

# Syllabus

## **BIS-344:** Visual Basic .Net Programming

### **Course Description**

This course provides a general introduction to object-oriented programming paradigms including procedural and object-oriented approaches. Students will learn the basics of an object-oriented programming language that is widely used in the business environment. Coding and applications development will be emphasized.

**Credit Hours:** 4

**Prerequisite Skills and Knowledge:** Student must pass BIS-220 before taking this course.

### **Course Outcomes**

Upon successful completion of this course, students should be able to:

1. Apply the programming development process to design and implement applications in an IDE environment.
2. Explain and use structured programming methodologies and object-oriented / event-driven (OOED) concepts.
3. Apply procedures to programs that are designed to take advantage of code reuse and modular programming functionality.

Expected Student Learning Outcomes – In support of these goals, you will have:

1. Accessed a Visual Basic .NET (IDE) environment, used to create Windows programs by writing minimal code.
2. Applied event-driven programming, decision-making, arithmetic operations, and operator precedence within the Visual Basic programming environment.
3. Used pseudo-code and selection techniques and advanced controls to create and implement programs using counter-controlled and sentinel-

controlled repetition, logical control structures, and random generators in application programming.

4. Applied and understood the use of simple data structures to organize data abstraction within a program to process complicated data sets needed in most useful business applications.
5. Declared, constructed, and manipulated array data structures.
6. Applied composite data types, Strings, Dates, and Times in programs that are used to process text base data.
7. Explained and applied data type conversion functions to convert one data type to another to efficiently process certain data elements.

## Course Textbook

Schneider, D. I. (2019). *Introduction to programming using visual basic* (11th ed.). Pearson Education.

## IWU Diversity Statement

IWU, in covenant with God's reconciling work and in accordance with the Biblical principles of our historic Wesleyan tradition, commits to build a community that reflects Kingdom diversity.

We will foster an intentional environment for living, teaching, and learning, which exhibits honor, respect, and dignity. Acknowledging visible or invisible differences, our community authentically values each member's earthly and eternal worth. We refute ignorance and isolation and embrace deliberate and courageous engagement that exhibits Christ's commandment to love all humankind. (2016)

## Grading Scale

Grade	Quality Points Per Credit	Percentage	Score
<b>A</b>	4.0	95%–100%	950–1,000
<b>A-</b>	3.7	92%–94.9%	920–949
<b>B+</b>	3.3	89%–91.9%	890–919

Grade	Quality Points Per Credit	Percentage	Score
<b>B</b>	3.0	85%–88.9%	850–889
<b>B-</b>	2.7	82%–84.9%	820–849
<b>C+</b>	2.3	79%–81.9%	790–819
<b>C</b>	2.0	75%–78.9%	750–789
<b>C-</b>	1.7	72%–74.9%	720–749
<b>D+</b>	1.3	69%–71.9%	690–719
<b>D</b>	1.0	65%–68.9%	650–689
<b>F</b>	0.0	0%–64.9%	0–649

**Note:** In graduate level courses, a grade of C- or below will require the course to be repeated.

## Grading Policies

Your grading policy for your course is dependent on your school and program. Your grading policies can be found in the [IWU Catalog](#).

## Letter Grade Equivalencies

Grade	Quality Points Per Credit
<b>A</b>	Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all

Grade	Quality Points Per Credit
	cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.
<b>B</b>	Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for the degree program. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.
<b>C</b>	Quality and quantity of work in and out of class is average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.
<b>D</b>	Quality and quantity of work is below average. Has minimal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.
<b>F</b>	Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

**Note:** In graduate level courses, a grade of C- or below will require the course to be repeated.

## Course Workshop Summary

Workshop	Discussion*	Assignment*	Exercise*	Total Points per Workshop
<b>Workshop One</b>	2/50	2/150	1/0	200
<b>Workshop Two</b>	2/50	1/100	1/0	150

Workshop	Discussion*	Assignment*	Exercise*	Total Points per Workshop
<b>Workshop Three</b>	2/50	1/100	1/0	150
<b>Workshop Four</b>	2/50	1/100	1/0	150
<b>Workshop Five</b>	2/50	1/100	1/0	150
<b>Workshop Six</b>	2/50	1/150	1/0	200
<b>End of Course Survey</b>	-	-	-	10 Extra Credit
TOTALS	<b>12/300</b>	<b>7/700</b>	<b>6/0</b>	<b>1000</b>

\* Number of Activities/Sum Point Totals

## Workshop Outlines

### Workshop One

Title	Due Dates	Time	Points
<b>1.1 Exercise: Reading</b>	Due by the first day of the workshop.	3 hours	0
<b>1.2 Assignment: Visual Studio Installation</b>	Due by the end of the workshop.	2.5 hours	50
<b>1.3 Discussion: Collaboration Forum</b>	Post your initial response by the fourth day of the workshop and your two responses by day seven.	1.5 hours	25
<b>1.4 Discussion: Floundering</b>	Post your initial response by the fourth day of the	1 hour	25

Title	Due Dates	Time	Points
	workshop and your two responses by day seven.		
<b>1.5 Assignment: Weekly Exercise</b>	Due by the end of the workshop.	7 hours	100
<b>Totals</b>		<b>15 hours*</b>	<b>200</b>

\*These times are only estimates. Actual completion times will vary.

## Workshop Two Outline

Title	Due Dates	Time	Points
<b>2.1 Exercise: Reading</b>	Due by the first day of the workshop.	4 hours	0
<b>2.2 Discussion: Reading Application</b>	Post your initial response by day four of the workshop and your two responses by day seven.	2 hours	25
<b>2.3 Discussion: Variable Naming</b>	Post your initial response by day four of the workshop and your two responses by day seven.	1.5 hours	25
<b>2.4 Assignment: Weekly Exercise</b>	Due by the end of the workshop.	7.5 hours	100
<b>Totals</b>		<b>15 hours*</b>	<b>150</b>

\*These times are only estimates. Actual completion times will vary.

## Workshop Three Outline

Title	Due Dates	Time	Points
<b>3.1 Exercise: Reading</b>	Due by the first day of the workshop.	4 hours	0
<b>3.2 Discussion: Reading Application</b>	Post your initial response by day four of the workshop and your two responses by day seven.	2 hours	25
<b>3.3 Discussion: Condition Statements</b>	Post your initial response by day four of the workshop and your two responses by day seven.	1.5 hours	25
<b>3.4 Assignment: Weekly Exercise</b>	Due by the end of the workshop.	7.5 hours	100
<b>Totals</b>		<b>15 hours*</b>	<b>150</b>

\*These times are only estimates. Actual completion times will vary.

## Workshop Four Outline

Title	Due Dates	Time	Points
<b>4.1 Exercise: Reading</b>	Due by the first day of the workshop.	4 hours	0
<b>4.2 Discussion: Reading Application</b>	Post your initial response by day four of the workshop and your two responses by day seven.	2 hours	25
<b>4.3 Discussion: Function/Sub Procedures</b>	Post your initial response by day four of the workshop and your two responses by day seven.	2 hours	25
<b>4.4 Assignment: Weekly Exercise</b>	Due by the end of the workshop.	7 hours	100

Title	Due Dates	Time	Points
Totals		<b>15 hours*</b>	<b>150</b>

\*These times are only estimates. Actual completion times will vary.

## Workshop Five Outline

Title	Due Dates	Time	Points
<b>5.1 Exercise: Reading</b>	Due by the first day of the workshop.	4 hours	0
<b>5.2 Discussion: Reading Application</b>	Post your initial response by day four of the workshop and your two responses by day seven.	2 hours	25
<b>5.3 Discussion: User Interface</b>	Post your initial response by day four of the workshop and your two responses by day seven.	1.5 hours	25
<b>5.4 Assignment: Weekly Exercise</b>	Due by the end of the workshop.	7.5 hours	100
Totals		<b>15 hours*</b>	<b>150</b>

\*These times are only estimates. Actual completion times will vary.

## Workshop Six Outline

Title	Due Dates	Time	Points
<b>6.1 Exercise: Reading</b>	Due by the end of the workshop.	4 hours	0



Title	Due Dates	Time	Points
<b>6.2 Discussion: Reading Application</b>	Due by the end of the workshop.	1.5 hours	25
<b>6.3 Discussion: Sample Code</b>	Due by the end of the workshop.	1.5 hours	25
<b>6.4 Assignment: Weekly Exercise</b>	Due by the end of the workshop.	8 hours	150
<b>End of Course Survey</b>	Due by the end of the workshop.	-	10 extra credit
<b>Totals</b>		<b>15 hours*</b>	<b>200</b>

\*These times are only estimates. Actual completion times will vary.

## Course Development Resources

Deitel, H. M., & Deitel, P. J. (2006). *Visual basic 2005: How to program* (3rd ed.). Prentice Hall.

Robertson, L. A. (2007). *Simple program design: A step-by-step approach* (5th ed.). Thompson Learning, Inc.

Tucker, A. B. (1994). *Fundamentals of computing, I & II*. McGraw-Hill Education.

## Alternative Assignment Policy

Students with a documented disability may request accommodations for an alternative assignment(s) for course activities (Examples: video assignments, etc.). It is the student's responsibility to submit the form received from the Disability Services Office indicating his or her specific accommodation to the instructor prior to the start of each course.

## Expectations, Policies, and Important Student Information

School/Division	
DeVoe School of Business	
Division of Liberal Arts	<a href="#">View School/Division Expectations</a>
School of Services and Leadership	
School of Educational Leadership	<a href="#">View School/Division Expectations</a>
Wesley Seminary @ IWU	<a href="#">View School/Division Expectations</a>
Nursing - Undergraduate	<a href="#">View School/Division Expectations</a>
Nursing - Graduate	<a href="#">View School/Division Expectations</a>

Listen  
Dictionary  
Translate