PROGRAMMING LANGUAGE PARADIGMS

Curt Clifton
Rose-Hulman Institute of Technology

TEAM EVALUATIONS

- On ANGEL
- Available after 3pm today
- Due by 8am Monday
- Failure to complete will result in a full letter grade deduction for your team project score

COURSE OUTCOMES

- Write programs in a variety of programming language paradigms using the features unique to those paradigms.
- Identify the semantic similarities and differences between a new programming language and previously known languages.

COURSE OUTCOMES

- Clearly explain the key semantic features of a new programming language, including how to begin using it and its strengths and weakness.
- Develop medium-sized applications in a new programming language through independent study.

IF YOU WERE DESIGNING A LANGUAGE…

APPLICATION DOMAIN?

STATIC OR DYNAMIC TYPES?

or no type safety at all?

Q2

OBJECTS? CLASSES? PROTOTYPES?

Q3

METHODS? FUNCTIONS? PATTERN MATCHING?

Q4

CLOSURES?

Q5

ACTORS?

Q6

WHAT WOULD YOU LEAVE OUT?

Q7

Course Evaluations

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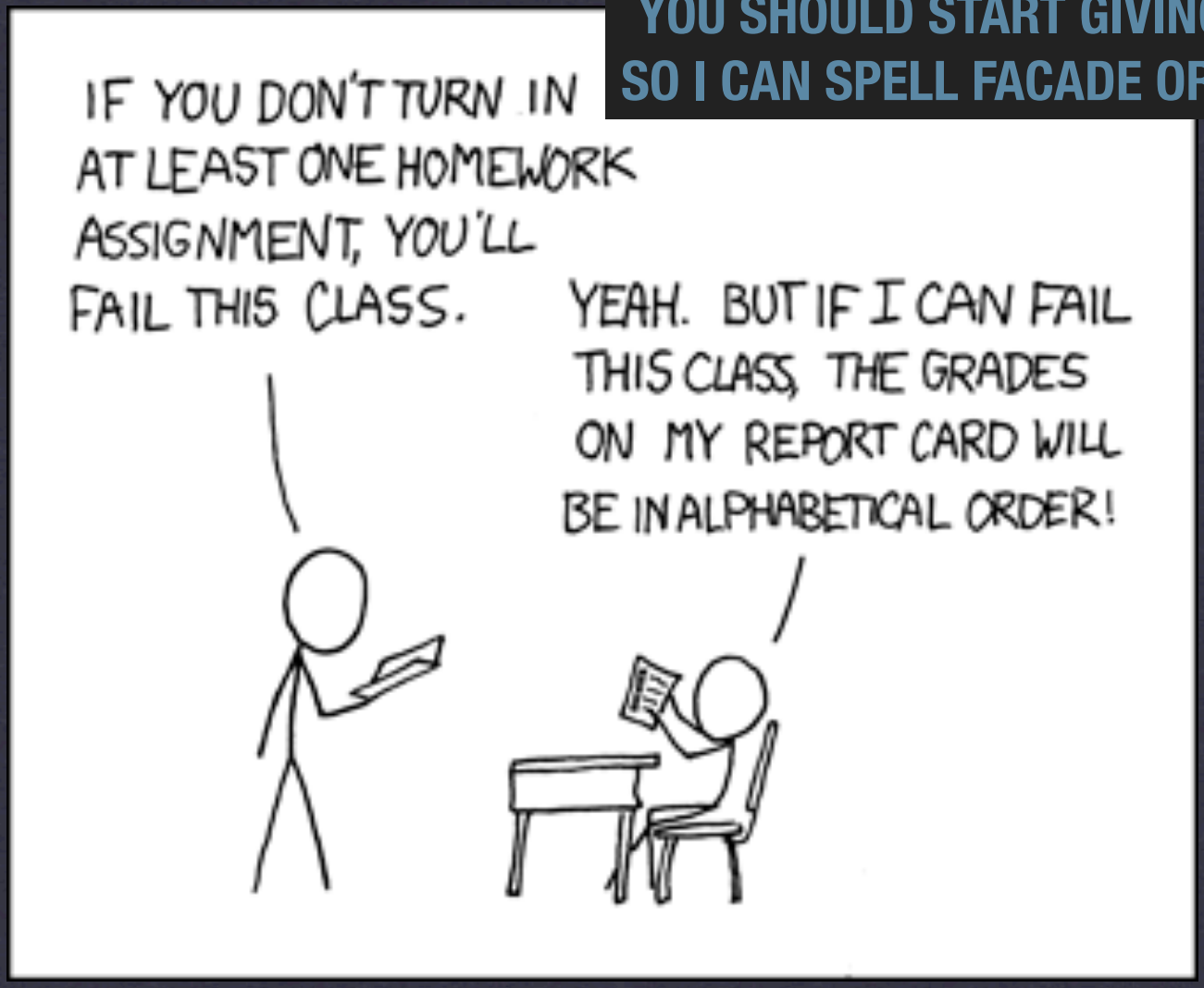
YOU SHOULD START GIVING OUT 'E'S SO I CAN SPELL FACADE OR DEFACED.



CARTOON OF THE DAY

PRIORITIES

How are Course Evaluations Used?

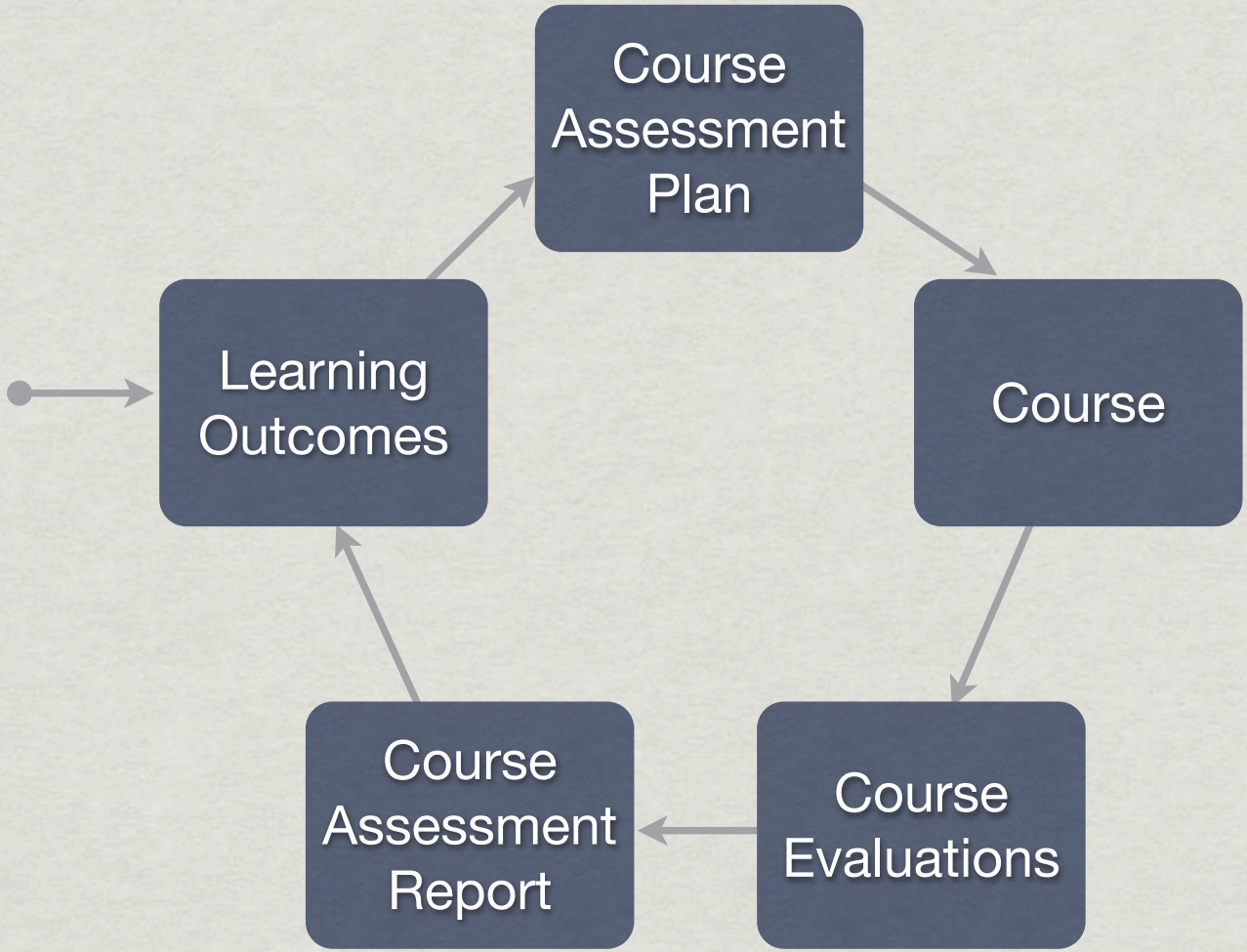
To Improve Instructor Performance

- Comments and summary to instructor
- Instructor adds response:
  - Plan for improvement
  - Explanation for bizarre comments
- Package goes to department head for review

For Promotion and Tenure Decisions

- Full set of course evaluations (plus a couple hundred pages of supporting information) goes to Dean and PTR committee
- Dean and PTR committee make separate recommendations to President
- President has final decision on tenure

To Improve Courses and Curriculum



How You Can Be Most Helpful

TO ME, TO ROSE-HULMAN, TO FUTURE STUDENTS, …

- Give very specific feedback
  - What worked well
  - What didn't work, and how that could be fixed
- Consider your audience
  - Instructor (primarily), department head, Dean, PTR committee

Examples: Useful or Not?

- “There was disorganization within the course, specifically the first few weeks”
- “I am still not convinced if this course is any [sic] useful.”
- “Assignments greatly reinforced the class material.”
- “Curt should improve his aim and/or develop better student-avoidance skills.”
- “He seemed surprisingly enthusiastic…”
- “Lecture was well augmented with lab. Class discussions were great.”
- “Clifton did a good job of taking an incredibly boring topic and making it interesting. …
- … By combining power point presentations with white board demonstrations, he was able to address multiple learning styles. His enthusiasm during lectures helped to keep us engaged.”

CARTOON OF THE DAY

YOU CAN DO THIS ONE IN EVERY 30 TIMES AND STILL HAVE 97% POSITIVE FEEDBACK

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