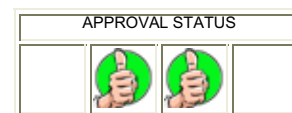


Title: Assembly Language

Version: 1



Save & Preview All

Spell Check

Save Student Learning Outcome



Outcome Category:

- Communication Skills
- Critical Thinking Skills
- Content/Discipline Knowledge & Skills



Define Student Learning Outcome:

The student will be able to

choose one:

- | <u>ANALYSIS</u> | <u>APPLICATION</u> | <u>COMPREHENSION</u> | <u>EVALUATION</u> | <u>KNOWLEDGE</u> | <u>SYNTHESIS</u> |
|-------------------------------------|-----------------------------------|----------------------------------|--------------------------------|---------------------------------|---------------------------------|
| <input type="radio"/> analyze | <input type="radio"/> apply | <input type="radio"/> classify | <input type="radio"/> assess | <input type="radio"/> cite | <input type="radio"/> arrange |
| <input type="radio"/> appraise | <input type="radio"/> choreograph | <input type="radio"/> depict | <input type="radio"/> choose | <input type="radio"/> define | <input type="radio"/> collect |
| <input type="radio"/> calculate | <input type="radio"/> compute | <input type="radio"/> describe | <input type="radio"/> decide | <input type="radio"/> identify | <input type="radio"/> combine |
| <input type="radio"/> categorize | <input type="radio"/> construct | <input type="radio"/> discuss | <input type="radio"/> defend | <input type="radio"/> indicate | <input type="radio"/> compose |
| <input type="radio"/> compare | <input type="radio"/> demonstrate | <input type="radio"/> explain | <input type="radio"/> estimate | <input type="radio"/> label | <input type="radio"/> create |
| <input type="radio"/> contrast | <input type="radio"/> dramatize | <input type="radio"/> express | <input type="radio"/> evaluate | <input type="radio"/> list | <input type="radio"/> design |
| <input type="radio"/> criticize | <input type="radio"/> employ | <input type="radio"/> locate | <input type="radio"/> grade | <input type="radio"/> match | <input type="radio"/> formulate |
| <input type="radio"/> debate | <input type="radio"/> generate | <input type="radio"/> paraphrase | <input type="radio"/> judge | <input type="radio"/> name | <input type="radio"/> integrate |
| <input type="radio"/> determine | <input type="radio"/> illustrate | <input type="radio"/> recognize | <input type="radio"/> justify | <input type="radio"/> quote | <input type="radio"/> manage |
| <input type="radio"/> diagram | <input type="radio"/> interpret | <input type="radio"/> report | <input type="radio"/> measure | <input type="radio"/> recall | <input type="radio"/> organize |
| <input type="radio"/> differentiate | <input type="radio"/> operate | <input type="radio"/> restate | <input type="radio"/> rate | <input type="radio"/> relate | <input type="radio"/> perform |
| <input type="radio"/> distinguish | <input type="radio"/> practice | <input type="radio"/> review | <input type="radio"/> revise | <input type="radio"/> repeat | <input type="radio"/> prepare |
| <input type="radio"/> experiment | <input type="radio"/> schedule | <input type="radio"/> summarize | <input type="radio"/> score | <input type="radio"/> reproduce | <input type="radio"/> produce |
| <input type="radio"/> inspect | <input type="radio"/> sketch | <input type="radio"/> tell | <input type="radio"/> value | <input type="radio"/> select | <input type="radio"/> propose |
| <input type="radio"/> solve | <input type="radio"/> use | | | | |

an assembly language to write a simple program. This will be assessed upon completion of the 3-hour course CDA 3100, Computer Organization I.

Preview

**Assessment and Evaluation Process:**

Be sure to include the standard(s) and measure(s).

This is an important skill for a Computer Science major as a means of better understanding higher-level programming languages, and also as a means of programming embedded systems. In addition, knowledge of assembly language teaches students how higher-level programming languages actually implement many of their features. The skill will be evaluated by the faculty instructor via a capstone activity in the area. This will result in 80% of the students enrolled in CDA 3100 in 2006-2007 scoring 70% or better as determined by a

Method(s):

choose
one or
more:

- behavioral observation
- capstone course evaluation
- class performance or presentation
- clinical evaluation
- course embedded assignment (often in tandem with exam question bank)
- course report
- department assessment
- departmental exam/comprehensive exam/preliminary exam
- faculty committee evaluation of dissertation, thesis or treatise
- faculty designed comprehensive or capstone examination and assignment
- instructor constructed exam
- internship evaluation of specific activity
- judged exhibition
- judged performance
- national or state standardized exam
- performance on licensing or other external examination
- portfolio of student work
- pre-test/post-test evaluation
- problem-solving exercise
- professional judged performance or demonstration of ability in context
- project evaluation
- public performance or presentation (juried)
- simulation
- videotaped or audio-taped performance
- written report or essay

Preview

**Results**

In Fall 2006, 95% of the CDA 3100 students achieved 70% or better on the assignment used as the capstone course evaluation. The assignment is provided as a weblink as well as a second weblink pointing to a second file containing assembly language support files.

In Spring 2007 several assignments were considered together as the capstone course evaluation for Assembly Language skills. The first was assignment #4: The purpose of this assignment is to let the student be able to write complete MIPS programs to solve problems with some difficulties. One of the problems requires recursive programming so that the student should be to understand better function calls that are implemented in MIPS. Here 89% of the students scored 70% or better on assignment #4. The other

**Improvements Made or Action Plan Based on Analysis of Results**

In Fall 2006 the assessment was easily achieved, while in Spring 2007 the assessment was essentially made. It is important to note that these assignments, as they relate to Assembly Language skills, were very characteristic of the skills required of Computer Science students in the work place. Thus, we feel we should not modify the requirements or the assessments, just provide resources to help more students succeed.

Potential
Budget
Impact:

- Yes
 No

All budgetary requests will be considered during the Institutional Effectiveness Plan Approval Process.

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**File Bank**

 [Fall 2006 CDA 3100 Assignment \[http://www.cs.fsu.edu/~dchang/cda3100/cd...\]](http://www.cs.fsu.edu/~dchang/cda3100/cd...)

 [Fall 2006 CDA 3100 Assignment support files in assembly language \[http://www.cs.fsu.edu/~dchang/cda3100/%5...\]](http://www.cs.fsu.edu/~dchang/cda3100/%5...)



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Subject

Body

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No message history is available for this student learning outcome.