given the ability to explain hard concepts using examples that students understand and can apply in their own lives. I bring my experience from industry into the classroom in order to help prepare students for post-graduation employment. Humor is a great means for teaching concepts and for helping students remain engaged. I use a lot of humor in my teaching so as to help students remain alert and attentive during class. I am also willing to admit it if I don’t know the answer and will then research the answer and report back to the students. This can be difficult since the field of technology is constantly changing but I try stay abreast of current technologies. I am genuinely enjoying my job at BYU and hope that I continue to further the institution’s mission.

Skills and competencies:

Having moved every 1-3 years of my life due to my father being in the military, I have learned to make friends quickly and easily. I feel very comfortable speaking in large and small groups along with engaging faculty and students in a one on one environment. Collegiality is a top priority in my academic life and I feel that I am a team player. I am willing to do what is expected of me and more to help our department succeed in reaching the goals BYU has set for us to achieve. I remain active in industry so as to help students understand what will be expected of them in the “real” world versus that of simply academic learning. Those are skills that translate into student success in the workplace. Having a strong industry and academic background allows me to act as mediator between the two environments. I know what is expected in the academic environment in order to be successful in the industry environment.
Research interests:

Although my job description for a professional teaching track does not require research, I never want to be considered the weak link in the department and a threat to our accreditation. For that reason, I am attempting to do research on Team cohesion. The idea of team members working together to more efficiently achieve a satisfactory result intrigues me. Professors Keith and Dean are assisting me in studying the effects of collaborative video games on team cohesion. My research shows that playing collaborative video games such as Rock Band or Halo can achieve high results of team cohesion. I also would like to continue that research with different types of collaborative video games or maybe branch out into how personalities can affect software development teams and the roles of the team members.

Citizenship opportunities:

I am a new member to the academic information systems research community (AIS) and to the association of information technology professionals. I previously served as secretary to the software quality engineering community. I currently serve as an ad hoc reviewer for CrossTalk, a peer reviewed Journal of Defense Software Engineering approved by the U.S. Department of Defense. I also am accepting the role of mentor for the AITP National competition and the Web Analytics competition and editor for our departmental newsletter. I serve on the faculty social committee as well as the IS201 curriculum committee. I am also the chair of the department social committee. I attend all departmental meetings and attend as many as possible other departmental and college meetings with employers and peers. Being new to BYU I have also taken advantage of all training opportunities within the institution.

Areas I wish to develop:

I want to learn how to be more effective in research and publishing articles in major peer reviewed journals. I also want to continue to improve my technological skills by becoming more proficient in Android and iOS mobile development. I also want to improve my skills in other development environments such as ASP.NET MVC, C#, JQuery, Ruby, or PhP.

Part II - Professional Goals and Plan

Teaching

Philosophy:

I look at students as customers and professors as the mediator between academia and industry. My job is to help students make the transition so that when they graduate they are a well-rounded individual ready to make an immediate impact upon society in both the workforce and in providing service to all mankind. I do not try and weed out students. They will weed themselves out of the program by not being responsible or putting forth the necessary effort to learn or seek help in learning the knowledge and skills needed to be successful. I am not here to crucify students in my grading. I
am a teacher whose job it is to teach! I culture the necessary environment where a student feels comfortable asking questions in order to progress in their learning and development. Elder Baxter counseled me during my interview that I must use the Spirit to do this for the Spirit testifies of all truth. My teaching philosophy must include the Spirit as a partner. When a student realizes that you as the professor truly have their best interest at heart, they will be more prone to work harder.

Goals:

My great hope for my students is that they will take the skills and ideas learned in my courses and apply them in ways that will help each fulfill his or her life’s mission, that they will use their talents for the service of others and the help the gospel move forth. My goal is to attain above seven on an eight-point scale for the Overall Instructor rating and to be above the IS average for all courses I teach and develop.

Plan:

To improve my teaching I plan to accomplish the following activities:

- Consult with peers who have taught the courses to see what works and what does not work
- Sit in on peers teaching the same course material
- Ask for advice from the chair on how to improve
- Log course evaluations for each semester and search for patterns
- Review and store course comments evaluating them for consistent suggestions on improvements
- Stay active in industry to bring knowledge into the classroom
- Attend conference(s) to increase skills
- Pray for students and that I might be in touch with the Spirit in order to discern their learning frustrations and then help them overcome.
- Create videos to help students understand difficult concepts

Before coming to BYU, I had never taught a graduate level course. I taught my first master’s level course in Winter. It was an experience. The reviews were acceptable but not to my standard. I need to counsel with faculty members in the department who are teaching those courses and seek advice on how to improve. The main problem is to understand the graduate level environment. For the most part, the courses I have been assigned to teach have not been taught before. So I am developing new course material and trying to adjust to the graduate environment.

In order to succeed, I will need to follow the same steps as outlined previously in the teaching plan (i.e. consult with peers, course evaluations, etc.)

Research

Goals:

Although I have been hired on the professional track and my main focus of evaluation is teaching, I still want to participate in research so as to assist my department in maintaining AACSB accreditation and help promote BYU throughout the field of Information Systems.
My goal is to continue my dissertation research which focused on improving team cohesion and collaboration. This fall, peers from my department Dr. Dean and Dr. Keith will assist me in continuing my research. The necessary support equipment has been acquired and we consistently meet to organize the research. The hope is that we can publish the research in one of the IS top journals.

My goal is to get at least one publication accepted in a top tiered journal within the next three years.

Teaching is my main focus and after seeking advice from my chair, I want to attend a conference that will allow me to improve my teaching and technical skills. I need to continually assess what I did right and what needs to improve and hope that the conference attendance can provide more insight.

I also want to submit a paper to AIS and hopefully have it accepted.

I know I don’t have to do these things for my CFS since I am professional but I still think it would prove beneficial to my portfolio and show the department that I want to pull my weight and more by being an effective team player.

**Plan:**

This fall we start the research for improving team cohesion. We have already started laying the foundation to create a theoretical model and also mapped out the activities that will involve students. The university has already granted approval for the research.

We will spend fall semester gathering data from BYU students that want to participate in the research. Spring semester will focus on organizing the data and the writing of a paper.

I am targeting the AIS 2014 conference for submission of the paper and submission to a journal.

In order to achieve these goals, I want to reserve Mondays, Wednesdays, and Fridays of the Fall semester from 8 am to 10 am to work on research.

**Citizenship**

**Goals:**

As I continue to progress towards CFS and since I have been hired on the professional track, my main focus needs to be teaching and citizenship. I was Chair of Computer Science for 8 years at Weber State University during which time I inherited a dysfunctional department lacking collegiality and faculty service. Having seen the damage this can cause to a program and having seen the success from turning a failing program to one that is respected, I completely understand the importance of citizenship.

My goals include but are not limited to the following:

- Assist the chair in fulfilling college requests (meetings, dinners, presentations, etc.)
• Do my best to fulfill departmental assignments on time
• Strive for faculty unity
• Assist other faculty and help them reach their goals and achieve CFS
• Stay active in industry through consulting and service
• Serve as the AITP representative for BYU IS
• Serve as the chair of the Department Social Committee
• Serve as the Department Newsletter Editor

A unified department is critical in order for a program to succeed. By having a harmonious environment where faculty respect and support one another, the curriculum will be better, students will learn more, industry will participate and support the program, and the gospel teachings will be taught by example within our own program.

**Plan:**

I trust and support my department chair. I will fulfill all assignments in a timely manner and with a positive attitude. I will participate in national organization conferences and attempt to provide leadership service as the opportunity arises.

The key to a good citizen is respect for others and responsibility. I will show both attributes in all my actions at BYU.

**Part III - Relationship Between Goals and University Aspirations, Needs**

**Teaching:**

Having never attended BYU, I am in awe how the Spirit can work in an academic environment. I pray for my student’s success and they know I care. I think that is critical. When the student knows you sincerely care about their success they work harder. I believe that my philosophy is in harmony with the gospel teachings and the more that I can invite the Spirit into the classroom the more the students will be able to learn.

I think it is critical for the student to know that I am not there to just give them a grade. I need to convince them that I have their best interests at heart and that I am pulling for them to succeed.
Research:

My main focus is teaching since I am on the professional track. However, I want to be a good representative of BYU in all aspects of academics. For that reason, I want to do some research so as to help the Information Systems department continue to hold their AACSB status and at the same time try to bring some recognition to BYU for the research being performed.

Citizenship:

The gospel invites harmony. Good citizenship promotes harmony. Thus, if I am a good citizen I am promoting collegiality within my department and adhering to gospel standards thus creating an environment conducive of inviting the Spirit. My citizenship is based upon responsibility and respect and I believe it is in line with the teachings of the gospel and the mission of the university.

Resource Needs:

My needs are being met. I have had to create and redesign courses which have been difficult but my chair has been very supportive and offers excellent advice. The faculty has been very receptive and friendly. I am given all of the equipment and monetary support needed for me to be successful.

Part IV - Summary of Goals

I want to help change the world for good through my teaching. I want students to remember that Dr. Anderson loved them and cared about their success. I want to be the teacher like I have had that has changed my life for good. Most importantly, I want my students to be the best. I want them to know that they are a son or daughter of God that loves them and wants them to succeed. I want my Heavenly Father to be proud of my service I am trying to render (however small and insignificant it might be). I would like BYU to always think of me as being one of the best teachers they have ever hired that promotes a learning environment conducive with the Spirit and mission of BYU.
Citizenship Project Proposal

1. From faculty development plan:

Citizenship Goals:

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Citizenship Plan:

I trust and support my department chair. I will fulfill all assignments given in a timely manner and with a positive attitude. I will participate in national organization conferences and attempt to provide leadership service as the opportunity arises.

The key to a good citizen is respect for others and responsibility. I will show both attributes in all my actions at BYU.

2. Specific Citizenship Goals

- Attend all department meetings
- Attend as many college and university events as possible where departmental support is requested
- Be respectful of other faculty and see positive attributes in each individual
- Be respectful and appreciative of departmental staff knowing their value and contribution to the program
- Ask for input from other faculty members and value their opinion in regards to improving my teaching
- Complete assignments in a timely manner
• Attend at least one conference each year in order to build relationships with peers
• Although not required, participate in research in order to help department maintain AACSB accreditation
• AITP Faculty Representative for BYU Information Systems (includes forming competitive teams, training team members, attending the AITP conference, and supporting students in their competitions)
• Make sure the newsletter looks professional and is delivered in a timely manner
# COURSE SYLLABUS

**Information Systems 303: Introductory Programming in Java**  
**Winter 2014**

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>TAs:</th>
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<tbody>
<tr>
<td><strong>Name:</strong></td>
<td><strong>Section 1 (11:00 am – 12:15 pm)</strong></td>
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<tr>
<td><strong>Office Phone:</strong></td>
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<td><strong>Office Location:</strong></td>
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<tr>
<td><strong>Email:</strong></td>
<td><strong>Section 2 (3:30 pm – 4:45 pm)</strong></td>
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<tr>
<td><strong>Office Hours:</strong></td>
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</tr>
<tr>
<td><strong>Office Location:</strong></td>
<td><strong>Office Location:</strong> TBD</td>
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</tbody>
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## Class Meeting Schedule
- **Section 1:** M/W 11:00 am-12:15 pm  
- **Section 2:** M/W 3:30 pm-4:45 pm

## Co-requisite:
Information Systems 201 or concurrently enrolled in IS201

## Textbook:
- Why Not? How to Use Everyday Ingenuity to Solve Problems Big and Small, Nalebuff and Ayres

## Links that might be helpful:
- [http://docs.oracle.com/javase/specs/](http://docs.oracle.com/javase/specs/)  
- [http://docs.oracle.com/javase/tutorial/](http://docs.oracle.com/javase/tutorial/)  

## Laptop Computer:
Some sections of this course are designated as "Laptop Only." These sections require that students bring their own laptop computer for use in class. The laptop must have Windows (not the Mac version) installed. If you use a Mac laptop, you will be responsible for setting up **Bootcamp** (free), **VMware Fusion** ($50), or **Parallels** ($80) so that you can run a Windows OS on your Mac. You are also responsible for installing a Windows OS, the JRE, JDK, and Eclipse. Although the TAs can assist you with this process if you are unfamiliar, it is ultimately your responsibility to ensure your laptop has the right software.

## Course Description
The topics covered in the course focuses on problem solving using Java and other programming tools. Topics covered include: principles of problem solving, flowcharting, pseudo code, data types, operators, object oriented programming, selection, repetition, arrays, inheritance, building forms, and data access.

Problem solving is one of the critical skills an Information Systems graduate from BYU can attain. Java is merely the tool for solving the problem. Although it is highly sought out for many employment opportunities, the skills learned in this course can be applied to any programming language being implemented.

As seen throughout the course, even those that are not IS majors can benefit by learning software development and problem solving using a programming language. No matter your major, you will no doubt end up interacting with
software developers or require the use of software to assist in executing your job sufficiently to be deemed productive or successful.

**Course Design**

This course is a hands-on course. It is very beneficial if you bring your laptops daily to class and follow along with the many samples that will be presented to help students understand difficult concepts. Programming is just like learning how to play the piano. The more you practice, the more proficient you can become. If you only look at the material long enough to get the homework sloppily completed and turned in you will NOT become the student you truly want to be. You need to master these skills and this can only be done through repetition and applying the concepts to problems. Many students do the samples in the book. I would suggest going one step further and that is to think of a problem you want to solve and then apply the concepts learned in this course to that problem.

Students should expect to spend 3 to 4 hours per credit for this course. That translates to approximately 9-12 hours per week. However, depending on your abilities or your drive to succeed, you might possibly spend more hours than anticipated. Many students have confessed that the more they submerge themselves into the material the more they find they are spending many hours just enjoying programming or trying new things.

I use a lot of humor in my teaching. I know school is hard. I know it is hard to stay awake. Often, you might be running on limited sleep due to your job or other classwork. I will do my best to keep you awake and learning. Please do your part by reading ahead and coming to class prepared with questions to ask. Be willing to participate and it will help you reinforce your learning.

There is a midterm and final exam. They are hard but fair. They focus on the little things which you will find is exactly what you need to learn in order to succeed in industry. There are multiple quizzes to help you stay on schedule. It is quite easy to succeed in this course and can be summed up in one word, responsibility. Just do your work, come to class, and study hard. It really is simple 😊

You are required to complete all projects and homework on your own. You can discuss the work with other students but the work you submit must be your own. An essential part of this (or any) class is learning to treat others, including professors, teaching assistants, and fellow students, with professional respect and courtesy in all interactions. Because students sometimes lose sight of this important aspect of their work, it will be a consideration in your grade. If you treat the professor or any of the teaching assistants with rudeness or abrasive behavior, you may be subject to a 5% deduction in your class average. While the need for such a deduction rarely occurs, discourteous behavior is so unpleasant to those involved and can cause such long term damage to the perpetrator’s reputation and career that I feel it is essential to establish this policy. It will probably apply to few, if any, students this semester. It will not apply to you if you always treat others with courtesy.

**Preventing Sexual Discrimination or Harassment**

Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law and by Brigham Young University policy. If you feel you are being subjected to sexual discrimination or harassment, please bring your concerns to the professor. Alternatively, you may lodge a complaint with the Equal Employment Office (D-240C ASB) or with the Honor Code Office (4440).

**Students with Disabilities**

If you have a disability that may affect your performance in this course, you should get in touch with the office of Services for Students with Disabilities (1520 WSC). This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.
Honor Code Standards

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Do NOT copy code or review code from fellow classmates! That is considered cheating and can result in a failing grade and being turned in to the Honor Code office.

Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Cell Phones

Students are not allowed to use cell phones in classes in the Marriott School. Please turn them off as you enter the classroom and keep them stored out of sight in your backpack or pocket. Not only can these phones be a disruption to class, but with built-in cameras, students have been known to take pictures of grade rolls containing sensitive information, examinations and even fellow classmates. Each of these represents an invasion of privacy that we need to avoid. Some students have also used their phones to send text messages during class sessions, sometimes to other students in the same classroom. On rare occasions these text messages have contained confidential information that is not appropriate to share during a class session. For these reasons, the Marriott School has chosen to establish a policy that all cell phones should be turned off and kept stored out of sight during all class sessions. Please comply with this Marriott School policy.

Learning Objectives

1. **Course content:** Master essential programming concepts through the use of Java syntax.
2. **Critical thinking:** Develop critical thinking skills through solving programming problems in homework, on projects, and on tests.
3. **Written communication:** Be able to identify the problem and solution and then implement a solution using software engineering practices. Learn the standard syntax for Java programs and other programming tools. Demonstrate this knowledge by writing a significant number of programs, including three large programs.
4. **Group work:** As an Information Systems potential major you must learn how to work in a group to accomplish a task. Teamwork is critical to your future success in the industry.

Grading Policy

Grades will be maintained on Learning Suite and will be updated frequently. Please see the TA as soon as you notice any errors in your grades. **You will have one week after an assignment score is posted to resolve any problems with that assignment.** The following activities will provide the basis for assessing student performance.

<table>
<thead>
<tr>
<th>Assessment Activities</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Homework</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Project 1</td>
<td>5%</td>
</tr>
<tr>
<td>Project 2</td>
<td>5%</td>
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<tr>
<td>Project 3</td>
<td>10%</td>
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<tr>
<td>Robocode (And Team Eval)</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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<tr>
<td>Professionalism (attitude, preparation, participation, attendance, etc...)</td>
<td>+/-</td>
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</tbody>
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**Final Letter Grades**

In compliance with Marriott School policy for the IS 303 class, the final average GPA in the class must be 3.4 (in other words there is a curve for the class). The following table describes where I think the cutoffs between the various grades will end up. Because the class is curved, I do not guarantee that the cutoffs between letter grades will remain at these levels. The cutoffs may move in either direction.

**Letter Grades:**

\[
\begin{align*}
Total & \geq 95\% & \ldots A & 74\% \leq Total < 77\% & \ldots C \\
90\% \leq Total < 95\% & \ldots A- & 70\% \leq Total < 74\% & \ldots C- \\
88\% \leq Total < 90\% & \ldots B+ & 67\% \leq Total < 70\% & \ldots D+ \\
84\% \leq Total < 88\% & \ldots B & 64\% \leq Total < 67\% & \ldots D \\
80\% \leq Total < 84\% & \ldots B- & 60\% \leq Total < 64\% & \ldots D- \\
77\% \leq Total < 80\% & \ldots C+ & Total < 60\% & \ldots F
\end{align*}
\]

Incompletes can only be given in extraordinary circumstances.

**Grade Disputes**

If you feel an assessment has been graded unfairly or if you feel you have a better solution, write up your dispute and send it to the professor via email within a week of grade posting.

**Quizzes and Homework**

Most quizzes will be administered through Learning Suite and must be completed by 11:55pm. However, make sure you keep a close watch on the Learning Suite schedule for exact details. Depending on the needs of the class, I may change deadlines for quizzes and homework. You may drop 1 quiz and 1 homework assignment. The purpose of the dropped quizzes/problems is to allow for a missed class due to a death in the family, a marriage, brief sickness, etc. that may occur during the semester. Therefore, please do not ask for permission to make up and quiz unless you have a justifiable reason for missing more than two.

**Projects**

Projects give you an opportunity to develop and demonstrate mastery of concepts previously discussed in class and in the readings. They are more intense than the homework and require you to apply the concepts of all homework to solve a specific problem. You may turn projects in late, but to be fair to the students that turn their work in on time, late projects submissions will be penalized 40% and must be turned in by the Friday of the week it was originally due. In determining final grades, no projects will be dropped.

**Professionalism**

As in all business classes, students are expected to act professionally inside and outside of the classroom. This includes the following:
1. **Appropriate use of TA Help.** Contact TAs for help with homework and for questions concerning software applications, grading, and the posting of grades to Learning Suite. The TAs are a valuable resource and are willing to help you succeed in this class. However, the TAs will NOT divulge solutions or "pre-grade" any assignments. In other words, they will help you understand a specific concept but, they will NOT give you a solution or tell you if your solution is correct. In the work world, your boss expects your work to be valid and correct. This policy encourages you to take responsibility to understand and apply concepts.

   When requesting help from the TAs or professor, I expect that you will have read the background material and have made a reasonable effort to solve the problem beforehand. It is important that you exercise your ability to think and problem-solve before asking the TAs for help. Asking the TA for help when you have not made a sincere effort to complete the problem or assignment is not acceptable. In fact, TAs will not help you unless you have already put forth some effort on your part. Once you have put forth the necessary effort, TAs will be more than happy to help you solve problems or better understand concepts.

   **DO NOT WAIT UNTIL THE LAST MINUTE** to do homework or projects and expect that the TAs will be available to help you. TAs can only serve students on a first-come, first-serve basis during the time TAs have available. So work on projects early.

2. **Classroom Conduct.** In order to maintain a professional atmosphere in the classroom, students should do the following:
   - Arrive early so that class can start on time. Late attendance is disruptive, unprofessional, and will negatively affect your grade.
   - Be prepared to participate.
   - Do not eat, read newspapers, or engage in private conversations during lectures and presentations.

3. **Courteous Behavior.** Professionalism includes treating the professor, TAs, and other class members with courtesy and respect. Examples of discourteous behavior include but are not limited to dominating class discussion time, groveling for points, and making unreasonable demands on the TA's or the professor's time.

4. **Keep copies of your submissions.** Make a BACKUP copy of ALL your project computer files. For email submissions, you may "Copy Self", to show the message was sent on time. It is your responsibility to keep copies of all homework assignments in case a score fails to get recorded.

**Marriott school course policies**
See [http://marriottschool.byu.edu/students/classroompolicies/](http://marriottschool.byu.edu/students/classroompolicies/) for Marriott School classroom policies.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>Course Intro, Problem Solving (A whole new world)</strong></td>
<td>HW 1 - Solve the problem</td>
<td>CT, WC</td>
</tr>
<tr>
<td></td>
<td>Read Why Not pages 1-132</td>
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<tr>
<td></td>
<td><strong>Develop a Plan (Flowcharting)</strong></td>
<td>HW 2 - Flowchart to solve problem and Pseudo code</td>
<td>CT, WC</td>
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<tr>
<td></td>
<td>Download and install Microsoft Visio</td>
<td>HW 3 – Group Problem Solve</td>
<td>CT, WC, GW</td>
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<td></td>
<td>Pseudo code</td>
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<td>• Visit <a href="http://www.cse.unr.edu/~bei/examples/pseudocodes/Pseudocode.doc">www.cse.unr.edu/~bei/examples/pseudocodes/Pseudocode.doc</a></td>
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<tr>
<td>Week 2</td>
<td><strong>Java Environment</strong></td>
<td>Check - Install Java and Eclipse</td>
<td>CT</td>
</tr>
<tr>
<td></td>
<td>• Visit <a href="http://javatester.org/version.html">http://javatester.org/version.html</a> for a java version tester</td>
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<tr>
<td>Week 3</td>
<td>Selection</td>
<td>HW 5 – Program 2 (Selection)</td>
<td>CC</td>
</tr>
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<tr>
<td></td>
<td>Lab Day</td>
<td>Quiz 1</td>
<td>CT, WC</td>
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<tr>
<td>Week 4</td>
<td>Looping</td>
<td>HW 6 – Program 3 (Looping)</td>
<td>CC</td>
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<td>Lab Day</td>
<td>Quiz 2</td>
<td>CT, WC</td>
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<tr>
<td>Week 5</td>
<td>Object Orientation</td>
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<td>CC</td>
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<tr>
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<td>Lab Day</td>
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<tr>
<td>Week 6</td>
<td>Object Orientation (cont.)</td>
<td>HW 7 – Program 4 (OOP)</td>
<td>CC</td>
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<tr>
<td></td>
<td>Arrays</td>
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<td></td>
<td>Read Chapter 5</td>
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<tr>
<td>Week 7</td>
<td>Arrays (cont.)</td>
<td>Quiz 3</td>
<td>CT, WC</td>
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<tr>
<td></td>
<td>Strings</td>
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<tr>
<td>Week</td>
<td>Activity</td>
<td>Homework Description</td>
<td>Instructor(s)</td>
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<tr>
<td>8</td>
<td>Lab Day</td>
<td>HW 8 – Program 5 (Arrays and Strings)</td>
<td>CC</td>
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<tr>
<td></td>
<td>Methods and Classes</td>
<td>None</td>
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<tr>
<td></td>
<td>Read Chapter 6</td>
<td>Group work</td>
<td>CT. GW</td>
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<tr>
<td>9</td>
<td>Robocode</td>
<td>Group work</td>
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<tr>
<td></td>
<td>• Visit and download Robocode <a href="http://robocode.sourceforge.net/">http://robocode.sourceforge.net/</a></td>
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<tr>
<td></td>
<td>Start working on Tutorials <a href="http://robowiki.net/wiki/Robocode_Basics">http://robowiki.net/wiki/Robocode_Basics</a></td>
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<td></td>
<td>Lab Day</td>
<td>Group work</td>
<td>CT, GW</td>
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<td>10</td>
<td>Robocode (continued)</td>
<td>Quiz 4</td>
<td>CT, WC</td>
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<td>Project 2 due (Selection/Looping)</td>
<td>CT</td>
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<td>Tournament 1 (problem solving)</td>
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<td>Robocod Project (Tank Review)</td>
<td>CT, WC, GW</td>
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<td>11</td>
<td>Lab Day</td>
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<tr>
<td></td>
<td>Tournament 2 (problem solving)</td>
<td>Robocod Project (Tournament)</td>
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<tr>
<td>12</td>
<td>Inheritance</td>
<td>None</td>
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<td></td>
<td>Read Chapter 7</td>
<td>Quiz 5</td>
<td>CT, WC</td>
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<td>HW 9 – Program 6 (Inheritance/Ex. Hand)</td>
<td>CC</td>
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<tr>
<td>Week 13</td>
<td>WindowsBuilder/Java/Access</td>
<td>None</td>
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<tr>
<td>Week 14</td>
<td>WindowsBuilder/Java/Access (cont.)</td>
<td>Project 3 due (OOP and Arrays)</td>
<td>CC</td>
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<tr>
<td>Week 15</td>
<td>Review for Final Exam</td>
<td>HW 10 – Program 7</td>
<td>CC</td>
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<tr>
<td></td>
<td>No Class - Exam Prep Day</td>
<td>WindowsBuilder/Access none</td>
<td>none</td>
</tr>
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</table>
1. From faculty development plan:

Research Goals:

Although I have been hired on the professional track and my main focus of evaluation is teaching, I still want to participate in research so as to assist my department in maintaining AACSB accreditation and help promote BYU throughout the field of Information Systems.

My goal is to continue my dissertation research which focused on improving team cohesion and collaboration. This fall, peers from my department Dr. Dean and Dr. Keith will assist me in continuing my research of Increasing Team Cohesion through the Use of Collaborative Video Games. The necessary support equipment has been acquired and meetings continue to organize the research. The hope is that we can publish the research in one of the IS top journals.

My goal is to get at least one publication accepted in a top tiered journal within the next three years.

Teaching is my main focus and after seeking advice from my chair, I want to attend a teaching/education conference that will allow me to improve my teaching. I need to continually assess what I did right and what needs to improve and hope that the conference attendance can provide more insight.

I also want to submit a paper to AIS and hopefully have it accepted.

I know I don’t have to do these things for my CFS since I am professional but I still think it would prove beneficial to my portfolio and show the department that I want to pull my weight and more by being an effective team player.

Research Plan:

This fall we start the research for improving team cohesion. We have already started laying the foundation to create a theoretical model and also mapped out the activities that will involve students. The university has already granted approval for the research.

We will spend fall semester gathering data from the IS201 and IS100 students that want to participate in the research. Spring semester will be the organization of the data and the writing of a paper.

I am targeting the AIS 2014 conference for submission of the paper.

2. Scholarly Goals (completed by July 2014)

I. Papers to submit based on existing work completed
   a. Submit paper to top tiered journal (TBD) by the end of summer 2014
   b. Submit paper to AIS 2014
   c. Organize class evaluations and assess to improve teaching (ongoing each semester)

II. New projects that need to begin
   a. I would like to begin research on forming effective teams based upon personalities
   b. Expand research on team cohesion to determine if some collaborative video games and genres are more effective than others
3. **Strategies to Meet Scholarly Goals**

The key for me to reaching these goals is to simply have courage to try. I submitted my first paper recently and was rejected. That was VERY difficult to accept. I have not done this before so that was a huge blow to my confidence. I need to rely upon my departmental peers and their expertise to keep moving forward.

I also need to make sure we have consistent meetings for the fall research and follow up with peers to make sure all tasks are completed on time.

Organization is the key. I will set weekly goals for the research and assess each Monday if the goals were met and whether the project is on target to meet the completion date.

4. **Evaluating the Success of Scholarship Strategies**

Evaluating the success of the strategy is determined by the acceptance of a paper into a top tiered journal. If the paper is not accepted then I need to take the reviewer’s comments and keep improving the paper until I reach my goal.