

COMP 1110

COMP 1140

COMP 6710

Structured Programming

Semester 2, 2026

To have your Quiz-Poll Participation counted:

- Follow QR Code (or go to <https://pollev.com/registrations>)
- Log in with your ANU e-mail address (and ANU SSO)
- Register with “fabianm”



Australian
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Introductions: Tutors

Abolfazl Sharifi

Carlo Zancanaro

**I Komang Sena Aji
Buwana**

Indiana Wilson

Kai Phan

Paige Reeves

Pat Reid

Sam Liersch

Sasha Pak

Tal Shy-Tielen

Xin Lu



Introductions: Convener



Fabian Muehlboeck

Research Interests:
Programming Language Design & Implementation







Australian
National
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School of
Computing

2024 BEST AND FAIREST
COURSE CONVENER

FABIAN
MUEHLBOECK

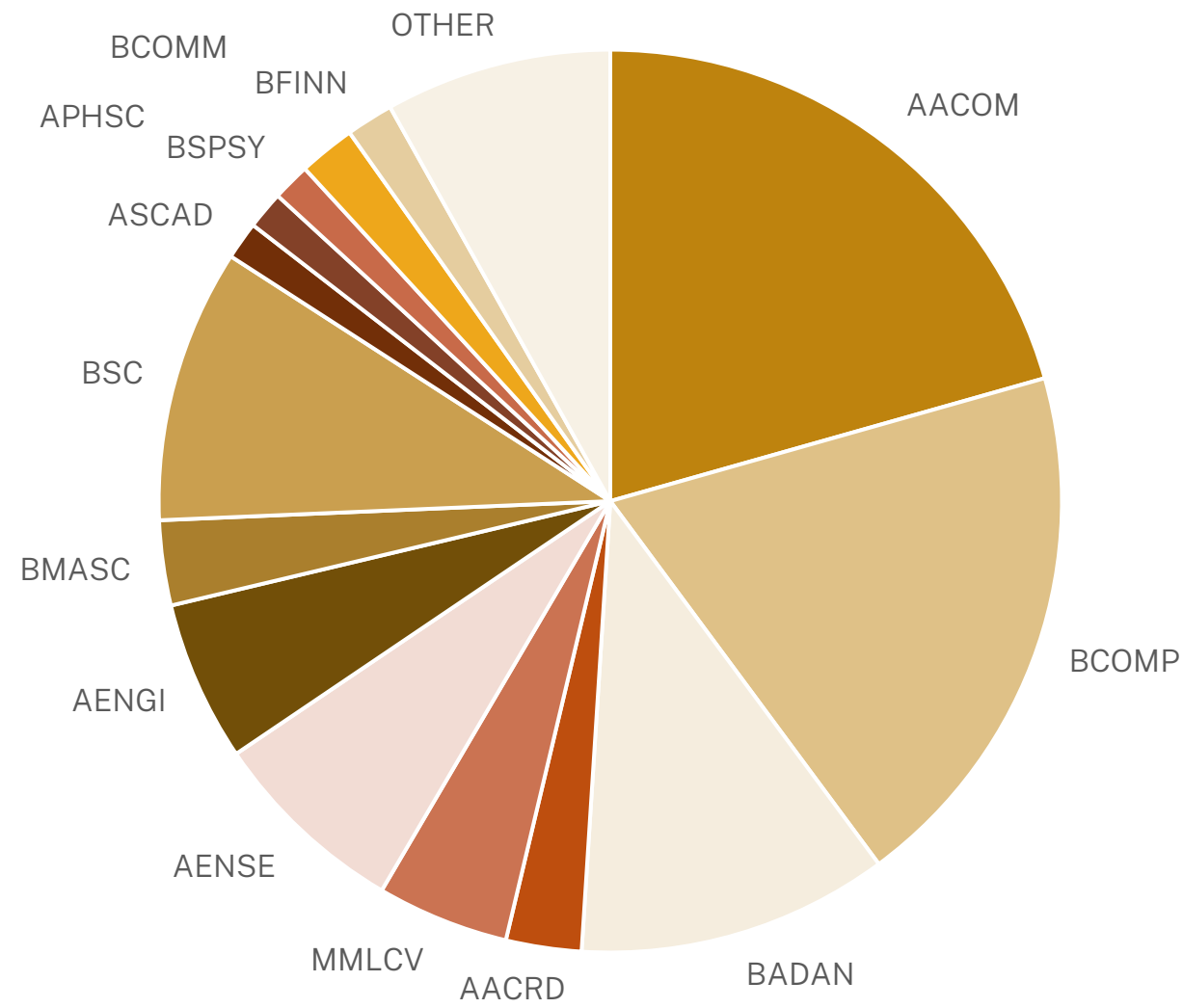
for outstanding performance in Convening:
COMP1110/6710 Structured Programming (S1)
COMP2120/6120 Software Engineering (S2)

JASMINE JURY
SCHOOL MANAGER

3 DECEMBER 2024



Introductions: You



Poll time!

pollev.com/fabianm
Register for Engagement



Course Code of Conduct

You have two primary responsibilities:

- 1. Promote** an inclusive, collaborative learning environment.
- 2. Take action** when others do not.

Professionally, we adhere to ACM's Code of Ethics. More broadly, a course like COMP1110 involves reflection, collaboration, and communication. Computer science has a checkered history with respect to inclusion, whether in corporate environments, in our classrooms, or in the products we create. We strive to promote characteristics of transparency and inclusivity that reflect what we hope our field becomes (and not necessarily what it has been or is now).

Above all, be kind.



Course Code of Conduct

We reject behaviour that strays into harassment, no matter how mild. Harassment refers to offensive verbal or written comments in reference to gender, sexual orientation, disability, physical appearance, race, or religion; sexual images in public spaces; deliberate intimidation, stalking, following, harassing photography or recording, sustained disruption of class meetings, inappropriate physical contact, and unwelcome sexual attention.

If you feel someone is violating these principles (for example, with a joke that could be interpreted as sexist, racist, or exclusionary), **it is your responsibility to speak up!** If the behaviour persists, send a private message to your course convener to explain the situation. We will preserve your anonymity.



Introductions: You

Talk to your neighbors!

- Tell them your name
 - Tell them something (anything!) about you
- We'll do this at the start of every lecture!
- Discuss why you're taking this course and anything interesting you already know or have heard or read about it

Above all, be kind. } Always!



Why this Course?

- Fundamental computer science concepts that every computer scientist is expected to know
- Key programming skills
- Through practicing those, an **intuition** for how computers work

Even if you believe that LLMs are going to do all the coding in the future, you won't be able to judge their output without this. You won't have it if you don't put any effort into building it!



How to Approach Studying

- **Participate in all class activities (lectures, relevant workshops, labs)**
 - Taking notes (particularly hand-written ones) yourself has been shown to be immensely beneficial
- **Do the homeworks and lab exercises yourself and on time**
 - They are all doable based on information you either got in class or can find in basic documentation
 - BUT: you may need to think a bit on your own about how to apply them – that's the point!
- **If you get stuck**
 - Spend some time trying to figure out why that is:
 - Is something not working as you expected? What did you expect? What happens instead? Why could that be?
 - Is there a missing piece you need to do something? We usually don't send you on scavenger hunts, so try to find it in the instructions for the assignment, the lecture notes, or the Java documentation.
 - If you're still stuck, ask us (at lectures or workshops, in labs or drop-ins, or on the Ed Discussion forum)!
 - We may or may not give you a direct answer – we'll try to do our best to help you learn!



How to Approach Studying

- Practice, practice, practice!
 - Practice solving problems, not scoring points
- Above all: be curious!
 - How does this work?
 - Why does this (not) work?
 - Why did people design that this way?
 - What should this do?
 - What are possible alternatives?
 - ...



Common Mistakes

- **Watching lecture recordings at higher speeds**
 - There's a limit in how fast you can actually take in information; just having gone through the video doesn't help
- **Waiting until the last day to do an assignment**
 - A rush job is both stressful and doesn't help your learning
 - We might not be able to help you within a short enough time frame
 - You might get sick
- **Mistaking receiving an explanation for understanding**
 - Programming is something you learn by DOING and EXPERIMENTING
- **Mistaking looking at solutions for practice**
 - If you know the course content, you can produce your own solution and will know when it's right



Common Mistakes

- Asking an LLM for help as soon as you get stuck (or even before that)
 - Learning happens through overcoming challenges.
- Asking an LLM for help for anything related to the course
 - To do your work for you. This one should be obvious.
 - To “organize your thoughts”. Use this opportunity to practice this valuable skill!
 - For translation purposes: you won’t have it in the tests and final exam. Practice your English skills!
 - For “summarization”. We do our best to present course content in a way that helps you study. Details are important!
 - To “explain concepts”. This harms your learning in multiple ways. We’re here to do this in a manner that helps you
 - To debug your programs. Figuring out what’s wrong on your own is important for your learning!
 - To avoid having to talk to real people. We know it can be stressful, but computing is a social enterprise.



Generative AI Policy

This course introduces fundamental concepts that could potentially be addressed by certain tools based on Large Language Models (e.g. ChatGPT, Claude, Copilot). Hence, **the use of any tooling or functionality based on Large Language Models is not permitted in the context of any secure assessments (including exams and tests) and in-class activities (including lectures, labs, and workshops) within this course.** Any use of AI tools in such assessments and activities will be considered a breach of academic integrity and handled accordingly. The use of large language models is also **highly discouraged for any other use case in connection with this course**, including translation, summarization, explanation, debugging, and in general replacing talking to other human beings (be it fellow students or university staff), and in particular in take-home assignments.



None of this course's content is made with generative AI.
I believe it is disrespectful to you to give you AI slop.
Please show the same respect to me and your tutors when
submitting work.



Isn't AI a skill I need to learn?

It's not a skill, it's a tool.

A tool that, at best, only experts in their respective fields can use to get reasonable results.

Anyone who knows their field can easily pick this up.

I'm not saying you should never use it – you will likely have to. Just don't let it ruin your learning.



Academic Skills

<https://www.anu.edu.au/students/academic-skills>

Book individual appointments, and use the resources on the website!



English Language Skills

<https://www.anu.edu.au/students/academic-skills/study-skills/english-language>

Book individual appointments, join conversation groups!



COMP1110/1140/6710

All relevant information is on the Course Website:

<https://comp.anu.edu.au/courses/comp1110> - bookmark this!

This website is publicly available – no need to sign in.

Canvas is only for Grades and access to EdStem and Echo360.



COMP1110/1140/6710 – Course Content

Programming

Basic Program Design

Object-Oriented Programming
(Java)

Core Computer Science

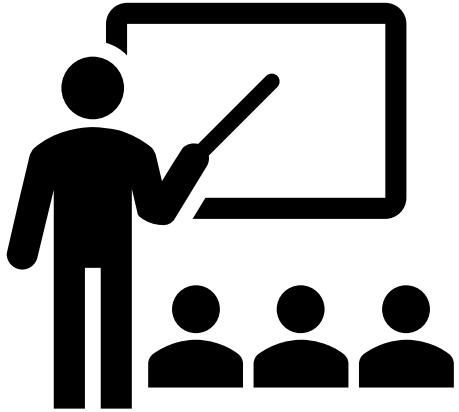
Data Structures

Algorithms

Computational Complexity



Mechanics – all course codes



Lectures

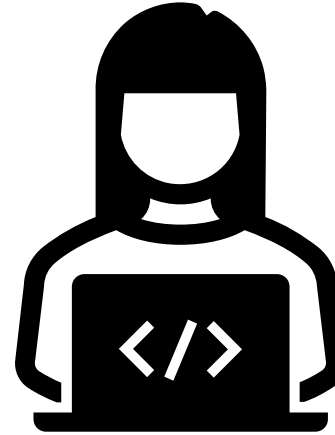
Tue 1pm

Thu 2pm

Class Engagement Marks

Workshops

Vary by course codes

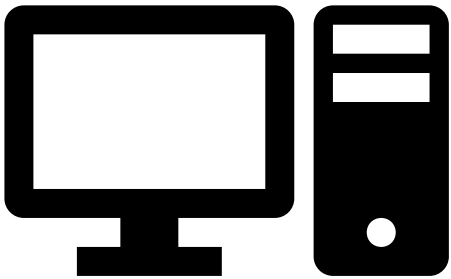


Labs

Weekly from Week 2

Sign up in MyTimetable

Lab Engagement Marks

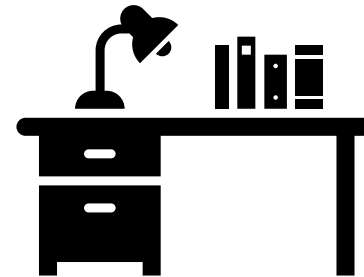


2 Mid-Term Tests

- Weeks 5 and 10

Final Exam

- In Computer Labs
- 40% Hurdle

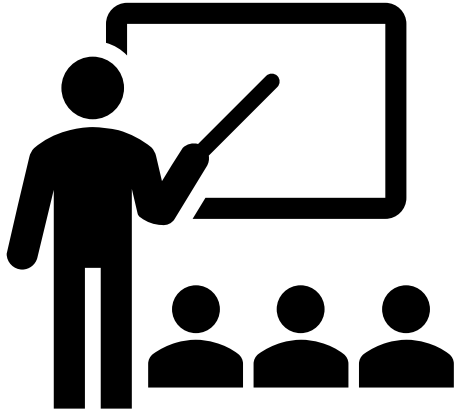


Take-Home Assessments

Vary by course codes



Mechanics – COMP1110/6710



Lectures

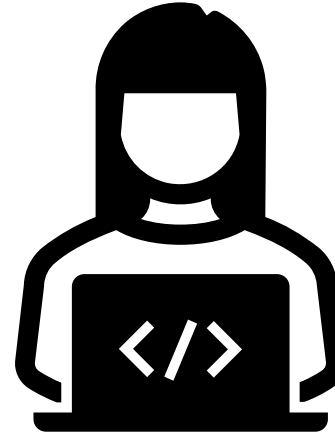
Tue 1pm

Thu 2pm

Class Engagement Marks

Workshop

Tue Week 3, 3pm

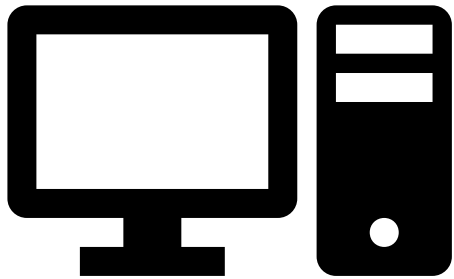


Labs

Weekly from Week 2

Sign up in MyTimetable

Lab Engagement Marks

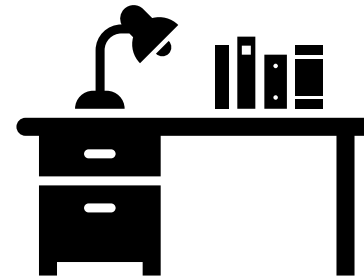


2 Mid-Term Tests

- Weeks 5 and 10

Final Exam

- In Computer Labs
- 40% Hurdle



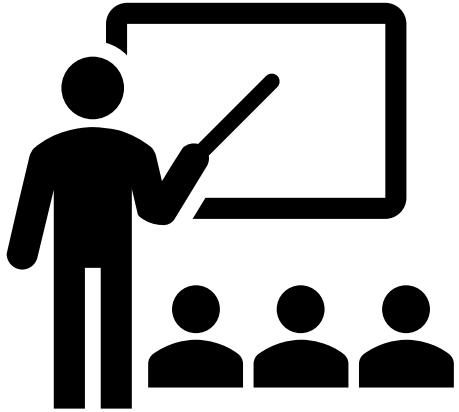
3 Homeworks

Due weeks 4, 8, and 12

5% of course marks each



Mechanics – COMP1140



Lectures

Tue 1pm

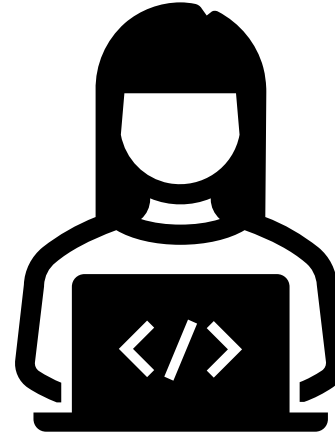
Thu 2pm

Class Engagement Marks

Workshops

Tue Wk3-12, 3pm

Workshop Engagement Marks

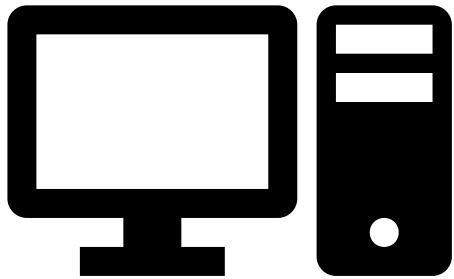


Labs

Weekly from Week 2

Sign up in MyTimetable

Lab Engagement Marks

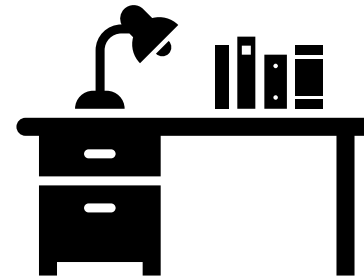


2 Mid-Term Tests

- Weeks 5 and 10

Final Exam

- In Computer Labs
- 40% Hurdle



1 Homework

Due week 4, Formative

1 Practice Project

Due week 6, Formative

Project

Starting week 6



Lectures

2 times per week except for week 9, average of ~3hrs/week. Tuesdays will usually be a bit longer than 90 minutes + break time, ending around 14:45. Thursdays aim for a bit under 90 minutes including break time, so will try to end around 15:25.

Should be interactive, include discussions and other activities, and an opportunity to ask questions.



Class Engagement

Quiz-Polls, usually using PollEverywhere (like the poll earlier)

- Combination of one or more of them in at least 16 out of 22 lectures
- None today or in 3 revision lectures (i.e. at least 16 out of 18 remaining lectures)
- 8 best lecture totals count
- 5% of your course marks
- source: reduced weight of tests/exam



Labs

Weekly starting Week 2. Sign up on MyTimetable.

Lab exercises released at the start of a week, lab an opportunity to engage with a tutor about them and the relevant course content.

Exercises should be doable within the 2 hours, if you need some extra time, you can finish your work by 23:59 on the Friday of that week.

In week 4, we'll simulate a practice test in each lab. Be there on time!



Lab Engagement

Starting week 3, tutors will mark lab engagement.

4 marks in two categories:

- 2 marks for your level of engagement during the lab session (“poor” – 0 /”basic” - 1/”good” - 2)
- 2 marks for your exercises, marked outside of the lab by a tutor (you’ll get feedback by the end of the following week). 1 mark for a reasonable attempt, 2 marks for a reasonable attempt that is largely correct and follows good style.

Generally, getting both marks in each category should not be hard.



Workshops

One workshop in week 3 for everyone (we'll do some things around sorting).

One **optional (!)** workshop in week 3 for everyone on hidden curriculum.

Workshops from weeks 4-12 (except week 9) for COMP1140 – everyone's welcome!



Workshop Engagement (COMP1140 only)

COMP1140 workshops both teach some extra content (networking, specifications, multithreading) and serve as the discussion forum for the project.

30 Workshop Engagement marks for COMP1140 students.

- 16 come from engagement in each of the 8 workshops (similar to labs)
- 14 come from a holistic evaluation of your contributions to the project discussions



Homeworks

Homework 1 for all course codes, Homeworks 2 & 3 for COMP1110/6710, weight depends on course code.

Larger take-home assignments to practice course content. Really do those yourself!

As a trial: Homework 1 marking scheme will be that you get full marks if you submit something (anything at all). Fork the template repository and the marks are yours. Then use the opportunity to practice!

If this works well, I might also adopt this for Homeworks 2 & 3.



Project and Practice Project

In COMP1140, we'll build a chat application, with a server, client library, and client UI.

The specifications are produced in discussions in the workshop and then written up by you. I'll pick a specification out of your drafts, and everyone implements the components according to that.

In the end, it should be possible to mix and match the relevant components from any of you.



Project and Practice Project

Stages:

- Weeks 4 and 5: relevant additional content
- Weeks 6-8: discussions of protocol, specification write-up
- Weeks 9-12: implementation
- Final Exam Period: Interview

Marks are based on product of the quality of your work (specifications and implementation) and your understanding of it (interview)

Practice Project in weeks 5 & 6 so you can check your understanding and whether this is something you want to do.



Tests and Final Exam

Invigilated in-lab tests (weeks 5 and 10)/final exam

- No internet access
- No generative AI
- Programming tasks and multiple-choice questions on course content

Test marks (10% each) are redeemable in the final exam (50% - 70%)

Final exam is a hurdle assessment

- You need to achieve a score of at least 40% of the marks of the final exam to pass the course



Tests and Final Exam

Week 5 and 10 tests are on:

- Mondays at 5pm (for COMP1140)
- Tuesdays at 10am (for COMP1110/6710)

Which test you need to go to depends on which course you are enrolled in on Monday, 9am of the relevant week.

If you have an EAP that affects your exam conditions, you need to talk to me about that as soon as possible! Send me an e-mail to set up a meeting.



Working Code

You are expected to take reasonable care in all assessments.

A key aspect of that is submitting working code. Any code you submit must at the very least compile.

Before submitting anything, check if your code compiles and runs. If it does not, fix it! **Code that does not compile might lower your mark because it might make us unable to run parts that worked before.**

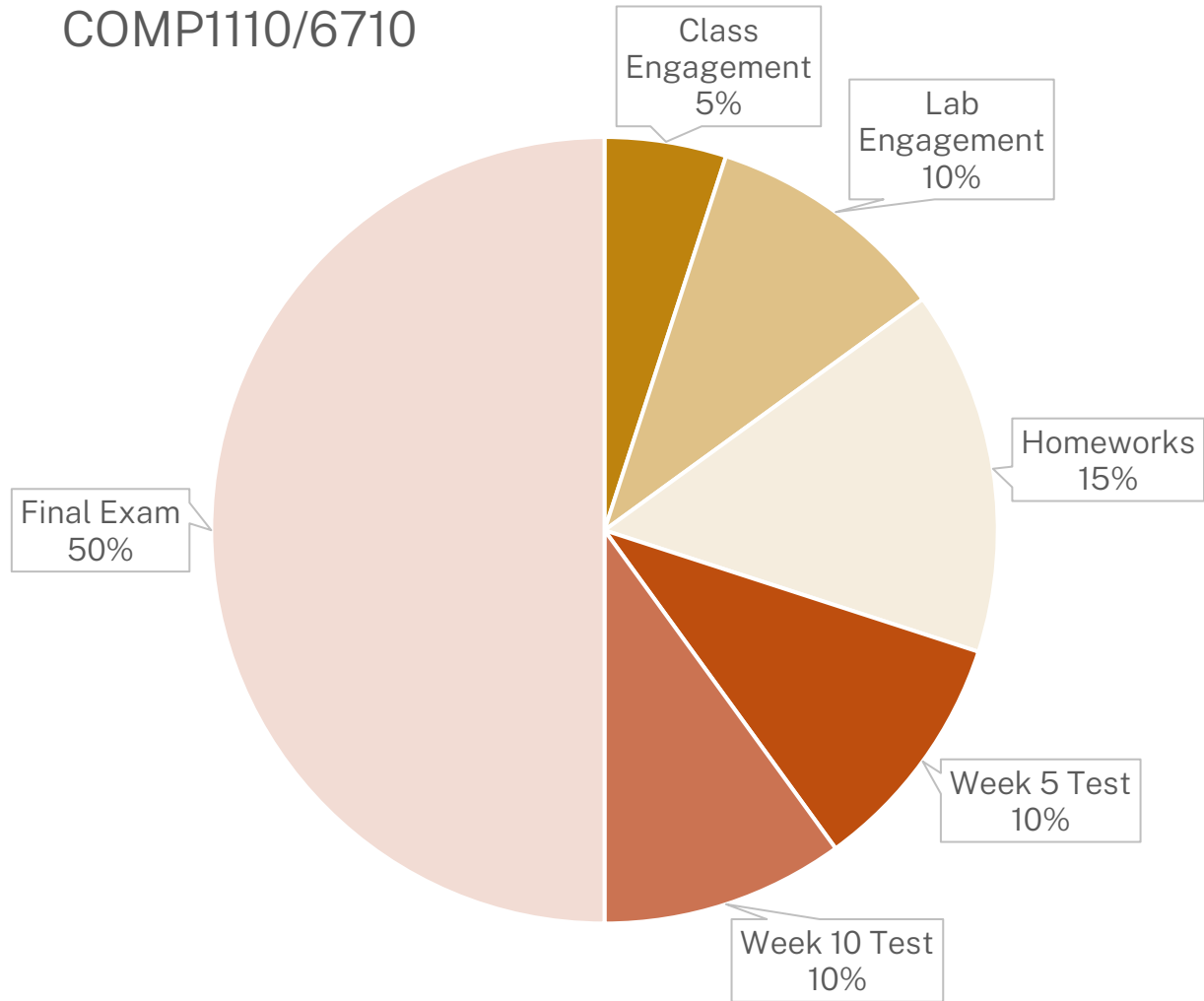
By default, code that does not compile is marked with a 0.

We may, in some cases, apply minor fixes. We do not guarantee that we will do that.

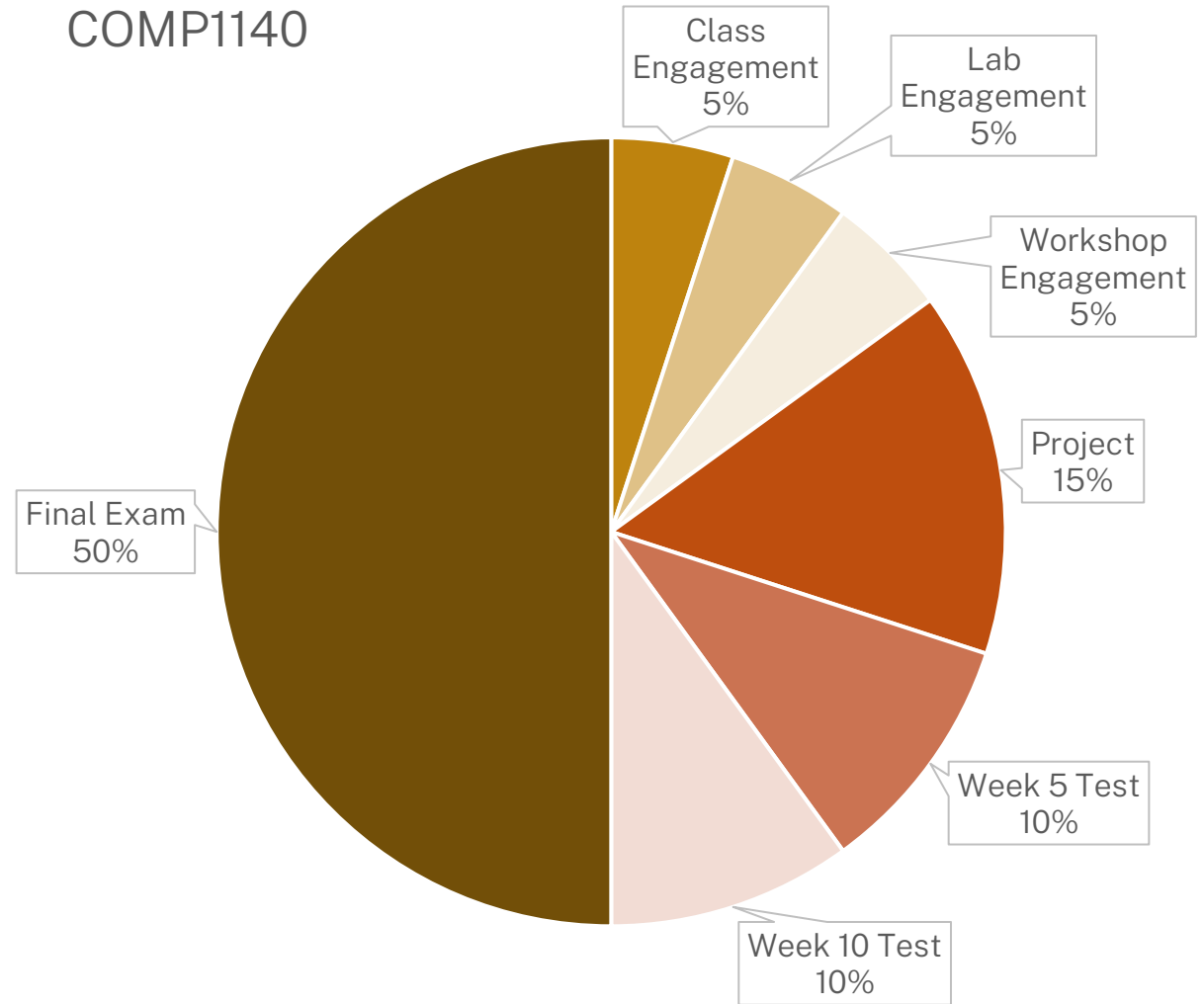


Mark Distributions

COMP1110/6710



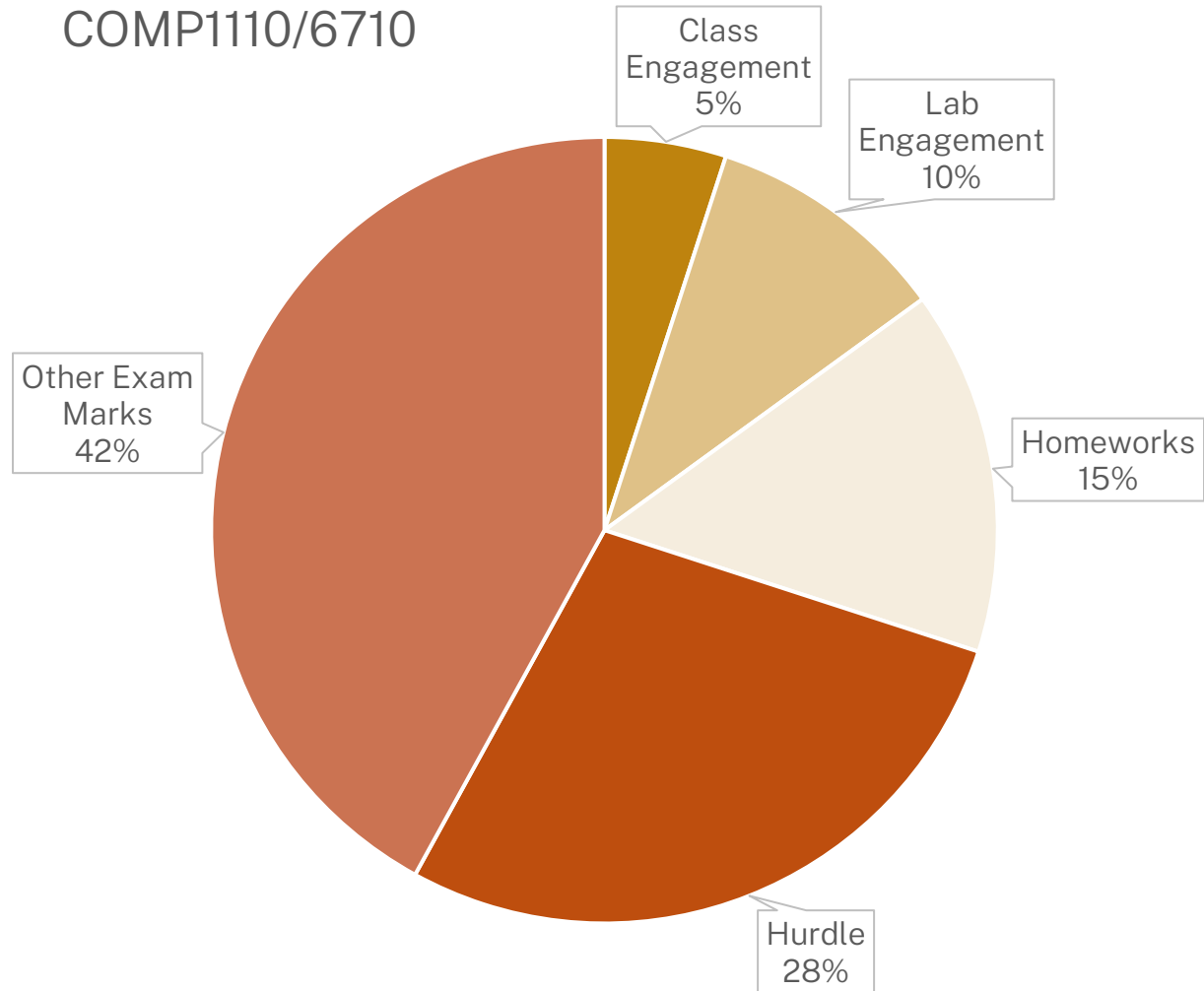
COMP1140



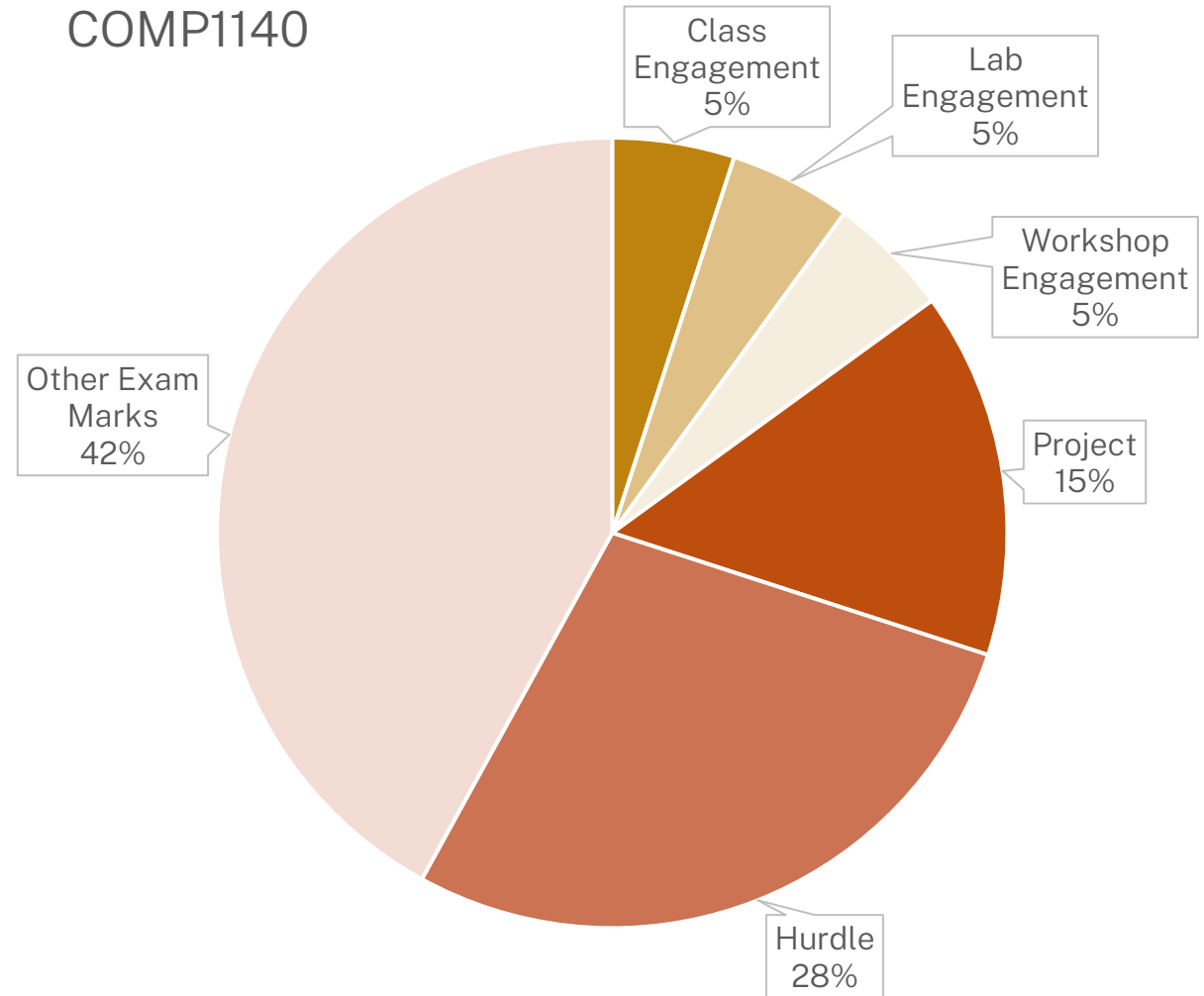
Hurdle

Due to the redeemability of the mid-semester tests, passing the final exam hurdle means you get at least 28% of the overall course marks from exams.

COMP1110/6710



COMP1140



Switching from COMP1140 to COMP1110

Generally possible up to census date (31 August) without disadvantage (your marks will transfer).

More complicated afterward; you may lose marks if you participated in the wrong assessments. See class summary for details.

Student services currently not working optimally. If you decide to switch, submit the request as soon as possible!



Academic Integrity

Honesty and integrity are paramount.
They are not at odds with research and collaboration.

Do be resourceful, collaborate and engage.

Never represent someone else's work as your own.

Do read the ANU's position on academic integrity
<http://academichonesty.anu.edu.au/>



Getting Help with the Course

- ✓ Ask Questions in Lectures, Workshops, and Labs
- ✓ Ask Questions on Ed course forum
- ✓ Go to Drop-In Consultations (see course website for schedule)
- × Don't e-mail me except for sensitive issues

General rules for where to direct your questions:

<https://comp.anu.edu.au/courses/comp1110/help/contact/>



Asking the Right Questions, Correctly

Put some thought into your question:

- What is it that causes you trouble?
- Is it a technical issue, or is it some fact you don't know, or some concept that you don't understand?
- If it's about an assignment, is there a generic version of your problem that is not directly related to the assignment?
- If posting on the class forum, use appropriate subjects:
GOOD: U2: Can Strings be converted into DateTimes?
BAD: Question on Assignment U2



No question regarding course content is dumb

Easy prefix: “I’m sorry, I might have missed this earlier”



Here's a bad question I keep getting

“How many questions are there going to be on the exam?”

No answer to this that I would be willing to give will help you.

I design an exam to test your real understanding of the course material as much as possible, not your ability to memorize and pattern-match. Questions vary in size and difficulty and combine different concepts. We do test runs with tutors to fine-tune the overall combination of questions. Any content taught in the course is fair game. You should know it because it is in the learning outcomes.



Getting Help with Administrative Issues

If it is not directly related to how the course runs, your first stop should always be student services (student@anu.edu.au). They are currently a bit overwhelmed, so if you're unsure, you can BCC me, and I'll try to answer your question if I can. Please do not just e-mail me; this might delay you getting the help you need.

If you are sick or have other special circumstances, you may be able to apply for an extension (homeworks) or ECA (tests and exams):

<https://quicklink.anu.edu.au/101o>



Special Circumstances

- Need to be unforeseen and out of your control
 - Need to have a severe impact
 - Need sufficient documentation
-
- Generally, you need to apply before the due date of an assessment, except if that's provably infeasible.



Education Access Plans

If you have a long-standing health condition, get an Education Access Plan (EAP);

see <https://www.anu.edu.au/students/accessibility/how-to-register>

When you have an EAP, make an appointment with us to discuss how to apply it in this course.



CSS

CLASS REPRESENTATIVES

Class Student Representation is an important component of the teaching and learning quality assurance and quality improvement processes within the ANU College of Systems and Society (CSS).

Each semester, we put out a call for Class Representatives for all ANU College of Systems and Society (CSS) courses. Students can nominate themselves for one or more of the courses they are enrolled in.



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Roles and responsibilities:

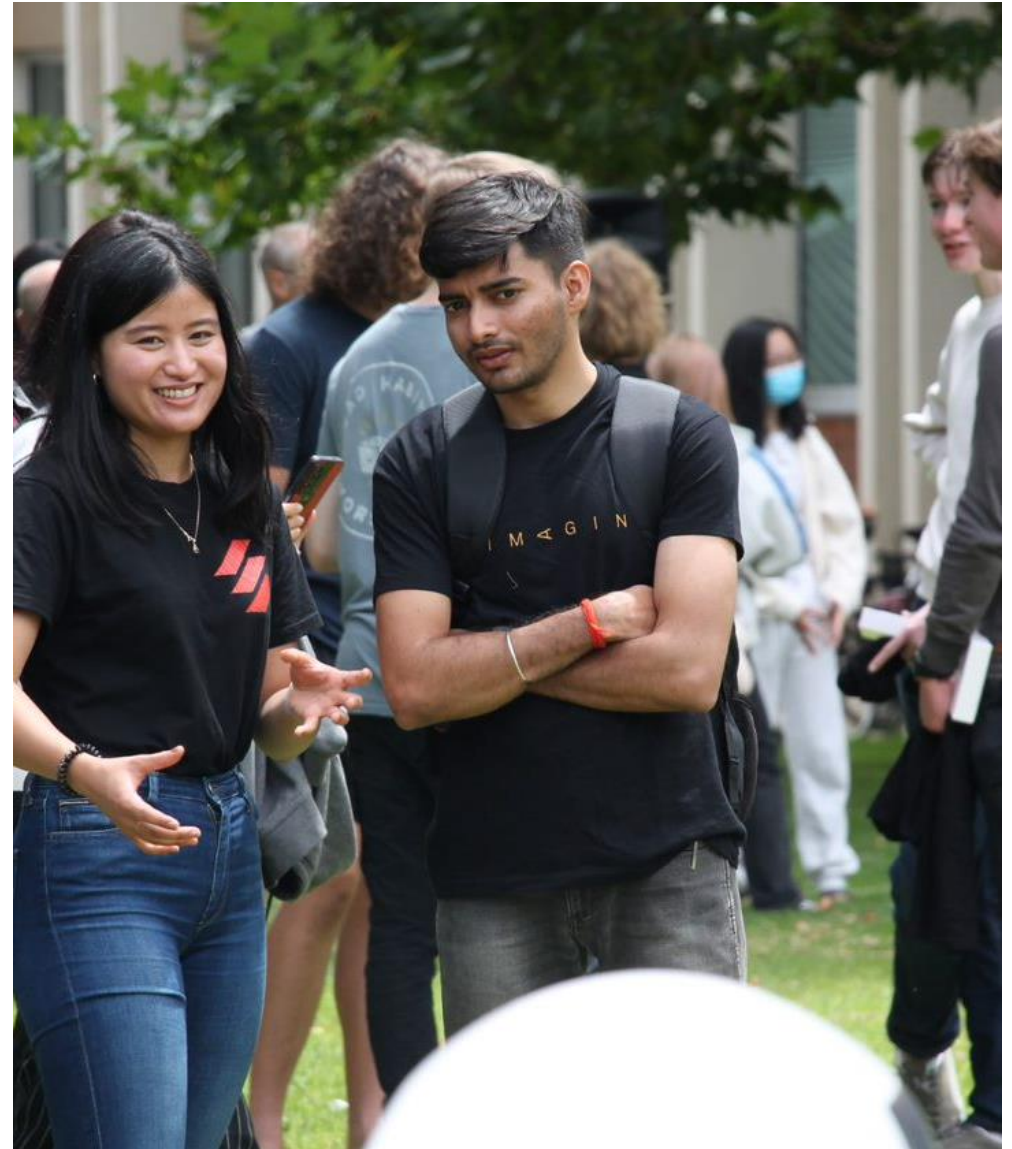
The role of Student Representatives is to provide ongoing constructive feedback on behalf of the student cohort to Course Conveners and to Associate Directors (Education) for continuous improvements to the course.

- Act as the official liaison between your peers and convener.
- Be available and proactive in gathering feedback from your classmates.
- Attend regular meetings, and provide reports on course feedback to your course convener
- Close the feedback loop by reporting back to the class the outcomes of your meetings.

Note: Class representatives will need to be comfortable with their contact details being made available via Wattle to all students in the class.

For more information regarding roles and responsibilities, contact:

ANUSA CSS representatives (sa.cecc@anu.edu.au).





Why become a class representative?

- **Ensure students have a voice** to their course convener, lecturer, tutors, and College.
- **Develop skills sought by employers**, including interpersonal, dispute resolution, leadership and communication skills.
- **Become empowered.** Play an active role in determining the direction of your education.
- **Become more aware of issues influencing your University** and current issues in higher education.
- **Course design and delivery.** Help shape the delivery of your current courses, as well as future improvements for following years.

**Want to be a class representative?
Nominate today!**

Please nominate yourself to your course convener by end of
Week 2



OUR ANU VALUES

As a member of the ANU, you are part of a community that commits to:

- *Fairness and justice*
- *Safety and wellbeing*
- *Inclusion, equity and diversity*
- *Respectful collegiality*
- *Respecting, celebrating and learning from First Nation peoples*
- *Truth-seeking, transparency and accountability*
- *Academic freedom and integrity*



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Student Code of Conduct

In our community, students and staff have a right to be protected from discrimination, bullying and harassment and other behaviours that could adversely affect their safety and well-being and/or undermines the values of the University.

The Student Code of Conduct sets out ANU values, principles, behaviours and conduct required of all students.



Breaches of the Student Code of Conduct

The University manages any breaches of the Student Code of Conduct in accordance with the ANU Policy Framework. All university policies can be accessed at <https://policies.anu.edu.au/ppl/index.htm>

The consequences for breaches of student responsibilities under the Student Code of Conduct are set out in the *ANU Discipline Rule* (non-academic misconduct) and the *Academic Integrity Rule*. Both instruments can be accessed at <https://www.anu.edu.au/about/governance/legislation>



Disclosure pathways

The University encourages anyone who has experienced a harmful behaviour to reach out for support and information.

- Harmful Behaviours Disclosure
www.anu.edu.au/students/health-safety-wellbeing/getting-help-at-anu
- The form links identified disclosures to free and confidential support and information through the Student Safety and Wellbeing team.
- A de-identified disclosure pathway is also available. The form can be found at www.anu.edu.au/students/health-safety-wellbeing/getting-help-at-anu. De-identified disclosures support the University with prevention activities and reporting.



Support available

There are a number of services available to you if you need further information or support.

- **Student Safety and Wellbeing** - free and confidential support for students experiencing a range of issues that can impact on their university experience and academic engagement
student.wellbeing@anu.edu.au
- **Dean of Students** –confidential, impartial advice and can help to resolve problems by acting as a neutral intermediary between students and the academic or administrative areas of the University dean.students@anu.edu.au
- **ANUSA Student Assistance team** –confidential support, advice and assistance for all ANU students
sa.assistance@anu.edu.au

