SE 477 Software and Systems Project Management

Instructor

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                                9:00-9:45 PM (Lewis 1511)

Course Information

SE 430 Section 801/810
Class time: Wednesday, 5:45-9:00 PM
Room: Lewis 1511
Campus: Loop
Course homepage: https://d2l.depaul.edu/
Last day to drop with no penalty: Jan 16, 2015; after Jan 16, a grade of "W" will be assigned. For OL, the last day to drop with no penalty is Jan 18.

Course Summary

This course presents project management from a development (as opposed to a business) perspective. The course covers the essential elements of software project management: people, process, tools and techniques, and measurements. These elements are discussed from three interrelated and complementary contexts:

- The general project framework provided by the Project Management Book of Knowledge (PMBOK);
- The four phases of a typical IT project: initiating, planning, executing, and closing; and
- The project life cycle: predictive (plan-driven), iterative and incremental, and adaptive (change-driven).

The course consists of:

- Lectures;
- Individual and team coursework assignments;
- Two online quizzes; and
- An online final exam.

Students perform project management activities on a team-selected project throughout all team assignments.

Learning Objectives (LO)

1. Students will understand the motivation for, basic principles of, and terminology of project management. (LO1)
2. Students will understand how development and project management concerns relate and how they may be integrated with one another. (LO2)
3. Students will understand the activities and responsibilities of the project management team in a software development project. (LO3)
4. Students will understand some of the reasons for IT project failures and how they might be averted. (LO4)
5. Students will understand and apply principles of effective interpersonal skills. (LO5)
6. Students will understand and carry out an essential subset of the activities associated with project planning, execution, monitoring and control, and close-out. (LO6)

Required Texts

- Project Management Institute (2013). *Software Extension to A Guide to the Project Management Body of Knowledge (PMBOK Guide) Fifth Edition*. Project Management Institute, Inc. ISBN-10: 1628250135; ISBN-13: 978-1628250138. (Referred to as PMBOK-SWE below.)

- Deemer, P., Benefield, G., Larman, C., and B. Vodde (2012). *The Scrum Primer: A Lightweight Guide to the Practice of Scrum, Version 2.0*. Available at: http://www.infoq.com/minibooks/Scrum_Primer.

Prerequisites

Knowledge of the Software Development Life Cycle (SDLC) through courses such as SE 430 Object-Oriented Modeling, IS 421 Systems Analysis/IS 422 Systems Design, ECT 455 E-Commerce Web Site Engineering, HCI 513 Design/Strategies for Internet Commerce, or through appropriate practical work experience.

Class Format

Class meetings involve a combination of lecture and discussions. Some class-time activities may be included, if time permits.

Evaluation & Grading

Coursework includes the following components:

Coursework	Grade Proportion
Participation	10%
Individual Assignment	10%
Team Assignments	30%
Team Participation	10%
Quizzes	20%
Final Exam	20%
Total	100%

Weekly participation. In-class students are expected to attend every class session; OL students are expected to view the COL recording of the class as soon as possible, usually within 2-3 days of the in-class meeting. All students must post at least one substantive comment, relevant to the class topics and activities for the week, to the online participation forum. A substantive comment is one that further explores a topic covered in class or one posted by another student. A "thank you" or "that's interesting" does not constitute a substantive comment, nor does simply posting a URL without a substantive discussion of its relevance. (LO1)

Individual Assignment. The individual assignment acts as a foundation exercise for the rest of the coursework, particularly the team assignments. (LO1)

Team Assignments/Team Participation. These are done as part of a team consisting of three or four students. Team assignments consist of practical exercises in performing various project management activities. Each team must complete a team working agreement. All students on each team are expected to contribute equally to every assignment. If a student does not contribute their fair portion to an assignment, that student's grade on the assignment is reduced. At the completion of each assignment,

students must complete an online peer review of their teammates. The review is used, if necessary, to adjust a student's grade on the assignment, and in determining each student's final team assignment participation grade component. (LO1-LO6)

Quizzes. Quizzes provide the student with the opportunity to test her or his basic comprehension of course material. Each quiz is available online in D2L for several days, so that the student may take the quiz at a convenient time. No time extensions are granted for quizzes without prior permission. (LO1-LO4)

Final exam. The comprehensive final exam tests comprehension of vocabulary, concepts, and the practical elements of object-oriented modeling. The final exam is delivered online via D2L during the regular final exam week for the quarter. (LO1-LO4)

Time Budget. Students should allow approximately 3-4 hours of work outside of class for each scheduled hour of class; this works out to 10-12 hours each week (on average) for most students. Team meetings and project collaboration may increase the amount of time required.

Grading Scale. Final letter grades will be given based on the following minimum percent of total points earned:

If the final numeric grade is less than:	and greater than or equal to:	the final letter grade is:
-	93	A
93	90	A-
90	87	B+
87	83	B
83	80	B-
80	77	C+
77	73	C
73	70	C-
70	67	D+
67	60	D
60	0	F

Grade Responsibility. Every effort is made to provide the student with the resources and support needed to succeed in the course. Grades are assigned fairly and impartially based on the coursework submitted by the student, without regard to external circumstances such as GPA goals or employer tuition reimbursement minimum grade requirements. It is the student's responsibility to earn his or her final grade. Please do not ask for a grade which you do not earn.

In-Class and Online Sections. Every effort is made to accommodate and be inclusive of online students. Since the final exam is online, online students do not need to make proctoring arrangements for the exam. Adequate time is given to complete all assignments, so all students must submit assignments by the same day and time.

Student Support & Communication. Support for both in-class and online students is provided through weekly office hours dedicated to the course and through online question-and-answer discussion forums on D2L. Students in the Chicago area may come to the instructor's posted office hours. Online students may call during these posted office hours; however, it is recommended that such calls be scheduled in advance in order to ensure a place in the queue. Online discussion forums are available to all students and should be used for posting general coursework questions and comments. The instructor makes every effort to respond to postings within 24 hours. However, due to schedule issues, it occasionally may take longer to receive an instructor response. Email should be used only for personal issues or for

student- or team-specific coursework questions. For technical issue (as opposed to personal issue) team emails, please Cc: all team members. Make all questions clear and specific.

Please include the course number and section (*e.g.*, SE 477 - OL) in the email *Subject:* field and include your full name in the *body* of the email.

Note: The instructor does not preview homework assignments. However, the instructor does answer specific questions about assignments.

Class Topic Sequence (*provisional—subject to revision*)

Due to the variability of each class, it is practical only to provide a list of the sequence of topics and corresponding readings. Due to varying student interests and engagement, multiple topic groups may be presented in a single class meeting, or topic groups may span more than one class meeting. Thus, only one date is listed in the following schedule: the official date of the final exam. The assignment schedule in the D2L Checklist will be updated as the quarter progresses and should be used as the definitive assignment schedule.

Topic Group 1

Course Logistics Introduction

Projects and Project Management   *Reading:* PMBOK-SWE Ch. 1

Topic Group 2

Project and System Development Lifecycles I & II   *Reading:* PMBOK-SWE Ch. 2;
                                                            Scrum Primer (all)

Topic Group 3

Initiating Processes I & II   *Reading:* PMBOK-SWE Ch. 3.3
    Develop Project Charter   *Reading:* PMBOK-SWE Ch. 4 Intro & 4.1
    Identify Stakeholders   *Reading:* PMBOK-SWE Ch. 13 Intro & 13.1
Tentative: *Quiz 1 follows Group 3*

Topic Group 4

Planning Processes Overview   *Reading:* PMBOK-SWE Ch. 3.4

Topic Group 5

Planning Processes I: Stakeholder Management
    Plan Stakeholder Management   *Reading:* PMBOK-SWE Ch. 13.2

Topic Group 6

Planning Processes II: Scope Management   *Reading:* PMBOK-SWE Ch. 5 Intro
    Plan Scope Management   *Reading:* PMBOK-SWE Ch. 5.1
    Collect Requirements   *Reading:* PMBOK-SWE Ch. 5.2

Topic Group 7

Planning Processes III: Scope Management
    Define Scope   *Reading:* PMBOK-SWE Ch. 5.3
    Create WBS   *Reading:* PMBOK-SWE Ch. 5.4
Tentative: *Quiz 2 follows Group 7*

Topic Group 8

Planning Processes IV: Risk Management	*Reading:* PMBOK-SWE Ch. 11 Intro
Identify Risks	*Reading:* PMBOK-SWE Ch. 11.2
Perform Qualitative Risk Analysis	*Reading:* PMBOK-SWE Ch. 11.3
Plan Risk Responses	*Reading:* PMBOK-SWE Ch. 11.5

Topic Group 9

Planning Processes V: Time Management	*Reading:* PMBOK-SWE Ch. 6 Intro
Define Activities	*Reading:* PMBOK-SWE Ch. 6.2
Sequence Activities	*Reading:* PMBOK-SWE Ch. 6.3
Estimate Activity Resources	*Reading:* PMBOK-SWE Ch. 6.4
Estimate Activity Durations	*Reading:* PMBOK-SWE Ch. 6.5

Topic Group 10

Planning Processes VI: Time Management	
Develop Schedule	*Reading:* PMBOK-SWE Ch. 6.6

Topic Group 11

Integration Processes	*Reading:* PMBOK-SWE Ch. 4 Intro (review)
Develop Project Management Plan	*Reading:* PMBOK-SWE Ch. 4.2

Survey of Project Execution, Monitoring and Control, and Closing Processes
Reading: PMBOK-SWE Ch. 3 Intro & 3.5, 3.6, 3.7

Week 11   *Final exams week—no class meeting*

Wed Mar 18   ▶ **Due:** Final Exam (available online in D2L for 3-4 days, including official exam date)

Final grades will be posted ASAP but no later than 11:59 PM on Mar 27.

Policies & Expectations

An asterisk '*' following a heading indicates that the section includes an instructor-specific policy

Guidelines for Class Behavior

- Be on time.
- Take an active role in class discussions and activities.
- Be a respectful participant by keeping phones in silent mode.
- ***Please keep eyes up (and off your electronic devices) when attention should be paid to the group discussion or presentation. It is unprofessional and disrespectful to the instructor and other students to be surfing the internet, chatting, or checking social media***.
- Practice professionalism in your communications (face-to-face, emails, etc.) with the professor and fellow students.

Attitude

A professional and academic attitude is expected throughout this course. Measurable examples of non-academic or unprofessional attitude include but are not limited to: talking to others when the instructor is speaking, mocking another's opinion, cell phones ringing, emailing, texting, or using the internet whether on a phone, tablet, or computer. If any issues arise a student may be asked to leave the classroom. The professor will work with the Dean of Students Office to navigate such student issues.

Civil Discourse

DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be Socially Responsible Leaders. It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility can jeopardize a student's ability to be successful in the course. The professor will partner with the Dean of Students Office to assist in managing such issues.

Exceptional Circumstances*

Every effort is made to accommodate students who encounter exceptional personal circumstances during the quarter. Students who experience unanticipated personal, work, health, or family emergencies should notify the instructor by email or phone as soon as possible after the emergency with a brief explanation of the circumstances and any anticipated impact these might have on coursework. Students who have anticipated exceptional circumstances such as secular or religious holiday observances, medical treatment, or travel should notify the instructor as early as possible of these circumstances and any anticipated impact these might have on coursework. In both unanticipated and anticipated cases, a suitable plan for dealing with the coursework impact is agreed upon by the student and instructor. In some cases, suitable documentation of the exceptional circumstances may be requested by the instructor.

Incomplete Grades

An incomplete grade is a special, temporary grade that may be assigned by an instructor when unforeseeable circumstances prevent a student from completing course requirements by the end of the term and when otherwise the student had a record of satisfactory progress in the course. CDM policy requires the student to initiate the request for incomplete grade before the end of the term in which the course is taken. Prior to submitting the incomplete request, the student must discuss the circumstances with the instructor. Students may initiate the incomplete request process in MyCDM.

- All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptional cases will receive such approval.
- If approved, students are required to complete all remaining course requirement independently in consultation with the instructor by the deadline indicated on the incomplete request form.
- By default, an incomplete grade will automatically change to a grade of 'F' after two quarters have elapsed (excluding summer) unless another grade is recorded by the instructor.

- An incomplete grade does NOT grant the student permission to attend the same course in a future quarter.

Withdrawal

Students who withdraw from the course do so by using the Campus Connection system (http://campusconnect.depaul.edu. Withdrawals processed via this system are effective the day on which they are made. Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition, does not constitute an official withdrawal from class and will result in academic as well as financial penalty.

Retroactive Withdrawal

This policy exists to assist students for whom extenuating circumstances prevented them from meeting the withdrawal deadline. During their college career students may be allowed one medical/personal administrative withdrawal and one college office administrative withdrawal, each for one or more courses in a single term. Repeated requests will not be considered. Submitting an appeal for retroactive withdrawal does not guarantee approval.

College office appeals for CDM students must be submitted online via MyCDM. The deadlines for submitting appeals are as follows:

- Autumn Quarter: Last day of the last final exam of the subsequent winter quarter
- Winter Quarter: Last day of the last final exam of the subsequent spring quarter
- Spring Quarter: Last day of the last final exam of the subsequent autumn quarter
- Summer Terms: Last day of the last final exam of the subsequent autumn quarter

Coursework Grade Review Requests*

Every effort is made to grade in a fair and consistent manner. Should a disagreement arise about a coursework grade, the student may submit a grade review request in writing to the instructor. The request must be submitted within 48 hours after the assignment grade has been posted. The request must include the student's argument for a different grade evaluation, based on verifiable evidence presented by the student. The instructor handles grade review requests and responds to the student with a review decision as soon as possible.

Academic Integrity Policy and Plagiarism*

This course will be subject to the academic integrity policy passed by faculty. More information can be found at http://academicintegrity.depaul.edu/.

The university and school policy on plagiarism can be summarized as follows: Students in this course should be aware of the strong sanctions that can be imposed against someone guilty of plagiarism. If proven, a charge of plagiarism could result in an automatic grade of 'F' in the course and possible expulsion. The strongest of sanctions will be imposed on anyone who submits as his/her own work any assignment which has been prepared by someone else.

All assignment submissions to D2L are subjected to automated plagiarism analysis using *Turnitin*. Analysis results are visible to the student.

▶ Students must complete a short *Academic Integrity Awareness Quiz* before submitting their first assignment. If you have any questions about what constitutes an academic integrity violation or what its consequences might be, please be sure to have these questions answered before submitting your first assignment.

Resources for Students with Disabilities

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) at:

Student Center, LPC, Suite #370
Phone number: (773)325.1677
Fax: (773)325.3720
TTY: (773)325.7296

Online Instructor Evaluation

Instructor and course evaluations provide valuable feedback that can improve teaching and learning. The greater the level of participation, the more useful the results. As students, you are in the unique position to view the instructor over time. Your comments about what works and what doesn't can help faculty build on the elements of the course that are strong and improve those that are weak. Isolated comments from students and instructors' peers may also be helpful, but evaluation results based on high response rates may be statistically reliable (believable). As you experience this course and material, think about how your learning is impacted. Your honest opinions about your experience in and commitment to the course and your learning may help improve some components of the course for the next group of students. Positive comments also show the department chairs and college deans the commitment of instructors to the university and teaching evaluation results are one component used in annual performance reviews (including salary raises and promotion/tenure). The evaluation of the instructor and course provides you an opportunity to make your voice heard on an important issue—the quality of teaching at DePaul. Don't miss this opportunity to provide feedback!

Changes to Syllabus

This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed during class, posted under *News* in D2L and sent via email.