CSC-324 Software Design and Development - Syllabus, Fall 2024

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ELBICA lab (Enhancing Lives with Bio-inspired Computational Approaches)

Welcome to CSC324! If you are used to developing software for self-use, you are likely to experience a shift of perspective. You will learn tools to inform your practices and detach from your own mental models and embrace various mental models, contexts, and perspectives. This course combines software development theory with hands-on practice for architecting and developing computational artifacts to solve a complex problem. You will be encouraged to value architectural design practices, and the course splits into two:

1. In the first half of the course, we focus on software engineering theory and career readiness. You will strengthen your software engineering skills through programming labs, an individual programming project, a professional background journal, ethics reflections, and career readiness activities. Although it is *not* our main focus, we use AI (Artificial Intelligence) as a theme to motivate aspects of the curriculum.
2. In the second half, we apply agile practices as you collaborate with your team to solve a complex problem. The problem requires sophisticated and well-thought-out approaches to architecting and developing a solution. You will acquire and strengthen your skill set through weekly demonstrations and milestones and deliverables, which conclude with a final demonstration and a series of written documentation.

Note: This course covers a wide range of topics and activities; therefore, it is essential to stay updated with the labs, readings, and assignments, and to actively participate and collaborate with your peers. During the second half of the course, lab time is allocated for team meetings and collaborative work. Finally, we will use the Java programming language.

1. Course Outcomes.

Develop technical, analytical, presentation and communication skills, a background in software engineering, ethical awareness, career readiness and collaborative practices; and finally, make a substantial addition to a professional portfolio.

1.1 Learning Goals

1. Acquire sound knowledge of software development focusing on software architectural design and requirements to architect a new solution.
2. Produce software appropriate for inclusion in a portfolio via implementing the source code of new solutions or adding functionality to an existing one.

3. Acquire experience with developing software solutions to meet a client's needs. (The "client" can either be a technical or a non-technical stakeholder.)
4. Gain familiarity with Agile methodologies and apply Agile software development practices and tools to develop software solutions to meet a client's needs.
5. Make deep use of a collaborative version control system and work as a team to develop software solutions for a client.
6. Acquire a background in software engineering.
7. Deepen analytical skills in testing and debugging source code.
8. Create technical documents to contextualize and explain developed solutions.
9. Learn and apply tools from the industry to be more effective (e.g., project scope).
10. Develop career awareness (e.g., prepare for technical interviews).
11. Explain the practical and ethical problems associated with a real-world software project. Students can embrace different mental models, realities, and perspectives as they design, develop, and inspect software solutions.
12. Demonstrate the ability to employ active listening and team communication skills in the collaborative software development process.

2. Course Info (link to course page here)

- **Attendance is *required* to successfully conclude this course (of course, you must arrive on time).** The instructor will submit an alert if they notice anything likely to impact your learning.
- You are expected to participate and engage with the materials, instructor, and peers.
- The course's online schedule shows *To Do items*. Those must be completed *prior* to the corresponding class session.

2.1 Grade Setup (unless stated otherwise, deliverables are equally weighted within a **category)**

a) 10% Career Readiness Practices
b) 10% Ethics Reflections.
c) 15% Labs and quizzes.
d) 15% Professional Background Journal
e) 25% Individual Project.
f) 25% Group Project.

2.2 Resources – Additional Readings will be provided during the semester

1. The Essence of Software: Why Concepts Matter for Great Design. Daniel Jackson
2. Software Development, Design and Coding: With Patterns, Debugging, Unit Testing, and Refactoring 2nd ed. John F. Dooley.

3. Fundamentals of Software Architecture: An Engineering Approach. Richards, Mark (W. Mark).
4. Core Java, Volume I, Twelfth Edition, Cay S. Horstmann, Gary Cornell.

2.3 Community

- AI Coffee Chat (Optional).

2.4 Deliverables – Overview

Here is an overview of the course's deliverables and workload. However, note that changes may happen during the semester. Therefore, make sure to check the course's webpage for weekly updates.

First Half of The Course

1. **Career Readiness Practices**
   - Relies on different activities to support career readiness, reflection and promptness. Examples include reading articles and answering related questions, examining portfolios, investigating career-related resources, and updating your CV with the CLS team. There are 4-5 deliverables.
2. **Professional Background Journal**
   - Focuses on acquiring a software engineering background in addition to learning from other key topics. It requires considerable reading, reflection, and answering questions to help you reflect on and retain the content. The journal covers 7-10 umbrella topics.
3. **Labs and quizzes**
   - There will be occasional quizzes and three programming labs.
   - Labs 4-8 are work time. You will use in-class time to advance your individual project.
4. **Individual Project.**
   - There are two pathways for you to choose from: Identify a project topic to then individually 1) design, develop, and test a computational artifact, or 2) search for different approaches to solve a specific problem through coding; finally, build an approach based on the references (of course, citing all of them).
   - The individual project is split into five deliverables: 1. Elevator pitch, 2. project scope, 3. software testing activity, 4. demo video, and 5. final report.
5. **Ethics Reflections**
   - Conduct, reflect, and write about in-class activities, e.g., student-led discussions. There will be between 1-3 activities. Reflections can either occur in the first or second half of the course.

6. **Second Half of The Course - Group Project**
    - It covers five weekly demonstrations of teamwork and development. Each demonstration culminates from a set of milestones. After a demo, there is a submission of presented slides and a report on the milestones for that week. The final week's project wrap-up corresponds to five deliverables: 1. Thank you notes and online presence, 2. Software documentation, 3. Product documentation, 4. Raw writing sample, 5. Final Individual Contributions Log Report and peer evaluations.

3. Course Instructions

- **Schedule.** There is a general schedule on the last pages of this document. However, kindly find a detailed daily schedule on the course page and make sure to check it for weekly updates.
- **Deliverables.** Kindly check Gradescope for due dates and extensions and upload your deliverables on Gradescope.
- **Reading and reflection.** This course covers a considerable amount of reading to help you build a background in software engineering and other key topics. Therefore, you must approach the Professional Background Journal as a tool/opportunity for growth – NOT as a "copy and paste" kind of document.
- **Career Readiness Materials**. You will document your learning and thinking process, collect resources and materials to help and inform your professional decision-making strategies and endeavors.
- **Group work.** Submit a single report *per* group.
- **Coding Policy.** You are expected to follow our coding policy.
- **Attendance.** If you need to miss a class, I expect you to email me in advance so that I can check on you and help in every way that I can – note that attendance is REQUIRED and impacts on your success on this course.
- **Writing, Reading, and Speaking Center**. The center supports students working on papers, projects, and presentations, as well as applications for internships, fellowships, and graduate school. Schedule an appointment here: http://mywco.com/grinnell.

4. Policy – Course Culture and Interactions

- **Team Spirit**. Collaborate, respect, be friendly, and learn from your peers. Disagreements may happen, and those play an essential role in your self-development: see those as an opportunity for developing your soft skills.
- **Ideas**. Acknowledge and welcome other people's ideas, contributions and thoughts.

- **Active Listening**. Practice multiple ways of listening to others and be mindful of their voices and perspectives.
- **Integrity.** We appreciate privacy, honorable conduct, and team spirit. kindly read and follow the Grinnell College's Academic Honesty and the CS Academic Integrity Policy.
- **Coding and Professional Policy.** You are expected to follow CSC324's coding policy and professional conduct policy.

Life Events

Circumstances may change. If you experience anything that impacts your learning and/or promptness to submit the deliverables, **let me know, and let me help you**. The most important message here is communication.

Accessibility and Inclusion

- I am here to help you advance and be successful in your academic journey! We all learn and get inspired differently, and accommodations help us to achieve our goals.
- If any aspect of the course prevents you from learning or excludes you, please let me know as soon as possible! I am happy to chat and looking forward to finding, together with you, strategies that fulfill both: your needs and the course requirements.
- Grinnell College has a robust and supportive network of people and services ready to support you; for example: the Accessibility and Disability Services; Writing, Reading, & Speaking Center; Academic Advising; Student Affairs, including International Student Affairs (OISA); the Center for Religion, Spirituality and Social Justice (CRSSJ); or Student Health and Wellness (SHAW); finally, confidential support is available through the Office of the Ombuds.
- Grinnell College makes reasonable accommodations for students with documented disabilities. Students with disabilities partner with the Office of Disability Resources to make academic accommodation letters available to faculty via the accommodation portal. To help ensure that your access needs are met, I encourage individual students to approach me so we can have a discussion about your distinctive learning needs and accommodations within the context of this course. If you have not already worked with the Office of Disability Resources and believe you may require academic accommodations for this course, Disability Resources staff can be reached via email at access@grinnell.edu, by phone 641-269-3089, or by stopping by their offices on the first floor of Steiner Hall.

Academic Support

If you have other needs not addressed above, please let me know soon so that we can work together for the best possible learning environment. In some cases, I will recommend consulting with the Academic Advising staff:

http://www.grinnell.edu/about/offices-services/academic-advising. They are an excellent resource for developing strategies for academic success and can connect you with other campus resources. If I notice that you are encountering difficulty, and I have reached out to you and not received a response, or if you have missed multiple class sessions or are not meeting our class objectives repeatedly, I will submit an academic alert via Academic Advising's SAL portal. This notifies you of my concern, along with the Academic Advising team and your advisor(s), so that they can reach out to you with additional offers of support.

Religious Observances

Grinnell College offers alternative options to complete academic work for students who observe religious holy days. Kindly contact me if you want to chat about alternative options to complete academic work due to religious holy days.

Title IX and Pregnancy Related Conditions

Grinnell College is committed to compliance with Title IX and to supporting the academic success of pregnant and parenting students and students with pregnancy related conditions. If you are a pregnant student, have pregnancy related conditions, or are a parenting student (child under one-year needs documented medical care) who wishes to request reasonable related supportive measures from the College under Title IX, please email the Title IX Coordinator at titleix@grinnell.edu. The Title IX Coordinator will work with Disability Resources and your professors to provide reasonable supportive measures in support of your education while pregnant or as a parent under Title IX.

ACKNOWLEDGEMENTS

I would like to applaud our alumni mentors: thank you so very much for your support!

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Course Schedule: weeks 1-10

Week	Content
1	• Course Expectations, deliverables, overview • About the Instructor Deliverable: • Career Readiness (CR) 1
2	• Intro to the individual project. • Reflection: Why Systems Often Fail by Design • Intro to software architecture • Intro to software engineering • Design patterns **Deliverables:** • Professional Background Journal 1 • PB Journal 2 • PB Journal 3 • Career Readiness (CR) 2
3	• Capability Maturity Model and AI Maturity Model • Intro to AI and RL • CV lab **Deliverables:** • PB Journal 4 • Lab 1 • CR 3
4	• Wrap up: Intro to AI and RL • Elevator pitch presentations **Deliverables:** • Lab 2 • Individual Project: Elevator pitch • CR 4

5	• Agentic workflow • Design patterns for MAS • Client-Developer interaction, MOU **Deliverables:** • PB Journal 5 • Lab 3 • PB Journal 6 • Project Scope (Individual Project)
6	• Demo Video • Technical Debt, Cobol, Security, and Threat. • Labs 4 – 5 (you will work on the individual project) **Deliverables:** • PB Journal 7 • Software architecture (Individual Project)
7	• Guest lecture • Individual project: software testing • Lab 6 (you will work on the individual project) **Deliverables:** • Software testing activity (Individual Project)
8	• Lab 7 (you will work on the individual project) • Intro to the Group Projects **Deliverables:** • Individual Project Presentations • Individual Project wrap-up
9	Break

Course Schedule: weeks 11-17

Week	Content
10	• Guest Lecturer: Dr. Sarah Barks, CLS • Agile philosophies • Launching the group project • Ethics and professional conduct • lab: work time **Deliverables:** • Student-led discussion • Ethics reflections 1 • Prepare: Demo 1
11	• Legacy code, brownfield, and greenfield applications. Git, security, and best practices. • lab: work time • Stand-up meeting **Deliverables:** • Demo 1 • Prepare: Demo 2
12	• Retrospective and Sprint planning • Debugging and refactoring. • Stand-up meeting • lab: work time **Deliverables:** • Demo 2 • Prepare: Demo 3
13	• Retrospective and Sprint planning • lab: work time • Stand-up meeting **Deliverables:** • Demo 3

	• Prepare: Demo 4
14	• Retrospective and Sprint planning • lab: work time **Deliverables:** • Demo 4 • Prepare: final demo
15	• Software testing • Sprint planning • lab: project consolidation • Stand-up meeting **Deliverables:** • Online presence • Prepare: final demo
16	• Course evals Deliverables: • CV – CLS visit • Final Demo • Peer evals • Thank you notes • Software documentation • Product documentation • Writing sample
17	No exam