

Software Projects for Community Clients I/II

Winter/Spring 2015

Updated: March 26, 2015

Catalog Description

This is the first course in a two-quarter sequence (winter/spring) for CDM students that satisfies both the Senior Year Capstone requirement and the Junior Year Experiential Learning requirement. The second quarter will be IT 395. You will earn four quarter hours of credit for each quarter for a total of eight quarter hours of credit. You must successfully complete both quarters to receive any credit. We work with community service organizations, chosen with help from the Steans Center for Community-based Service Learning. As a community-based service learning course, students will have the opportunity to assess urban community needs in technology, and use problem-solving methods and strategies to make a substantial difference in an inner-city community group, usually by developing an application or a web site.

This year we are focusing on the Uptown neighborhood in Chicago and will be working with a variety of organizations and projects. We will have guest speakers from our client organizations as well as leaders in the community. We will also visit the neighborhood as a class.

Logistics

Day and Time:	Thursday 5:45 – 9:00
Location:	CDM 634
Course Website:	https://d2l.depaul.edu
Drop dates:	04.10.15 without financial penalty 05.15.15 with financial penalty

Instructor Information

Name:	Theresa A. Steinbach, Ph.D.
Office Hours:	Thursday 1:30 – 4:30 or by arrangement
Email:	tsteinbach@cdm.depaul.edu
Skype:	theresa.a.steinbach
Phone:	312.362.5064 (office)

Course Learning Objectives

Students will be able to:

- Apply the agile development methodology integrated with the Lean Startup to a project;
- Construct a technology solution to a problem or opportunity;
- Evaluate and prioritize system requirements based on resources;
- Build a “Minimum Viable Product (MVP)”;
- and
- Examine the dynamics of a social and economic system defined by geographic boundaries.
- Present project artifacts to multiple audiences.

Liberal Studies Domain

IT 394/ IT 395 is included in the Liberal Studies program as a course with credit in the Junior Year Experiential Learning (IT 394) and Senior Year Capstone (IT 395) domains.

The Experiential Learning requirement engages students in the first-hand discovery of knowledge through observation and participation in activities, most often in field-based settings outside the classroom. This inductive process of “learning by doing and reflecting” is supported by theory-based information. Students compare and analyze issues, problems, and ideas through the lenses of their own personal experiences and evolving intellectual worldview.

The Capstone provides students with an opportunity to integrate their major area of study with broader issues raised in their general education program. The Liberal Studies capstone experience allows students to see the relationship between the ideas, perspectives, and substantive areas of scholarship and creative work within their major field and those learned through significant aspects of their course work in the learning domain courses and other courses and experiences of the Liberal Studies Program.

JYEL Course Learning Objectives

Students will be able to:

- Students will apply particular concepts from readings, lectures, etc. to an analysis of lived experiences in the settings provided by the course.
- Use the experiences provided by the course to construct and articulate the impact of their experiences on their understanding of course content.
- Demonstrate an understanding of ethics appropriate to their experiential placement.
- Use their new understanding to make decisions and solve problems related to the course, whether at the setting provided by the course, or in other assignments.

JYEL Writing Requirements

Students will be expected to complete multiple written reflections. This outcome will be met through reflective essays based on required reading, guest speakers and field trips.

Capstone Course Learning Objectives

Students will be able to:

- Students should apply one or more theories or concepts from courses within their major to an analysis of a particular issue relevant to the major.
- Students should be able to discuss an idea, method or concept from a discipline outside their major field of study to an analysis of a particular issue relevant to their major field of study. This may include identifying perspectives and/or values of the major field, and comparing them with those of one or more disciplines outside the major.

Capstone Writing Requirements

Students will be expected to complete a minimum of 10 pages of writing for this course.

Required Text

Hidden History of Uptown and Edgewater

Butler, Patrick

Published by The History Press (2013)

Kindle version can be purchased from Amazon.com for \$9.99.

Online resources will also be used. Additional information will be provided in class and in the D2L course site.

Assignments and Grading

1. Participation [10 percent of the course grade]

Class participation points are earned each class by attending class on time and being an active participant in class activities both online and face-to-face. Students are expected to have completed assignments and discussion question(s) before each class meeting. Online participation points are earned by commenting on peers' work and helping to build the class community.

2. Weekly Individual Reflections [10 percent of the course grade]

Each week you must submit a journal entry that reflects upon your individual contribution and group progress toward the final project. Additional required reflections are based on the provided services by the community-based organizations we are working with and scheduled speakers.

3. Project Deliverables [30 percent of your course grade]

Vision Board: This document helps agile teams capture the vision.

System Vision: This document includes functional and non-functional requirements. This document requires the client's signature (affirmative email will suffice).

User Stories with Acceptance Criteria: User stories represent a small piece of business value that a team can deliver in a sprint.

Product Backlog: Prioritized features list containing a short description of all functionality desired in the product.

Sprint Backlogs: The tasks from the Product Backlog that will be completed during the sprint.

Design Proposal: This document includes interactive wireframes or a paper prototype of the site. This document requires the client's signature (affirmative email will suffice).

Usability Report: This report documents the results and recommendations of the usability study.

Training Manual & Video: This document illustrates the required steps to maintain the site.

4. Final Project [40 percent of the course grade]

- Project meets agreed-upon requirements.
- Client training on maintaining and using the application.
- Client turnover.

5. Peer and Client Review [10 percent of the course grade]

At the end of each iteration/critical phases (requirements, design, implementation and training), 1) each teammate will complete a survey that reflects upon their and their teammates' contribution/participation; and 2) clients will be asked to complete a survey regarding the quality of their interaction with the team.

Grading Scale

A	95-100	C	73-76
A-	90-94	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	0-59

Attendance

If you are absent or late for any reason, it is your responsibility to find out what you've missed. The instructor will not contact you; you must take the initiative!

Student absences equal to 20 percent of the course (two classes) may result in reduction of your term grade by one full letter grade. For example, an A- would become a B-. Missing more than 20 percent will result in failure. Any student missing more than 2 classes will be given a grade of "F" for the term.

In order to petition for an excused absence, students who miss class due to illness or significant personal circumstances should complete the Absence Notification process through the Dean of Students office. The form can be accessed at <http://studentaffairs.depaul.edu/dos/academicprocesses.html>. Students must submit supporting documentation alongside the form. The instructor reserves the sole right whether to offer an excused absence and/or academic accommodations for an excused absence.

Tardiness is defined as not in the classroom when attendance is called or departing before the class has been formally dismissed by the instructor. Tardiness that exceeds thirty minutes will be counted as an absence. TWO late arrivals or early departures, or a combination of both, are counted as one absence. If you arrive late for class, it is your responsibility to make sure that you have been marked tardy rather than absent.

Classroom Behavior

Discussion is encouraged in this course, but disruptive behavior will not be tolerated. If you bring a cell phone to class, it must be off or set to a silent mode. Should you need to answer a call during class, students must leave the room in an undistruptive manner. Out of respect to fellow students and the professor, texting is never allowed in class. If you are required to be on call as part of your job, please advise me at the start of the course.

Students must try their best to be alert and engaged throughout the class time. Students who are discovered doing things unrelated to the class will be asked to leave and will be marked absent from the class.

NO FOOD IS ALLOWED IN THE CLASSROOM. Please eat before you come to class!

Incomplete and FX Grades

Grades of Incomplete are given only in cases of medical emergency or other highly unusual emergency situations. Please note that University guidelines require that you must be earning a passing grade at the time you request an incomplete grade. You should have completed most of the course, with at most one or two major forms of evaluation missing. Incompletes revert to an F if they are not resolved within one quarter. DePaul CDM policy also is

that all incompletes must be requested by the student using an online form. See CDM grading policies at <http://www.cdm.depaul.edu/Current%20Students/Pages/Grading-Policies.aspx>

Online Course Evaluations

Evaluations are a way for students to provide valuable feedback regarding their instructor and the course. Detailed feedback will enable the instructor to continuously tailor teaching methods and course content to meet the learning goals of the course and the academic needs of the students. They are a requirement of the course and are key to continue to provide you with the highest quality of teaching. The evaluations are anonymous; the instructor and administration do not track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student's identity. Since 100% participation is our goal, students are sent periodic reminders over three weeks. Students do not receive reminders once they complete the evaluation. Students complete the evaluation online in [CampusConnect](#).

Academic Integrity and Plagiarism

University policies on academic integrity will be strictly adhered to. Violations of academic integrity, including (but not limited to): cheating; plagiarism; fabrication of data; and complicity, are not tolerated. It is expected and understood you are familiar with DePaul's Academic Integrity Policy, at: <http://academicintegrity.depaul.edu/AcademicIntegrityPolicy.pdf>, which defines the terms used above and provides a complete statement about the rules. Consult the Academic Integrity website for further guidance: <http://academicintegrity.depaul.edu/>

Academic Policies

All students are required to manage their class schedules each term in accordance with the deadlines for enrolling and withdrawing as indicated in the [University Academic Calendar](#). Information on enrollment, withdrawal, grading and incompletes can be found at <http://www.cdm.depaul.edu/Current%20Students/Pages/PoliciesandProcedures.aspx>.

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

Changes to Syllabus

This syllabus is subject to change as necessary during the quarter. If that occurs, reasons for the change and options available to students will be thoroughly addressed on the course D2L site. Changes are not made lightly as this syllabus is considered a contract between instructor and student.