



# CMSC106: C Programming For Non-Majors



Lincoln Doney  
 College Park Scholars – Science & Global Change Program  
 Physics & Computer Engineering  
 ldoney@umd.edu  
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### Site Information:

Name of Site: *College of Computer, Mathematical, and Natural Sciences*  
 Address: *8125 Paint Branch Dr, College Park, MD 20742*  
 Supervisor: *Professor Jandelyn Plane*  
 The site mission: *To be a teaching assistant for CMSC106*

### Introduction:

My practicum involved being a TA for the course CMSC106—an introductory programming course in C designed for non-CS majors.

### Activities:

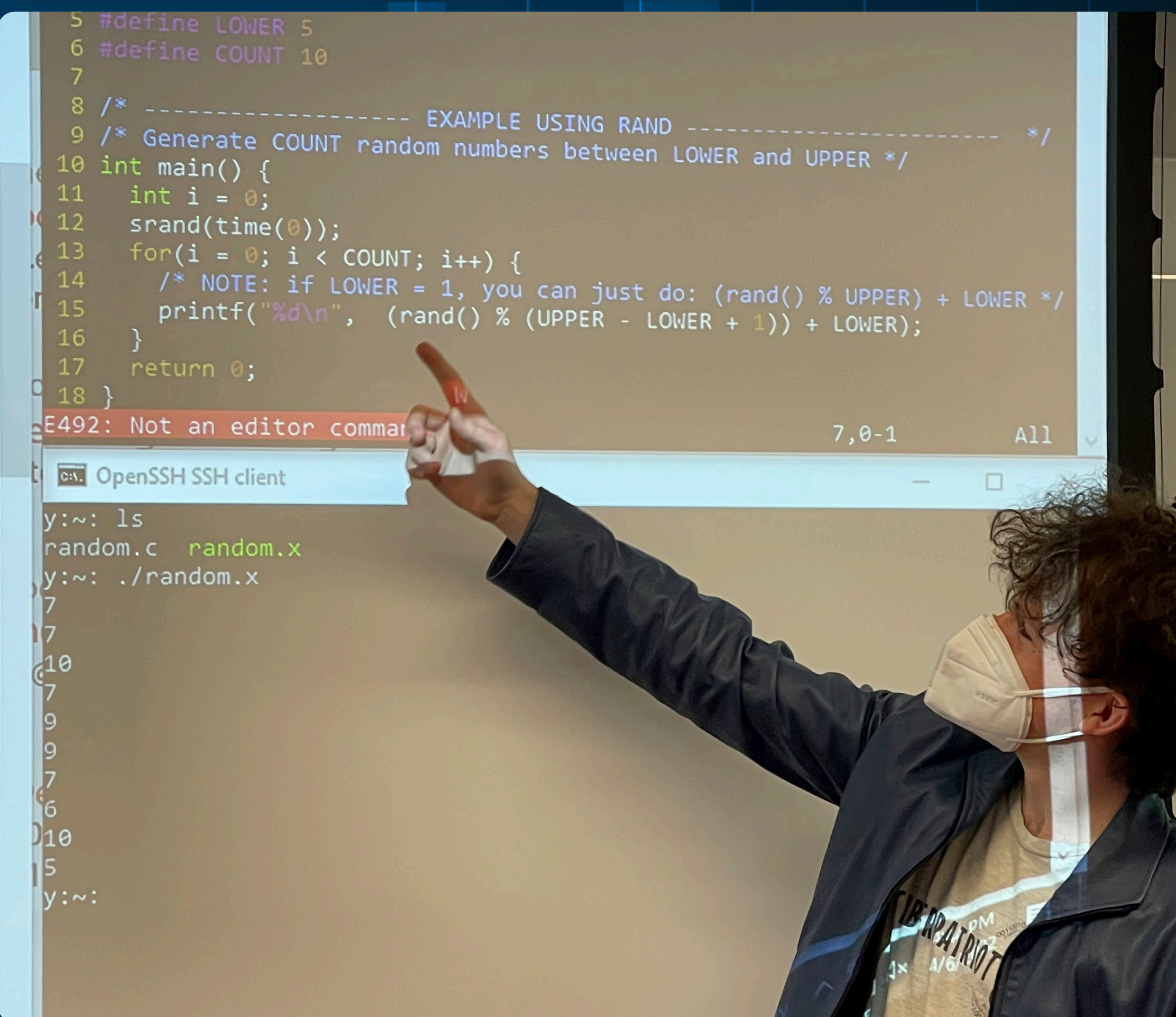
- Two other TAs and myself lead biweekly discussion sessions in which students performed lab work. We answered questions and did occasional demos of the class concepts.
- We graded quizzes, exams, labs, and projects
- We held biweekly office hours to answer questions and help with course understanding.

### Students:

- We had 40 students with a wide range of academic year.
- There was a wide range of prior student experience: some students who had never programmed before, to students who had programming experience in C.



Photograph of me doing announcements and the introductory demo to the class for the biweekly discussion session. Here, I was demonstrating the rand() function. Photo Courtesy of Hana Chitsaz.



Another photograph of me doing the introductory demo to the class. Here, I was demonstrating how, explicitly, to define a lower and upper bound for random numbers. Photo Courtesy of Hana Chitsaz.

### Impact on Students:

- Throughout the semester, many of the students in the class, who previously had no programming experience, grew interested in learning computer science and began asking questions far beyond the scope of the course.
- Some students grew interested enough to start asking us questions about our careers so they could see how to get started with computer science themselves.
- Later in the semester, I started to notice study groups pop up between students—they were beginning to even inter-teach each other.

### Personal Impact:

- I found out that I really enjoy teaching and have improved my teaching ability significantly—I've recently been able to explain concepts much more precisely even in colloquial settings.
- I learned how important yet difficult it was to adapt to the individual learning experiences and challenges of students.

### Acknowledgments:

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