Syllabus

Please read this sheet carefully, and save it for future reference.

Instructor

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
<th>Office hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matthew Hertz, Ph.D.</td>
<td>352 Davis</td>
<td>645-4736</td>
<td><a href="mailto:mhertz@buffalo.edu">mhertz@buffalo.edu</a></td>
<td>Wed. 10:00 AM – 11:00 AM OR by appointment</td>
</tr>
</tbody>
</table>

Course Information

Credit hours:
CSE 442 Software Engineering – 4 credits

Lectures:
MWF at 3:00 – 3:50PM in Knox 104

Recitations:
These are scheduled throughout the week; check HUB for specific times. All recitations are in Baldy 19

Course Website:
www.cse.buffalo.edu/~mhertz/courses/cse442

Course Description

Examines in detail the software development process. Topics include software life-cycle models; architectural and design approaches; various techniques for systematic software testing; coding and documentation strategies; project management; customer relations; the social, ethical, and legal aspects of computing; and the impact of economic, environmental, safety, manufacturability, and sustainability factors on design. Students in this course participate in a real-world project from conception to implementation.

Using a semester-long team-project of the students’ choosing, the class provides a first-hand experience using proper agile processes. Students must stay up-to-date with both the course and the project and do their best to put these topics into practice. While many mistakes are expected, the intent is that students appreciate the important of their software engineering choices and can avoid duplicating these mistakes later in the term and (more important) in their future careers.

The course website contains a detailed, day-by-day schedule of topics to be covered.

Prerequisites

You must have passed CSE250 and have a declared Computer Science, Computer Engineering, or Bioinformatics major. Given the intensity of work in this course, no exceptions to these requirements can occur.

Textbook and Materials

There is no required textbook for this course nor any required materials. There will required readings throughout the term, but these readings will be a mix of articles by practicing software engineers and descriptions of how to carry these ideas through. Readings will be available as links on the course website and must be completed for the lecture in which they are listed.
**Student Learning Outcomes**

This course serves as a capstone course for the computer science major. It covers all 6 student learning outcomes from the ABET Computer accreditation standards. A mapping of the student learning outcomes and instruments used to assess these outcomes are:

<table>
<thead>
<tr>
<th>Upon successful completion of this course a student will be able to...</th>
<th>Assessment Instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.</td>
<td>Activities, Final Presentation</td>
</tr>
<tr>
<td>2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program’s discipline.</td>
<td>Activities, Course Project</td>
</tr>
<tr>
<td>3. Communicate effectively in a variety of professional contexts.</td>
<td>Course Project, Final Presentation</td>
</tr>
<tr>
<td>4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.</td>
<td>Activities</td>
</tr>
<tr>
<td>5. Function effectively as a member or leader of a team engaged in activities appropriate to the program’s discipline.</td>
<td>Course Project (Self- and Peer-Assessments)</td>
</tr>
<tr>
<td>6. Apply computer science theory and software development fundamentals to produce computing-based solutions.</td>
<td>Activities, Course Project</td>
</tr>
</tbody>
</table>

Course support of learning outcomes: 0 – not supported, 1 – introduce, 2 – practice, 3—display mastery

<table>
<thead>
<tr>
<th>CS ABET Outcome</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Support</strong></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Computing Resources**

You will be provided with a CSE undergraduate computing account. You may use the undergraduate lab facilities in Baldy 19 and Baldy 21. These facilities are available for use as listed on the course website. They are on card-access - use your UB card to open the door. For your own safety, and to protect the equipment in the lab, do not open or hold the door open in order to allow other people to gain entry to the lab. All students authorized to use the lab have card access.

As this is an upper-level course, you are expected to be proficient at using the machines in the lab and the Linux operating system. While each team may design a project of their choice, your entire team will need to do whatever learning is required to gain expertise in that environment. A lack of familiarity with your chosen tools is NOT an acceptable excuse for a lack of work. Information about the CSE computing environment can be found at [https://wiki.cse.buffalo.edu/services/](https://wiki.cse.buffalo.edu/services/)

You are expected to use your UB e-mail account for all communications with course staff. Always include your full and an informative subject line for your e-mail.
Course Requirements

Lectures
For all but a few lectures, students will have assigned readings. These readings are listed on the course webpage. Lectures will expand and reinforce material from those readings with an assumption that students have completed it. The PowerPoint decks will be made available after lectures via the course website.

Lectures will present practical applications of these concepts with the expectation that students incorporate this into their project workflow. Additionally, the class will include occasional activities to provide a chance to reflect and review these concepts. It is important that students remain up-to-date with this material and seek additional help whenever they struggle.

Class attendance is mandatory; this policy discusses enforcement. If you miss a class, you are responsible for talking to your classmate or the instructor to find out what happened. If must miss class for an extended period of time, notify your instructor as soon as possible, and see your instructor immediately upon your return in order to determine how to catch up. If you have missed a significant portion of the semester, it may be recommended that you resign from the course.

Project Meetings
As part of the team formation process, teams will sign up for a weekly meeting time when they will meet with their project manager/product owner. These meetings duplicate a common industry practice: the daily standup. Daily standups ensure the entire team remains focused, productive, and cohesive. Issues and concerns are also raised in these meeting, though solutions wait until the meeting ends.

Weekly project meetings will also provide opportunities for learning and improvement. For most students this class will be their first time seeing or using common software engineering practices and everyone gets confused and makes mistakes while they learn. With this expectation, students can use this time to get answers to questions they have about best practices. Project managers can also provide constructive feedback on the team’s work and communications.

As in industry, attending these meetings on time and prepared is mandatory. Arriving between 5 – 15 minutes late will be counted as ½ a skipped meeting; arriving over 15 minutes late is counted as if that meeting were skipped. You can miss or come unprepared to 1 meeting without penalty. At the end of the term, your grade will be decreased 1 step for each additional meeting missed or for which you were unprepared. This means if you earn the points for an A, but missed 2 meetings, your grade would be an A-. If you earn the points for a B, but missed 2 meetings, your grade would be a C+.

This attendance policy is not intended to be punitive, but to make certain teams make progress at an even, consistent pace through the term. But it is also understood that you might be preparing for life beyond graduation and have other important life events. If you know you will not be able to attend a meeting, tell your group & Project Manager in the previous meeting and check with the instructor that this absence can be excused. If you are too sick to attend that day’s meeting, let your group & Project Manager know [if possible] and provide the instructor with documentation of your illness once you return.

Time outside of class
Office hours are another chance for you to get individualized answers to your questions about the course. Both the instructor and the teaching assistants have scheduled office hours posted on the course website. Office hours are held on a first-come first-served drop-in basis. No appointment is necessary, but be aware that office hours become increasingly busy as deadlines or exams approach. Plan your use of office hours accordingly. Meetings outside of planned office hours are possible, but if you want to meet outside of planned office hours, you will need to talk to the instructor or teaching assistant and see if their schedule allows.

New York State Board of Regents regulations specify for every hour of time spent in lecture or recitation, students are expected to spend 2–3 hours on work outside of class. This means that you should expect to spend at least 8 hours each week on readings, meetings, working on your project, and studying.
Grading Policy

Each student’s grade is computed from a weighted average of the following items:

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Signup &amp; Writeup</td>
<td>2%</td>
</tr>
<tr>
<td>Sprint 1 Grade</td>
<td>8%</td>
</tr>
<tr>
<td>Sprint 2 Grade</td>
<td>15%</td>
</tr>
<tr>
<td>Sprint 3 Grade</td>
<td>25%</td>
</tr>
<tr>
<td>Sprint 4 Grade</td>
<td>25%</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>In-class Activities</td>
<td>10%</td>
</tr>
</tbody>
</table>

If necessary, the instructor may revise how the final grade will be calculated. In this situation, changes will be announced during lecture and an announcement will be sent via e-mail to each student’s UB e-mail account. Each item within the course grade is described below.

The final letter grade is based upon the following cutoffs:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93+</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>60-66</td>
<td>D</td>
</tr>
<tr>
<td>0-59</td>
<td>F</td>
</tr>
</tbody>
</table>

If necessary, the instructor may revise these cutoffs downward.

Sprint 1 (8% of total course grade), Sprint 2 (15% of total course grade), Sprint 3 (25% of total course grade), Sprint 4 (25% of total course grade)

Each team will complete their project over a series of 4 sprints. The work in each sprint will be presented and graded during each group’s usual project manager meeting time. These end-of-sprint grading sessions will occur:

- Sprint 1 – Week of Feb. 24th
- Sprint 2 – Week of Mar. 23rd
- Sprint 3 – Week of Apr. 10th
- Sprint 4 – Week of May 4th

A detailed rubric used to grade the student work is available on the course website. The grading sessions will be led by students from the Project Management course. During this presentation, it is the team’s responsibility to demonstrate that they met each of the criteria from the grading rubric. They will also need to answer questions the graders have.

The end-of-sprint grading will NOT be done by the group’s project manager. Their project manager will NOT have any input into the team’s sprint grade. This ensures open and honest communication during those meetings AND reflects the separation of development and testing found in larger organizations.

Multiplying the number of team members by the team’s score on the presentation calculates the total number of individual points available for that sprint. At the end of the sprint, students will have 1 week to complete a peer- and self-evaluation. These evaluations provide feedback on how well each team member contributed to the team during that sprint. A similar evaluation will also be completed by the team’s project manager. Each student’s individual sprint score is calculated by multiplying the total number of team points available to the average percentage of points they received on those evaluations. This means your grade depends not only on excellence in software engineering, but also on being a good teammate.

Final Presentation (15% of total course grade)

Students will present their project in a style and with content that is appropriate for a commercial trade show. These presentations will occur in the final two weeks of the course and during the final exam period. All students are required to
attend all of these presentations. A detailed grading rubric for these presentations will be available on the course website several weeks before the presentations begin. Teams will also be able to sign up for the time they wish to present at that time. These sign-ups will be done on a first-come, first-served basis.

In-Class Activities (10% of final course grade)
Throughout the term, groups will work on an in-class activity related to the course material. These activities will require that students reflect on software engineering concepts before writing a few paragraphs on the way they think is best to bring those concepts into practice. The documents students write will be submitted via AutoLab and scored holistically. Since these activities will also be used to assess department-level student learning outcomes, it is important that all students participate.

Student submissions will need to list the names of all of the group members who participated in creating the response. Listing a student who did not attend or attended but did not contribute is an academic integrity policy violation by both the student whose account is being used and the student answering the questions.

Incomplete (I) grades
We will follow the UB Undergraduate Catalog Statement on Incomplete Grades, found in the Undergraduate Catalog. Generally, incomplete (“I”) grades are not given. However, very rarely, circumstances truly beyond a student's control prevent him or her from completing work in the course. In such cases the instructor can give a grade of “I”. The student will be given instructions and a deadline for completing the work, usually no more than 30 days past the end of the semester. University and department policy dictate that “I” grades can be given only if the following conditions are met:

- An Incomplete will only be given for missing a small part of the course.
- An Incomplete will only be given when the student misses work due to circumstances beyond his/her control.
- An Incomplete will only be given when the student is passing the course except for the missed material.
- An Incomplete is to be made up with the original course instructor within the time specified by the appropriate University regulation (see appropriate document above), and usually within the following semester.
- An Incomplete will not be given to allow the student to informally retake the entire course, and have that grade count as the grade of the original course.

Incomplete grades cannot be given as a shelter from poor grades. **It is your responsibility to make a timely resignation from the course if you are doing poorly for any reason.** The last day to resign the course is Friday, November 8, 2019.

Diversity
The UB School of Engineering and Applied Sciences considers the diversity of its students, faculty, and staff to be a strength, critical to our success. We are committed to providing a safe space and a culture of mutual respect and inclusiveness for all. We believe a community of faculty, students, and staff who bring diverse life experiences and perspectives leads to a superior working environment, and we welcome differences in race, ethnicity, gender, age, religion, language, intellectual and physical ability, sexual orientation, gender identity, socioeconomic status, and veteran status.

Accessibility Resources
If you have any disability which requires reasonable accommodations to enable you to participate in this course, please contact the Office of Accessibility Resources in 60 Capen Hall, 716-645-2608 and also the instructor of this course during the first week of class. The office will provide you with information and review appropriate arrangements for reasonable accommodations, which can be found on the web at: http://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html.
Critical Campus Resources

Sexual Violence

UB is committed to providing a safe learning environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and stalking. If you have experienced gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), UB has resources to help. This includes academic accommodations, health and counseling services, housing accommodations, helping with legal protective orders, and assistance with reporting the incident to police or other UB officials if you so choose. Please contact UB’s Title IX Coordinator at 716-645-2266 for more information. For confidential assistance, you may also contact a Crisis Services Campus Advocate at 716-796-4399.

Mental Health

As a student you may experience a range of issues that can cause barriers to learning or reduce your ability to participate in daily activities. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, health concerns, or unwanted sexual experiences. Counseling, Health Services, and Health Promotion are here to help with these or other issues you may experience. You can learn more about these programs and services by contacting:

Counseling Services:
- 120 Richmond Quad (North Campus), 716-645-2720
- 202 Michael Hall (South Campus), 716-829-5800

Health Services:
- Michael Hall (South Campus), 716-829-3316

Health Promotion:
- 114 Student Union (North Campus), 716-645-2837

Classroom Decorum

To prevent and respond to distracting behavior faculty should clarify standards for the conduct of class, either in the syllabus, or by referencing the expectations cited in the Student Conduct Regulations. Classroom "etiquette" expectations should include:

- Attending classes and paying attention. Do not ask an instructor in class to go over material you missed.
- Not coming to class late or leaving early. If you must enter a class late, do so quietly and do not disrupt the class by walking between the class and the instructor. Do not leave class unless it is an absolute necessity.
- Not talking with other classmates while the instructor or another student is speaking.
- If you have a question or a comment, please raise your hand, rather than starting a conversation about it with your neighbor.
- Avoiding audible and visible signs of restlessness. These are both rude and disruptive to the rest of the class.
- Focusing on class material during class time. Sleeping, talking to others, doing work for another class, reading the newspaper, checking email, and exploring the internet are unacceptable and can be disruptive.

Academic Integrity

Academic integrity is a fundamental university value. Through the honest completion of academic work, students sustain the integrity of the university while facilitating the university’s imperative for the transmission of knowledge and culture based upon the generation of new and innovative ideas. Please refer to the university Undergraduate Academic Integrity Policy (https://catalog.buffalo.edu/policies/academic_integrity_2019-20.html) for additional information.

As an engineer or computer scientist, you have special ethical obligations. As per the NSPE Code of Ethics, “engineers shall avoid deceptive acts” and “shall conduct themselves honorably, responsibly, ethically, and lawfully so as to enhance the honor, reputation, and usefulness of the profession (https://www.nspe.org/resources/ethics/code-ethics). Similar sentiments of honesty, integrity, fairness, and responsibility are fundamental to the ACM Code of Ethics (https://www.acm.org/code-of-ethics).

A violation in this class generally results in an F for the entire course. The Computer Science and Engineering department’s policy on academic integrity can be found here:

https://engineering.buffalo.edu/computer-science-engineering/information-for-students/policies/academic-integrity.html

The syllabus is subject to change based on the needs of the course and will be communicated with you as appropriate.