

	Ministry of Higher Education and Scientific Research. University of Anbar. Department of Information System.	
--	--	--

## MODULE DESCRIPTOR FORM

Module Information					
<b>Module Title</b>	Structured programming II			<b>Module Type</b>	TYPE C
<b>Module Code</b>	ISSP201	<b>ECTS Credits</b>		8	
<b>Module Level</b>	UGI	<b>Semester of Delivery</b>		Two	
<b>Administering Department</b>	IS	<b>Faculty</b>	CSIT		
<b>Module Leader</b>	Mahmoud Hilal Farhan	<b>e-mail</b>	Mah2005hilal@uoanbar.edu.iq		
<b>Module Leader's Acad. Title</b>	Lecturer	<b>Module Leader's Qualification</b>		PhD	
<b>Module Tutor</b>	Mahmoud Hilal Farhan	<b>e-mail</b>	Mah2005hilal@uoanbar.edu.iq		
<b>Peer Reviewer Name</b>	/	<b>e-mail</b>	/		
<b>Review Committee Approval</b>	DD/MM/YY	<b>Version Number</b>	2.0		

Relation With Other Modules	
<b>Pre-requisites</b>	ISSP101
<b>Co-requisites</b>	
Module Aims, Learning Outcomes and Indicative Contents	
<b>Module Aims</b>	Learn how to use the Advanced Tools helps programmers write fast, portable programs The main principles of collections programming and the development of programming languages Learn the advanced principles of Structure programming
<b>Module Learning</b>	A- Knowledge and Understanding collection such as list and Dictionaries

<b>Outcomes</b>	A2.Learn about Files and Exceptions A3.Learn about advanced topics in python
<b>Indicative Contents</b>	
<b>Learning and Teaching Strategies</b>	
<b>Strategies</b>	The main strategy that will be adopted in delivering this module are: 1. Power point presentation (Data show). 2. Explanation on the white board using different color markers. 3. Discussions with the student during teaching. 4. Interaction with students through daily problems practice through lecture. 5. Solve different problems with more exercises. 6. Submit assignment that develop student learning.

<b>Module Delivery</b>	
<b>Structured workload (h/w)</b>	5.34
<b>Unstructured workload (h/w)</b>	8
<b>Total workload (h/w)</b>	13.34

<b>Module Evaluation</b>				
	<b>Time/Number</b>	<b>Weight (Marks)</b>	<b>Week Due</b>	<b>Relevant Learning Outcome</b>
<b>Quizzes</b>	3	6% (6)	3,7 and 11	
<b>Assignments</b>	2	6% (6)	2 and 12	
<b>Projects / Lab.</b>	1	15% (15)	Continuous	
<b>Report</b>	1	5% (5)	13	
<b>Midterm Exam</b>	2 hr	18% (18)	7	
<b>Final Exam</b>	3 hr	50% (50)	16	
<b>Total</b>		100% (100 Marks)		

<b>Learning and Teaching Resources</b>		
	<b>Text</b>	<b>Available in the Library?</b>

<b>Required Texts</b>	Deitel, Paul, Harvey Deitel, and Paul J. Deitel. Python for Programmers. Addison-Wesley Professional, 2019.	
<b>Recommended Texts</b>	Tony Gaddis, Starting Out with Python, 5th editio, Haywood Community College, Pearson 2021	
<b>Websites</b>	<a href="http://w3schools.com">Python in w3schools.com</a>	

<b>Delivery Plan (Weekly Syllabus)</b>	
	<b>Material Covered</b>
<b>Week 1</b>	<b>Functions:</b> Functions with Parameters and Variables in Functions
<b>Week 2</b>	<b>Functions:</b> Return Values
<b>Week 3</b>	<b>Functions:</b> Importing Functions into Other Programs
<b>Week 4</b>	<b>Lists:</b> Adding Elements to a List, Removing Elements from a List, and Rearranging the Elements in a List
<b>Week 5</b>	<b>List:</b> Searching a List and Lists as Return Values and Arguments
<b>Week 6</b>	<b>Dictionaries:</b> Accessing, Modifying and Adding Values, Removing a Key-Value Pair and Additional Dictionary Operations
<b>Week 7</b>	<b>Mid-Term Exam</b>
<b>Week 8</b>	<b>Dictionaries:</b> Loops and Dictionaries and Dictionaries as Arguments and Return Values
<b>Week 9</b>	<b>Dictionaries:</b> Dictionaries: Accessing, Modifying and Adding Values, Removing a Key-Value Pair and Additional Dictionary Operations
<b>Week 10</b>	<b>Dictionaries:</b> Loops and Dictionaries and Dictionaries as Arguments and Return Values
<b>Week 11</b>	<b>Files :</b> Opening a File, and Reading Input from a File
<b>Week 12</b>	<b>Files:</b> End of Line Characters and Writing Output to a File

<b>Week 13</b>	<b>Files : Command Line Arguments Exceptions</b>
<b>Week 14</b>	<b>Recursion : Summing Integers , Fibonacci Numbers and Counting Characters</b>
<b>Week 15</b>	<b>Preparatory Week</b>
<b>Week 16</b>	<b>Final Exam</b>

**APPENDIX:**

<b>UNIVERSITY of Anbar</b>				
<b>GRADING SCHEME</b>				
<b>Group</b>	<b>ECTS Grade</b>	<b>% of Students/Marks</b>	<b>Definition</b>	<b>GPA</b>
<b>Success Group (50 - 100)</b>	<b>A - Excellent</b>	Best 10%	Outstanding Performance	<b>5</b>
	<b>B - Very Good</b>	Next 25%	Above average with some errors	<b>4</b>
	<b>C - Good</b>	Next 30%	Sound work with notable errors	<b>3</b>
	<b>D - Satisfactory</b>	Next 25%	Fair but with major shortcomings	<b>2</b>
	<b>E - Sufficient</b>	Next 10%	Work meets minimum criteria	<b>1</b>
<b>Fail Group (0 - 49)</b>	<b>FX – Fail</b>	(45-49)	More work required but credit awarded	
	<b>F – Fail</b>	(0-44)	Considerable amount of work required	

**Note:**

NB Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The university has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.