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## Classroom & workspace practices & protocols

### Respect

Given the intensity of the bootcamp, the instructors will sometimes appear (and in fact may be) rather critical of students' work. However, we do aim to give criticism in a respectful fashion, to interact with students with patience (within limits, of course)—and to apologize when we fail to do so. We expect the same level of respect and consideration from the students—to the instructors, and to each other.

### Teamwork

In addition to the capstone projects, there are a number of design and development activities that students execute in teams. As a rule, team projects and activities are graded on a team basis: in most cases, we don't try to assess the contribution of individual team members, but only of the team as a whole.

Part of the coaches' role is to help the students build their team coordination, collaboration, and conflict resolution skills—and the coaches will be available (balancing their other time commitments, of course) for consultation on issues in these areas. Beyond that, we expect any serious issues within a team—that the team members are not able to resolve themselves—to be brought to our attention in a timely fashion. For example, capstone teams start working together around week 4, and begin doing so intensively around week 7; if some members of a team come to us (coaches or instructors) at the end of week 11, saying something like “team member *X* hasn't been pulling their weight in the project for the past 4 weeks,” there's not that much that we can do in the way of constructive intervention at that point.

## Schedule

Class starts promptly at 8:00 AM each day. Students are expected to be in their seats, computer on, ready to work at that time, *whether the class is being conducted in the classroom or online*. If in the classroom, we recommend arriving 15–30 minutes before, depending on how much time you’ll need for your morning coffee, cereal, bagel, etc. Usually, an instructor arrives to open the classroom by 7:40 AM. (If you arrive before the instructors, remember that the `CNM_SECURE` wireless network is available in the open area in front of the classroom.)

Lunch is from 12:00 noon to 1:00 PM. We begin working right at 1:00 PM; just like the morning schedule, you need to be in place and ready to begin the afternoon work at that time.

Class ends at 5:00 PM—except on Fridays, when it ends at 3:00 PM. At least one instructor typically remains in the classroom area until 5:30 PM, Monday–Thursday.

We take one 10–15 minute mid-morning break, and a similar break in the mid-afternoon. Sometimes, we take an additional shorter break, but that’s the exception, rather than the rule.

We assume that students will act—and deserve to be treated—as responsible adults. Thus, if you need to get up from your desk from time to time—to stretch your legs, get a drink, visit the restroom, etc.—you should do so, with no need to ask the instructor for permission. However, when doing so, please distract the other students as little as possible—not only when leaving the classroom, but also when catching up on your return. (Keep in mind that as a rule, the instructors won’t be able to stop the class to bring a returning student up to speed. This is also the case for students arriving late in the morning, or returning late from lunch.)

## Participation in class activities

Much of the work we do in the classroom (physical or virtual) consists of guided, hands-on programming or other activities, where all students are doing the same (or similar) work, under the instructors’ supervision or following the instructors’ lead; this is particularly true in the first 6 weeks of the bootcamp. Even this work, however, is expected to be completed by every student, and then—for coding or design exercises—committed to Git and pushed to GitHub. Under normal circumstances, it is **not** acceptable for a student to declare “I’m just going to watch for a while, and not do this one.”

## Questions & answers in the classroom

The instructors have no interest in a one-way, “teachers lecture, students listen” style of instruction. We frequently ask questions of the students, and we encourage them to ask questions of us as well, and to engage in discussion—subject to the needs of the classroom in the moment.

Depending on the material being presented, and the level of classroom discussion, the instructors reserve the right to do any of the following, alone or in combination:

- Declare a raised-hands-only question protocol.
- If the class is being conducted online, declare that questions must be asked through the chat or “raise hand” features of the conferencing software.
- Postpone answering a question or responding to a comment. (We’ll try to keep track of these, and address them at the end of the morning or afternoon instruction.)
- Ask a student to ask the given question or make the given comment at a later moment. (In this case, it’s the student’s responsibility to keep track of the item and raise it again later.)
- Explicitly decline to answer a question or respond to a comment.

## Communication

As stated in the syllabus, it is each student’s responsibility to keep instructors informed of any course-related issues that the student might be having—regarding attendance & participation, grading, hardware & software environment, difficulties in completing assigned tasks, etc. Please note that direct communication is expected: Asking a classmate to relay a message to an instructor does not absolve the student of their responsibility to inform the instructor directly.

The expectations outlined above also apply to communication with coaches and other DDC staff, on issues relevant to their roles and responsibilities in the organization.

Most day-to-day bootcamp communication/coordination—outside of verbal communication in the classroom (physical or virtual)—will be conducted via Slack (<https://deepdivecoding.slack.com>). E-mail will also be used for some course communication, as will the course web site (<https://ddc-java-11.github.io>).

Students are expected to monitor Slack, e-mail, and the course web site regularly for new messages and other content. Additionally, students should plan for the possibility of internet outages, and configure access to these services not only from their laptop computers, but also from phones or other devices.

## Potential distractions

We recognize that web surfing and social media are large parts of our students' everyday activities; for some, the same is true of streaming media content and computer games. In general, we won't place many limits on these activities in the classroom; however, we do have guidelines and a few strict rules:

- Real-time gaming is not permitted during classroom lectures, presentations, code reviews, discussions, or other instructor-led activities.
- Absent explicit direction or permission otherwise from an instructor, headphones or earphones must be used for any audio content (other than those produced by system or application alerts, warnings, and errors) played on students' computers in the classroom during bootcamp hours.
- During lectures, presentations by guest speakers, and other instructor-led activities, if an instructor has the assessment that a student's surfing, messaging, streaming, etc. are distracting from the content being presented—for the student in question, other students, or the instructors themselves—we may ask the student to curtail their online actions for the duration of the classroom activity. We expect students to comply with such requests.
- During quizzes and exams, there will be **no** gaming or use of social media (except as directed by the instructors).
- Deep Dive Coding bootcamp shared spaces, whether physical (classrooms, meeting rooms, lunch rooms, etc.) or virtual (Slack channels, discussion forums, Zoom meetings, etc.) are both workspaces and learning spaces. Any content which would be considered inappropriate in *either* of those contexts is certainly inappropriate here. (Please keep in mind that in a shared space, your opinion is not the only one that matters when it comes to judging whether content is appropriate or not.)
- From time to time, instructors or guest speakers will lecture or lead activities using whiteboards, handouts, digital presentations, videos, or manipulatives (e.g. cards, dice), without writing code (or expecting the students to write code) in real-time. Sometimes, it will be the instructors' assessment that the attention required from the students precludes the use of computers and phones altogether for the duration of such an activity. In that event, we expect students to comply with our requests to close their laptops, turn off external monitors, refrain from using their phones, etc.

In the end, most of the above comes down to being aware (and acting in accordance with that awareness) of the distraction potential of surfing, streaming, social networking, and gaming, for you and those around you.

## Development environment

As stated in the syllabus, each student is responsible for maintaining his or her development environment (including an Android test environment, whether hardware- or software-based) in working condition throughout the bootcamp. In general, if a student has a system crash or other issue, the instructors will do what they can to help the student get back up and running; however, such assistance is always constrained by the needs of the class and the curriculum. In other words, the instructors can't allow any one student's equipment problems to prevent or distract from teaching the entire class.

As with other problems you might encounter in the bootcamp, it's very important that you keep the instructors or coaches aware of any issues you're having with your development environment that could interfere with your ability to complete an assigned task. It's also important to do this in a timely fashion. For example, if a homework assignment, project component, or practical exam is due on a Monday morning, and you tell the instructors that same morning that your computer crashed on Friday, so you weren't able to complete the work, that won't be considered an acceptable excuse for late completion.

## Kitchen/lunchroom

At the CNM STEMulus Center, the kitchen is generally stocked with coffee, tea, some baked goods, hard-boiled eggs, fruit, cereal, milk, cheese snacks, and a few other snacks. A few times during the bootcamp, we will provide lunch for the students. (This is in addition to community lunches provided on Friday afternoons.) Apart from that, students should plan on providing their own lunches. Please mark any food placed in the refrigerator; unlabeled items will generally be considered "community food"—apart from the contents of the drawers, which are reserved for the instructors and staff.

As a matter of healthy work practice, we encourage you to avoid eating in front of your computer every day. At the STEMulus Center, there are suitable tables in the lunchroom, around the fountain in the Galeria, on the plaza, and even in the classroom, on either side of the room. Of course, you can leave the STEMulus Center altogether for lunch, as long as you return on time.

The water in the Keurig coffee maker generally needs to be refilled after every 6–8 cups dispensed. If you notice it getting low, please refill it using bottled or filtered water.

If you notice that the kitchen is running low on something (food, plates, bowls, utensils, etc.), please let the instructors know, and make a note of it on the whiteboard in the lunchroom.

Students are expected to wash their own coffee mugs, water bottles, and (non-disposable) plates, bowls, & utensils.