CSE 332
INTRODUCTION TO VISUALIZATION

INTRODUCTION

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STONY BROOK UNIVERSITY
The growth of jobs mentioning “data visualization” as a skill from 2010 through 2017 has steadily increased from only 1,888 jobs in 2010 to 30,327 jobs in 2017 (16× growth). Source: Ryan et al, IEEE CG&A, 2019 using data from Labor Insight.
"Visualization" Skill... is needed everywhere

Top Job Titles Listing "Data Visualization" as a Skill

- Data Analyst: 34.77%
- Business Analyst: 15.82%
- Software Development Engineer: 13.35%
- Business Intelligence Analyst: 10.32%
- Business Intelligence Developer: 6.48%
- Data Architect: 5.31%
- Software Developer: 4.57%
- Business Consultant: 3.90%
- Graphic Designer: 2.76%
- User Experience (UX) Designer: 2.71%

Top Jobs with "Visualization" in Title

Only 3% of total data visualization related jobs included the word "visualization" in the title. Of these 3%, the top jobs were are defined below:

- Data Visualization Specialist: 14.29%
- Senior Data Visualization Engineer: 14.29%
- Data Visualization Developer: 11.82%
- Data Visualization Engineer: 10.84%
- Data Visualization Consultant: 6.90%

Baseline, or “soft” skills listed for these 30k “Data Visualization” jobs.
Communication, when mentioned in conjunction with data visualization really means:

- communication of information derived from data
- visual story telling with data
- half of the data analytics projects fail due to poor communication (according to L. Kart, N. Neudecker, F. Buytendijk, Gartner Report GG0255160, 2013)

Apart from the specialized skills, these general skills (or proficiencies) are also often listed:

- SQL
- Tableau (41%),
- Excel (34%), PowerPoint (16%)
- Python (30%), SAS (22%), R (16%), Plotly (??%)
- JavaScript & JavaScript-based data-driven documents D3.js (13%)

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- Python (30%), SAS (22%), R (16%), Plotly (?)%
- JavaScript & JavaScript-based data-driven documents D3.js (13%)

Visualization is not new
Let’s go back some 160 years to 1854, London, England
The most terrible outbreak of cholera which ever occurred in this kingdom, is probably that which is taking place in Broad Street, Golden Square, and adjoining streets.

Within two hundred and fifty yards of the spot where Cambridge Street joins Broad Street, there are upwards of five hundred fatal attacks of cholera in ten days.

The mortality in this limited area probably equals any that was ever caused in this country, even by the plague; and it is much more sudden, as the greater number of cases terminated in a few hours.
What Can We Do?

What Is The Cause?

How Can We Eliminate It?
TIME FOR "IMAGINATION"
Hypothesis: cholera spreads through water
- and not via some other fantastic causes
- one said it rose out of the burying grounds of plague victims from two centuries earlier
- the bacteria was discovered later, in 1886

A real-life experiment (often the case with observational data)
- established the mode of cholera transmission
- and consequently the method of prevention: keep drinking water, food, and hands clear of infected sewage

Visualization provided
- inspiration
- convincing arguments to justify actions
- led to Dr. John Snow’s historic immortality
- a bar near the old Broad Street pump bears his name (safe drinking)
What Is Needed for Visualization?
What Is Needed for Visualization – Some Appropriate Answers

Data (wide variety)

Algorithms
- data mining
- data analytics

Computer
- run those algorithms
- data storage

Humans
- with a purpose/need to understand their data
- endowed with cognitive faculties, creative thought, intuition
- domain expertise

Understanding of humans
- perception, cognition, HCI issues
- we can gain it through experimentation with humans
WHAT IS NEEDED FOR VISUALIZATION – SOME APPROPRIATE ANSWERS

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= Visual Analytics
Dr. John Snow’s London Cholera Map of 1854

- data collection
- data assimilation
- statistical testing
- visualization
- computational analysis (brain)
- domain knowledge

Very early example of visual analytics
Let’s go back some 40 years to 1986, JFK Space Center, FL

73 Seconds After Lift-off
What Happened?

What Was The Cause?
The Day of The Launch

36 degrees F on Launch Pad 39
Space Shuttle 101

Rubber O-rings, nearly 38 feet (11.6 meters) in circumference; 1/4 inch (6.4 mm) thick.

The field joint that leaked.

Upon ignition, smoke leaked from this joint. A flame burned through 59 seconds later.

Exterior wall of rocket

Lower segment of rocket casing

Primary O-ring
Secondary O-ring

Upper segment of rocket casing

Inside of rocket (filled with 500 tons of propellant)
Fast Forward
58 Seconds After Ignition
Two days before launch they presented their concerns
- created 13 charts to make their case

Slide #1:

**Temperature Concern on SRM Joints**
27 Jan 1986

- SRM – Solid Rocket Motor
HISTORY OF O-RING DAMAGE ON SRM FIELD JOINTS

<table>
<thead>
<tr>
<th>SRM No.</th>
<th>Cross Sectional View</th>
<th>Top View</th>
<th>Clocking Location (deg)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Erosion Depth (in.)</td>
<td>Erosion Perimeter Affected (deg)</td>
</tr>
<tr>
<td>61A LH Center Field**</td>
<td>22A</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>61A LH CENTER FIELD**</td>
<td>22A</td>
<td>NONE</td>
<td>NONE</td>
</tr>
<tr>
<td>51C LH Forward Field**</td>
<td>15A</td>
<td>0.010</td>
<td>154.0</td>
</tr>
<tr>
<td>51C RH Center Field (prim)***</td>
<td>15B</td>
<td>0.038</td>
<td>130.0</td>
</tr>
<tr>
<td>51C RH Center Field (sec)***</td>
<td>15B</td>
<td>0.050</td>
<td>45.0</td>
</tr>
<tr>
<td>41D RH Forward Field</td>
<td>13B</td>
<td>0.028</td>
<td>110.0</td>
</tr>
<tr>
<td>41C LH Aft Field*</td>
<td>11A</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>41B LH Forward Field</td>
<td>10A</td>
<td>0.040</td>
<td>217.0</td>
</tr>
<tr>
<td>STS-2 RH Aft Field</td>
<td>2B</td>
<td>0.053</td>
<td>116.0</td>
</tr>
</tbody>
</table>

*Hot gas path detected in putty. Indication of heat on O-ring, but no damage.
**Soot behind primary O-ring.
***Soot behind primary O-ring, heat affected secondary O-ring.

Clocking location of leak check port - 0 deg.

OTHER SRM-15 FIELD JOINTS HAD NO BLOWHOLES IN PUTTY AND NO SOOT NEAR OR BEYOND THE PRIMARY O-RING.

SRM-22 FORWARD FIELD JOINT HAD PUTTY PATH TO PRIMARY O-RING, BUT NO O-RING EROSION AND NO SOOT BLOWBY. OTHER SRM-22 FIELD JOINTS HAD NO BLOWHOLES IN PUTTY.
Teaches about O-ring damage mechanics and erosion

**PRIMARY CONCERNS -**

**FIELD JOINT - HIGHEST CONCERN**

- **EROSION PENETRATION OF PRIMARY SEAL** REQUIRES RELIABLE SECONDARY SEAL FOR PRESSURE INTEGRITY
  - **IGNITION TRANSIENT** - (0-600 MS)
    - (0-170 MS) HIGH PROBABILITY OF RELIABLE SECONDARY SEAL
    - (170-330 MS) REDUCED PROBABILITY OF RELIABLE SECONDARY SEAL
    - (330-600 MS) HIGH PROBABILITY OF NO SECONDARY SEAL CAPABILITY

- **STEADY STATE** - (600 MS - 2 MINUTES)
  - IF EROSION PENETRATES PRIMARY O-RING SEAL - HIGH PROBABILITY OF NO SECONDARY SEAL CAPABILITY
    - BENCH TESTING SHOWED O-RING NOT CAPABLE OF MAINTAINING CONTACT WITH METAL PARTS GAP OPENING RATE TO PEOP
    - BENCH TESTING SHOWED CAPABILITY TO MAINTAIN O-RING CONTACT DURING INITIAL PHASE (0-170 MS) OF TRANSIENT
Lists temperature and blow-by history for two SRMs

**Blow By History**
- **SRM-15** worst blow-by
  - 2 case joints (80°), (110°) arc
  - Much worse visually than SRM-32
- **SRM 32** Blow-by
  - 2 case joints (30-40°)
- **SRM-13A, 15, 16A, 18, 23A, 24A**
  - Nozzle blow-by

**History of O-Ring Temperatures (Degrees F)**

<table>
<thead>
<tr>
<th>Motor</th>
<th>MBT</th>
<th>AMB</th>
<th>O-Ring</th>
<th>Wind</th>
</tr>
</thead>
<tbody>
<tr>
<td>DM-4</td>
<td>68</td>
<td>36</td>
<td>47</td>
<td>10 MPH</td>
</tr>
<tr>
<td>DM-2</td>
<td>76</td>
<td>45</td>
<td>52</td>
<td>10 MPH</td>
</tr>
<tr>
<td>QM-3</td>
<td>72.5</td>
<td>40</td>
<td>48</td>
<td>10 MPH</td>
</tr>
<tr>
<td>QM-4</td>
<td>76</td>
<td>48</td>
<td>51</td>
<td>10 MPH</td>
</tr>
<tr>
<td>SRM-15</td>
<td>52</td>
<td>64</td>
<td>53</td>
<td>10 MPH</td>
</tr>
<tr>
<td>SRM-22</td>
<td>77</td>
<td>78</td>
<td>75</td>
<td>10 MPH</td>
</tr>
<tr>
<td>SRM-25</td>
<td>55</td>
<td>26</td>
<td>29</td>
<td>10 MPH</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>27</td>
<td>25 MPH</td>
</tr>
</tbody>
</table>
Assume you’re a NASA Manager

Given the information provided in the company slides

- would you vote for a launch?
- ignore you know about the consequences

Be keenly aware of the immense PR pressures

- President Reagan’s upcoming State of the Union speech
- the first civilian in space
- NASA’s funding problems

Launch:

- No: OK with a PR disaster & possible budget cuts down the road
- Yes: the rocket company is too cautious & concerns are unproven
Presentation only has exactly two shuttle flights
- one with two blow-by’s and high temperature
- one with two blow-by’s and low temperature
- ignores all other 22 shuttle flights (SRM)

Statistically weak

Recommendation
- “O-ring temp must be >53°F at launch”
- is only based on a sample size of 1
- context of other flights is missing
- no statistical leverage
Deficiencies

Lots of numbers and facts

But no causal evidence that could predict

What is needed?
WHAT IS NEEDED?

Need a measure for damage
# Damage Index

<table>
<thead>
<tr>
<th>Flight</th>
<th>Date</th>
<th>Temperature °F</th>
<th>Erosion Incidents</th>
<th>Blow-by Incidents</th>
<th>Damage Index</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>51-C</td>
<td>01.24.85</td>
<td>53°C</td>
<td>3</td>
<td>2</td>
<td>11</td>
<td>Most erosion any flight; blow-by; back-up rings heated. Deep, extensive erosion.</td>
</tr>
<tr>
<td>41-B</td>
<td>02.03.84</td>
<td>57°C</td>
<td>1</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>61-C</td>
<td>01.12.86</td>
<td>58°C</td>
<td>1</td>
<td></td>
<td>4</td>
<td>O-ring erosion on launch two weeks before Challenger. O-rings showed signs of heating, but no damage.</td>
</tr>
<tr>
<td>41-C</td>
<td>04.06.84</td>
<td>63°C</td>
<td>1</td>
<td></td>
<td>2</td>
<td>Coolest (66°) launch without O-ring problems.</td>
</tr>
<tr>
<td>1</td>
<td>04.12.81</td>
<td>66°C</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>04.04.83</td>
<td>67°C</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>51-A</td>
<td>11.08.84</td>
<td>67°C</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>51-D</td>
<td>04.12.85</td>
<td>67°C</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>11.11.82</td>
<td>68°C</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>03.22.82</td>
<td>69°C</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>11.12.81</td>
<td>70°C</td>
<td>1</td>
<td></td>
<td>4</td>
<td>Extent of erosion not fully known.</td>
</tr>
<tr>
<td>9</td>
<td>11.28.83</td>
<td>70°C</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>41-D</td>
<td>08.30.84</td>
<td>70°C</td>
<td>1</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>51-G</td>
<td>06.17.85</td>
<td>70°C</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>06.18.83</td>
<td>72°C</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>08.30.83</td>
<td>73°C</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>51-B</td>
<td>04.29.85</td>
<td>75°C</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>61-A</td>
<td>10.30.85</td>
<td>75°C</td>
<td>2</td>
<td></td>
<td>4</td>
<td>No erosion. Soot found behind two primary O-rings.</td>
</tr>
<tr>
<td>51-I</td>
<td>08.27.85</td>
<td>76°C</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>61-B</td>
<td>11.26.85</td>
<td>76°C</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>41-G</td>
<td>10.05.84</td>
<td>78°C</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>51-J</td>
<td>10.03.85</td>
<td>79°C</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>51-F</td>
<td>07.29.85</td>
<td>81°C</td>
<td></td>
<td></td>
<td>0</td>
<td>O-ring condition unknown; rocket casing lost at sea.</td>
</tr>
</tbody>
</table>
O-ring damage index, each launch

26°–29° range of forecasted temperatures (as of January 27, 1986) for the launch of space shuttle Challenger on January 28

Temperature (°F) of field joints at time of launch
Extrapolation of damage curve to the cold
Challenger launch: 31° forecasted temperature for January 28, 1986

Dots indicate temperature and O-ring damage for 24 successful launches prior to Challenger. Curve shows increasing damage is related to cooler temperatures.
Shown at Congressional Hearings

Used these charts

All information is there
- but very hard to identify and assimilate
- why?
Four seminal books

- standard literature for every visualization enthusiast

- taught information design at Princeton University
- now a professor at Yale University
Course Topics

CSE 332 Introduction to Visualization

Non-Spatial Data
Spatial Data
Display Technology
Perception & Cognition
Large & Big Data
High Performance Computing
Data Mining
Domain Knowledge
Insight
Knowledge

Visualization Interaction Analysis
Spatial Data

- Shock wave
- Virtual frog
- Spiral flow
- Transparent MRI head
- Wind flow
- Semi-transparent tomato
- Nerve cell
- MRI head
Spatial Data

Example: Datasets obtained by 3D volumetric scans (CT, MRI)

- what are some questions you might have?
Example: Datasets obtained by 3D Simulations

- what are some questions you might have?

**Spatial Data**

One question might be:

- How do planets form by ways of gravitational instabilities?
  - Hypothesis: matter clumps together and attracts more matter.
Spatial Data

Example: Data obtained by observation-supported simulations
  - what are some questions you might have?
The salient features of a car:

- miles per gallon (MPG)
- top speed
- acceleration
- number of cylinders
- horsepower
- weight
- year
- country origin
- brand
- number of seats
- number of doors
- reliability (# of breakdowns)
- and so on...
How are MPG, weight, HP, and reliability related? Are there tradeoffs? Which car is best for me?
HIGH-DIMENSIONAL DATA VISUALIZATION
Big Data

12+ TBs of tweet data every day

30 billion RFID tags today (1.3B in 2005)

4.6 billion camera phones worldwide

100s of millions of GPS enabled devices sold annually

2+ billion people on the Web by end 2011

25+ TBs of log data every day

76 million smart meters in 2009... 200M by 2014
The Scientific Method

In the Age of Data Science

- Formulate Question
- Generate Hypothesis
- Form Testable Prediction
- Collect Data (scrape, mine)
- Analyze Data
- Test Prediction (visualize)
- Form Experiment (find data sources)
- Publish Results
MODERN DATA SCIENTIST

MATH & STATISTICS

- Machine learning
- Statistical modeling
- Experiment design
- Bayesian inference
- Supervised learning: decision trees, random forests, logistic regression

DOMAIN KNOWLEDGE & SOFT SKILLS

- Passionate about the business
- Curious about data
- Influence without authority
- Hacker mindset
- Problem solver
- Strategic, proactive, creative, innovative and collaborative

PROGRAMMING & DATABASE

- Computer science fundamentals
- Scripting language e.g. Python
- Statistical computing packages, e.g., R
- Databases: SQL and NoSQL
- Relational algebra
- Parallel databases and parallel query

COMMUNICATION & VISUALIZATION

- Able to engage with senior management
- Story telling skills
- Translate data-driven insights into decisions and actions
- Visual art design
- R packages like ggplot or lattice
- Knowledge of any of visualization tools e.g. Flare, D3.js, Tableau
Visualization can be beautiful
Visualization can be beautiful.
Visualization Is Fast

< 200 ms to recognize the red dot
Visualization Is Fast
Vision is massively parallel more than 50% of the brain.
Visualization Can Be Interactive

youtube
Visualization Has a Long History
Visualization Can be Inspired by Art
Visualization Can be Deceptive
Visualization Can be Deceptive
Visualization Can be Deceptive

Count the number of black dots
Visualization Can be Deceptive
Visualization Can be Deceptive

Are the horizontal lines parallel or do they slope?
Visualization Can be Deceptive

How many legs does this elephant have?
Visualization Can be Deceptive

Julian Beever
Which circle in the middle is bigger?
Visualization Can be Deceptive

Gun deaths in Florida

Number of murders committed using firearms

2005
Florida enacted its ‘Stand Your Ground’ law

Source: Florida Department of Law Enforcement
The human visual system is not perfect, but it’s extremely powerful.

Vision is an integral part of life.

Vision is the gateway to higher-level regions of the brain.

Exploit this fast and powerful processor for:
- complex data analyses, creative tasks, communicating ideas.

→ The science of visualization and visual analytics.
Tentative Schedule
<table>
<thead>
<tr>
<th>Lecture</th>
<th>Topic</th>
<th>Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intro, schedule, and logistics</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Applications of visual analytics, data, and basic tasks</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Basic vis techniques for non-spatial data</td>
<td>Project 1 out</td>
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<tr>
<td>4</td>
<td>Data preparation and reduction</td>
<td></td>
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<tr>
<td>5</td>
<td>Perception and cognition, visual design and aesthetics</td>
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<tr>
<td>6</td>
<td>Foundations of statistics</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Introduction to D3 and Vega-Lite</td>
<td>Project 2 out</td>
</tr>
<tr>
<td>8</td>
<td>Data types, notion of similarity and distance</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Data mining techniques: clusters, text, patterns, classifiers</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Data mining techniques: clusters, text, patterns, classifiers</td>
<td></td>
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<tr>
<td>11</td>
<td>High-dimensional data, dimensionality reduction</td>
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<tr>
<td>12</td>
<td>Computer graphics and volume rendering</td>
<td>Project 3 out</td>
</tr>
<tr>
<td>13</td>
<td>Techniques to visualize spatial (3D) data</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Scientific and medical visualization</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Scientific and medical visualization</td>
<td></td>
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<tr>
<td>16</td>
<td>Non-photorealistic rendering</td>
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<tr>
<td>17</td>
<td>Midterm</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Principles of interaction</td>
<td>Project 4 out</td>
</tr>
<tr>
<td>19</td>
<td>Visual analytics and the visual sense making process</td>
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</tr>
<tr>
<td>20</td>
<td>Correlation and causal modeling</td>
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</tr>
<tr>
<td>21</td>
<td>Big data: data reduction, summarization</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Visualization of graphs and hierarchies</td>
<td></td>
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<tr>
<td>23</td>
<td>Visualization of text data</td>
<td>Project 5 out</td>
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<tr>
<td>24</td>
<td>Visualization of time-varying and time-series data</td>
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<tr>
<td>25</td>
<td>Memorable visualizations, visual embellishments</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Evaluation and user studies</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Narrative visualization and storytelling</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Data journalism</td>
<td></td>
</tr>
</tbody>
</table>
Midterm (1st part of the course): 30%
Final (2nd part of the course): 40%
Projects (5): 30%
  ▪ propose a dataset DS and argue why you think it’s interesting (5%)
  ▪ code up a set of basic interactive visualizations for DS (5%)
  ▪ implement a set of suitable data analytics (python) for DS (5%)
  ▪ interlude: create some spatial visualizations using ImageVis3D (5%)
  ▪ create an interactive visual analytics dashboard for DS (10%)
Participation:
  ▪ expected to attend each lecture (attendance is not taken)
For late submission policy see [course website](#)
  ▪ course website will publish all course materials
What’s a VA Dashboard?

See a really good example on youtube

Programmed with:
- python
- html
- JavaScript
- D3 API

Your path to this:
- a dashboard is a collection of data visualizations linked together
- you will program all the individual dashboard components in lab 2 and lab 3
- then, in lab 5 you will put (some of) them all on one page and connect them in a meaningful way so they together can support users in interactive data analysis explorations
HTML programming

40 responses

- Novice: 45%
- Advanced beginner: 15%
- Competent: 15%
- Proficient: 15%
- Expert: 20%
JavaScript programming (note, JavaScript is not Java)

40 responses
You have 3 weeks to get up to speed with html and js
- 9/13 is the first programming assignment requiring it (3 weeks from now)

Fortunately there is a great and easy resource
- W3schools html
- W3schools JavaScript

HTML part, focus on:
- HTML Tutorial (specifically the sections Home to Layout)
- HTML Graphics
- will take you 2 days max

JavaScript part, focus on:
- JS Tutorial
- JS Objects, JS Functions, JS Async
- JS HTML DOM (Document Object Model)
- JS JSON (JavaScript Object Notation)
- will take you 2 weeks (one hour each day, ~15-20 hours total)
This will check your newly gained html and js capabilities

- successful completion will be evidence that you’re ready for the lab assignments
- please do this yourself, copying it from somewhere will defeat the purpose of the exercise
- submit to Brightspace and gain 1% of extra credit (due 9/14)

Create a html page which supports the following

- allow a user to enter some text into a webpage text widget
- write a simple js program that will
  - count the number of non-white space characters
  - produce a list that shows many instances of each character are in the text (called a histogram, say a: 5, b: 4, c: 3,.... )
  - calculate and show the total number of empty spaces and words
  - do some simple spellchecking, like too many instances of the same character in sequence (more than 2 is generally impossible in the English language) and either highlight them in the text or write our an error message
Several free code development environments are available

- Visual Studio Code (recommended)
- Atom
- Sublime Text

Browsers to run and develop your code

- Chrome
- Firefox
- IE and Edge are not overly suitable
- Chrome and Firefox also have panels where you can see and edit your code
- comes in handy when you want to change values of variables