LaSalle College
Montréal

COURSE OUTLINE

Course identification

Name of programs – Codes:	COMPUTER SCIENCE TECHNOLOGY - PROGRAMMING – 420.BP
	INFORMATION TECHNOLOGY PROGRAMMER - ANALYST – LEA.3Q
Course title:	**TRENDS IN TECHNOLOGY**
Course number:	420-TT4-AS
Total number of course hours:	60 Hours
Weighting:	2-2-2
Statement of the competency– Code:	Adapt to information technologies – 00SH

Contribution of the course in the program

Course position

This course is located in the fourth semester of the *Information Technology Programmer-Analyst* (LEA.3Q) program and in the sixth semester of the Computer Science Technology-Programming (420.BP) program. Its duration is 60 hours divided into 30 hours of theory and 30 hours of application exercises plus approximately 30 hours of homework. In both programs this course shares the development of the 00SH competency with *Internship* (420-SG4-AS) given in the fourth semester for LEA.3Q and with *Workplace Integration: Programming* (420-EP6-AS) offered in the sixth semester for 420.BP which completes its development. In both programs, *Information System Analysis and Modeling* (420-AS2-AS) and *Databases II* (420-BD2-AS), given in the second semester for LEA.3Q and in the third semester for 420.BP; As well as *Object-Oriented Programming Concepts* (420-CT2-AS) and *Web Client Development* (420-DW2-AS) given in the second session for both programs are prerequisites for this course. In the LEA.3Q program, this course is a prerequisite for *Internship* (420-SG4-AS), given in the fourth semester and for *Workplace Integration: Programming* (420-EP6-AS) given in the sixth session for 420.BP.

Scope of the course

During this course, students learn and understand how to work with new technologies by introducing them to industry trends and tools that are required in the work place for them to work as professionals with hands-on experience. Front end Javascript frameworks such as VueJs, React, Nodejs and Angular are introduced. Students will apply latest tendencies of compiling CSS files to create more optimized versions of their files such as with Saas and LESS. Javascript primer is introduced to know the latest Javascript needs for the job market. Bootstrap's role in helping create websites that can be viewed on various ecosystems and devices will be explored. Using Docker in addition to VSCode to their development environment, to create instances of their project and packaging their applications in containers to make it easy to deploy as well as test with all the minimum needed requirements.

Upon completion of this course, students will acquire the competencies that will allow them to better understand web development and be professional web developers from end to end. Topics such as package management systems and how they work with web frameworks might be elaborated. Students will create a project that utilizes all those technologies to create a portfolio that will give them a competitive edge when applying for programming and development positions in the job market.

Course components (objective and standard of the competency)

Expected outcomes (achievement context of the competency)

The achievement context of these competencies will reflect the conditions as they occur in the following settings: academic, professional, work, or life environment.

Achievement context of the competency: Adapt to information technologies – 00SH

- – Using information sources
- – Using computer applications and equipment .

Throughout the course, you will engage in various learning situations/activities so that by the end of the course, you will have met the expected outcomes.

Elements and performance criteria

The elements of an objective formulated in terms of the competency specify its essential components. They include only what is necessary in order to understand and master the competency. If the competency is described as a process, the elements are the steps for execution.

The performance criteria are the specific pre-established requirements upon which you and your teacher can objectively judge your development of the targeted competency. They are part of the description of this competency. They are prescriptive.

Sometimes an element appears in more than one course. If this is the case, a number indicates its complexity level: level one (1) being the simplest, level two (2), average, and level three (3), advanced, at the ministerial level.

Below are the elements of the competency and performance criteria for this course that are to be respected:

Competency: Adapt to information technologies. – 00SH

General ministerial and institutional performance criteria:

- – Sense of organization
- – Respect of the code of ethics
- – Communication skills
- – Quality of analysis and implementation

Elements of the competency	Performance criteria specific to each element
1.Monitor technological developments.	1.1 Effective search for information sources 1.2 Appropriate use of monitoring tools 1.3 Accurate analysis of the information collected 1.4 Accurate identification of the technologies to test
2.Test software and hardware technology.	2.1 Proper connection of computer equipment and the necessary peripheral devices 2.2 Proper installation of the necessary programming applications or tools 2.3 Adequate testing of the technology

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	2.4 Attitudes and behaviours that demonstrate self-reliance and open-mindedness
3. Draw up technological opinions.	3.1 Active participation in discussions 3.2 Satisfactory justification of the technology's potential

Course content/main themes

*Listed below is the **essential** content to be covered in this course:*

1. Container Management

    –   Intro to Docker containers and Installing Docker Desktop

    –   Docker Hub and running your first container

    –   Managing containers and volumes

    –   Creating your own container

2. Javascript ES6 (introduction or review)

3. React.js, Node.js (or Deno.js), and NPM package management.

Learning activities

Provided below are examples of learning activities that correspond to the competency for this course. The learning activities are found in the course calendar that complements this course outline.

–   Active participation and application by students while teacher demonstration

–   Case studies

–   Project

–   Problem solving

–   Group work and discussions

Terms for Evaluating Learning

The evaluation of your learning is based on two inseparable methods: formative evaluation and summative evaluation. These two evaluation types are formal. Detailed information on the evaluation schedule is found in the course calendar, under the "Formative and summative evaluation schedule" column.

Formative evaluation

Following a learning activity or learning period, time is set aside for introspection. You will determine what has been understood and achieved and seek to identify the nature and origin of weak areas. These

designated periods consist of simple means: short tests, association games, logbooks, a portfolio, questions, creating of samples, etc.

*Formative evaluation is frequent and covers as many aspects as possible. It takes place in class, individually or in groups, and leads to immediate decisions. **You are the one who assumes the bulk of the work during individual or group corrections, adjustments and other self-evaluation tasks. The purpose is not to determine grades.***

If you take the results of the formative evaluations seriously throughout the course, you will ensure preparedness for the summative evaluations. You will be able to make the necessary progress to acquire the targeted competency at the required level, according to the achievement context and pre-established performance criteria.

Below are some examples of formative evaluation methods that correspond to the targeted competency for this course:

- End of chapter hands-on problem solving
- Group Lab exercises
- Case studies in class and homework
- Teacher feedback after students' hands-on practice

Summative evaluation

Summative evaluations are less frequent. They take place later on, towards the middle and end of the semester. This gives you the time to integrate your learning and to learn how to apply it to situations related to the targeted competency. The summative evaluation material is prepared by your teacher according to the description of the course's targeted competency: its elements, achievement context and performance criteria.

The work completed in summative evaluations is graded. The purpose is to determine what you have learned.

Below is the information on the summative evaluation schedule and details for this course, as well as the weighting of marks:

Evaluations	*Weighting*
Midterm Exam	30 %
Project	30 %
Final Exam	40 %
Total	100%

Institutional requirements

Student's commitment

By registering for this course, you commit to:

— *obtain the necessary course materials at the start of the semester;*
— *respect the copyright;*
— *participate in the learning activities, formative and summative evaluation activities outlined in the course calendar;*
— *complete the work assigned to you;*
— *submit the work on time.*

Teacher's commitment

Your teacher commits to:

— *create varied learning situations that enable you to put into practice the knowledge, actions and professional behaviour of the targeted competency;*
— *plan sufficient and appropriate formative evaluation activities, involving correction and improvement, that provide frequent feedback, allowing you to be well informed of your progress;*
— *provide summative evaluations that correspond to the course's targeted competency;*
— *evaluate work according to the applicable criteria, in a fair and equitable manner within a reasonable time.*

The Institutional Policy on Evaluating Learning (IPEL) is applied to all institutional programs. Listed below are a few of its clauses:

Written language *(article 5.7)*

The teacher is responsible for identifying spelling and grammar errors and for allocating the corresponding number of marks for any given summative evaluation.

Below is the % – based on language requirements – that can be attributed to each summative evaluation:

— *up to 10%*

Class attendance *(article 5.12)*

Attendance and participation in classes and evaluations are mandatory for all students.

The teacher has the responsibility of monitoring attendance and of evaluating the reasons justifying student absences from classes.

A student whose absences exceed the allowable number for the course could be denied access to the final exam for that course.

Plagiarism and fraud (article 5.16)

Plagiarism, attempted plagiarism or complicity in plagiarism during an assignment or any evaluated task contravenes the rules. This includes (but is not limited to):

- *the whole or partial presentation (reference, paraphrase, summary, translation, insertion) of the work of another (text, illustration, film, music, etc. on paper or online) as one's own, or failing to cite a source;*
- *the use of another student's exam during an exam;*
- *the use of an assignment done for another course or a project already submitted in the past, which is passed off as an original work.*

Fraud, attempted fraud or complicity in fraud constitutes an infraction.
This includes (but is not limited to):

- *the possession or use of any unauthorized document, material or equipment during an exam, including the use of technological tools;*
- *the execution of an evaluated task by another person;*
- *the substitution for another person during an exam, assignment or any evaluated task;*
- *the possession of the questions or answers of the exam;*
- *the obtainment of any aid not authorized in advance by the teacher.*

Plagiarism, attempts at plagiarism or fraud, or collaboration in plagiarism or fraud are prohibited and considered serious offences. Thus, any instances of plagiarism or fraud will lead to a grade of '0' for the assignment in question. In addition, a note will be made in the student's file and the student will receive a written notice from his or her Program Directorate to that effect.

In the case of recidivism, in the same course or in another course, the student will be given a grade of '0' for the course in question. A second note is made in the student's file and the student will receive a summons from his or her Program Directorate. For a third offence, he or she may be expelled from the College.

Submission of work and tests (article 5.8)

All assignments must be submitted in class at the time designated by the teacher. Any late submissions result in a grade of zero (0).

Upon presentation of an official supporting document or valid reason for the absence, the student may request an extension from the teacher, who may accept or refuse the student's work and apply a penalty for the lateness.

Program Directorates do not accept student work. Assignments must be submitted directly to the teacher.

Rules and regulations to follow

Late arrivals

The teacher may refuse to admit to the classroom any student arriving late. A late arrival is considered an absence for that period.

Note: Students arriving late must recognize that the information they missed will not be repeated. Late students are therefore responsible for asking their peers about the material they missed. Arriving after the break, as well as leaving before the end of the class, may result in one or more hours of absence.

Eating and drinking in class

Eating and drinking are prohibited in the classrooms, locker rooms and Documentation Centre. Food may only be eaten in the cafeteria, vending machine areas and student lounges.

Mandatory course material

- Laptop with specifications mentioned on the college's website.
  LaSalle College. Bring Your Own Device. 2019. < http://www.lasallecollege.com/futur-students/bring-your-own-device >

Bibliography for this course

All notes related to the course will be uploaded to Omnivox throughout the semester.

Academic Studies Directorate approval: