



## **GESTOR DE PEDIDOS (GP)**

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**Cátedra Proyecto de Software  
Licenciatura en Sistemas**

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# Gestor de Pedidos (GP)

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**Extracto—En este documento constarán las actividades realizadas por el equipo de desarrollo para la entrega pautada de un primer hito. El mismo constara del análisis preliminar(Abstracto)**

## I. INTRODUCCION

La incorporación de éste proyecto surge a partir de un pedido de Campus Virtual de la Universidad Nacional de Lanús (UNLa), que tendran una pagina web de gestor de pedidos para la Universidad de Tecnología Nacional (UTN). Para que pueda matricular, crear aulas, brindar capacitaciones, solicitar formularios y actualizar virtualizaciones, y por ultimo habra una parte de estadísticas que podran ver ciertos usuarios.

Tendremos un sitio web, habra cinco areas, la primera area será crear usuario para que pueda matricularse, es un formulario de gestión de usuarios en las aulas virtuales. La segunda area será aulas, esto va a contemplar los pasos administrativos para la gestión de un espacio curricular en una aula virtual, es decir, crear un aula, reutilizar o eliminar. La tercera area será capacitación que brindara capacitación constante a la comunidad educativa, como tutoría o microtalleres. La cuarta area sera virtualización es un formularios para la solicitud y actualización de virtualización de unidades curriculares. Y por ultimo la quinta area sera estadísticas que solamente podran ver lo que tienen permiso de extraer información del sistemas. Todas estas información se enviara a la base de datos y dependiendo el area, un correo electronico formato pdf y una copia al usuario.

Este sistema propone la solución a todo lo mencionado en forma automatica.

## II. PROCESO DE SELECCIÓN DE UN MCVS

### A. Identificar los posibles MCVS:

Dedicaremos a este primer segmento a la comprensión y entendimiento de por que es necesario construir un ciclo de vida para cualquier proyecto.

Todo proyecto tiene una obtención de un producto, proceso o servicio que es necesario generar a través de diversas actividades. Algunas de estas pueden agruparse en fases porque globalmente contribuyen a obtener un producto intermedio, muy necesario para poder continuar hacia el producto final y facilitar la gestión del proyecto. Al conjunto de las fases se le denomina “ciclo de vida”.

Sin embargo la forma de agrupar las actividades, los objetivos de cada fase, etc. puede ser diferentes dependiendo del producto o proceso a generar y de las tecnologías empleadas.

Es importante conocer las principales características de cada ciclo de vida para poder seleccionar la correcta para nuestro diseño.

Las principales diferencias entre estos modelos de ciclo de vida es:

- El alcance del ciclo dependiendo de hasta donde llegue el proyecto correspondiente, hasta su retirada del mercado.
- Las características de las fases en que dividen el ciclo de vida, esto puede depender del cada proyecto a que se refiere.
- La estructura de la sucesión de las fases que puede ser lineal, con prototipado o en espiral por ejemplo:

### Ciclo de vida en Cascada

Este ciclo de vida lo utilizan mucho, por ser el más sencillo. La actividad de global de proyecto consiste en descomponer en fases que muestra en manera lineal, es decir, cada una de esas se realiza una sola vez tras la anterior y antes de la siguiente. Con el ciclo lineal es facil dividir tareas entre equipos y prevenir los tiempos obviamente sumando los de cada fases.

Desde del punto del vista de la gestión, requiere también que sepa bien de antemano lo que va ocurrir en cada fase antes de empezarla.

### Ciclo de vida en Prototipado

A veces ocurre en desarrollos de productos con innovaciones importantes, o cuando se prevé la utilización de tecnologías nuevas o pocos probadas.

Si no se conoce exactamente cómo de desarrollar un determinado producto o cuales son las especificaciones iniciales para hacer un prototipo o sea, un producto parcial (no hace falta que contenga funciones suficientemente probadas) y provisional (no se va a fabricar realmente para clientes, por lo que tiene menos restricciones de costo y/o prestaciones). Este tipo de procedimiento es muy utilizado en desarrollo avanzado.

La experiencia del desarrollo y su evaluación deben permitir la definición de las especificaciones mas completas y seguras para producto definitivo.

La diferencia entre el ciclo de vida cascada, puede decirse que el ciclo de vida con prototipado repite fases de definición, diseño y construcción dos veces: para el prototipo y para el producto real.

### Ciclo de vida en espiral

Este puede considerarse como una generalización del anterior para los casos en que no basta con una sola evaluación de un prototipo para asegurar la desaparición de incertidumbres y/o ignorancias. El producto a lo largo de su desarrollo puede así considerarse como una sucesión de prototipos que progresan hasta llegar el estado deseado. En cada ciclo, es decir, espirales las especificaciones del producto se van resolviendo paulatinamente.

La fuente de incertidumbres es el propio cliente, aunque sepa en terminos generales lo que quiere, no es capaz de definirlo en todos sus aspectos sin ver como unos influyen en otros, entonces la evaluación de los resultados por el cliente no puede esperar a la entrega final y puede ser necesaria repetidas veces.

El esquema de este ciclo de vida muestra para estos casos por un bucle en espiral, donde los cuadrantes son fases de especificación, diseño, realización y evaluación. En cada vuelta el producto llega aproximarse al final deseado hasta que en una vuelta la evaluación lo apruebe y el bucle pueda abandonarse.

### B. Seleccionar un modelo para el proyecto

Debido a que no se conoce exactamente cómo desarrollar o cuáles son las especificaciones de forma precisa que suele recurrir a definir especificaciones iniciales para hacer un prototipado, es decir, un producto o provisional. Se elige seguir este modelo de ciclo de vida prototipado. Puede comprenderse las fases de este ciclo de vida en la imagen 1.

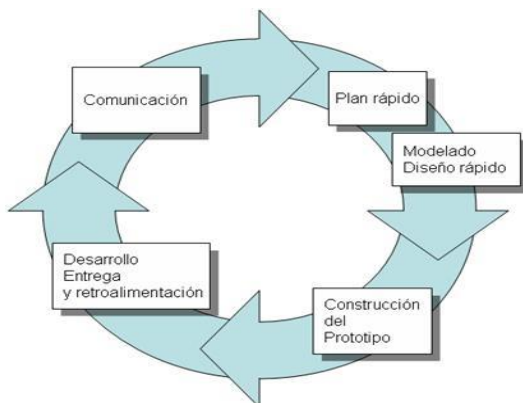


Imagen 1: Ciclo de vida prototipado evolutivo.

## III. PROCESO DE INICIACIÓN, PLANIFICACIÓN Y ESTIMACIÓN DEL PROYECTO

### A. Establecer la matriz de actividades para el MCVS

Nuestro diseño constara de una maqueta y un prototipos evolutivos, es decir, una interacción en cada una de las fases previamente detalladas, puede comprenderse esto en la imagen 2, mapa de actividades y tambien comprender los tiempos de ejecución en la imagen 3, Gantt.

### B. Asignar recursos del proyecto

La pagina web a desarrollar constara de 3 etapas ligadas entre sí, una etapa de diseño pagina web, otra etapa de transición en el servidor, y tambien la interacción con el usuario en un pc local. (Falta completar).

### B.2. Recursos tecnológicos

La pagina web estara enfocada....

El servidor de UNLa será escrito en PYTHON 2.7, y los datos serán almacenado con ....

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Before you begin to format your paper, first write and save the content as a separate text file. Keep your text and graphic files separate until after the text has been formatted and styled. Do not use hard tabs, and limit use of hard returns to only one return at the end of a paragraph. Do not add any kind of pagination anywhere in the paper. Do not number text heads—the template will do that for you.

Finally, complete content and organizational editing before formatting. Please take note of the following items when proofreading spelling and grammar.

### A. Abbreviations and Acronyms (Heading 2)

Define abbreviations and acronyms the first time they are used in the text, even after they have been defined in the abstract. Abbreviations such as IEEE and SI do not have to be defined. Do not use abbreviations in the title or heads unless they are unavoidable.

### B. Units

- Use either SI or CGS as primary units. (SI units are encouraged.) English units may be used as secondary units (in parentheses). An exception would be the use of English units as identifiers in trade, such as “3.5-inch disk drive”.
- Avoid combining SI and CGS units, such as current in amperes and magnetic field in oersteds. This often leads to confusion because equations do not balance dimensionally. If you must use mixed units, clearly state the units for each quantity that you use in an equation.
- Do not mix complete spellings and abbreviations of units: “Wb/m<sup>2</sup>” or “webers per square meter”, not “webers/m<sup>2</sup>”. Spell out units when they appear in text: “. . . a few henries”, not “. . . a few H”.

- Use a zero before decimal points: “0.25”, not “.25”. Use “cm3”, not “cc”. (bullet list)

### C. Equations

The equations are an exception to the prescribed specifications of this template. You will need to determine whether or not your equation should be typed using either the Times New Roman or the Symbol font (please no other font). To create multileveled equations, it may be necessary to treat the equation as a graphic and insert it into the text after your paper is styled.

Number equations consecutively. Equation numbers, within parentheses, are to position flush right, as in Eq. 1, using a right tab stop. To make your equations more compact, you may use the solidus ( / ), the exp function, or appropriate exponents. Italicize Roman symbols for quantities and variables, but not Greek symbols. Use a long dash rather than a hyphen for a minus sign. Punctuate equations with commas or periods when they are part of a sentence, as in

$$\alpha + \beta = \chi. \quad (1)$$

Note that the equation is centered using a center tab stop. Be sure that the symbols in your equation have been defined before or immediately following the equation. Use “Eq. 1” or “Equation 1”, not “(1)”, especially at the beginning of a sentence: “Equation 1 is . . .”

### D. Some Common Mistakes

- The word “data” is plural, not singular.
- The subscript for the permeability of vacuum  $\mu_0$ , and other common scientific constants, is zero with subscript formatting, not a lowercase letter “o”.
- In American English, commas, semi-/colons, periods, question and exclamation marks are located within quotation marks only when a complete thought or name is cited, such as a title or full quotation. When quotation marks are used, instead of a bold or italic typeface, to highlight a word or phrase, punctuation should appear outside of the quotation marks. A parenthetical phrase or statement at the end of a sentence is punctuated outside of the closing parenthesis (like this). (A parenthetical sentence is punctuated within the parentheses.)
- A graph within a graph is an “inset”, not an “insert”. The word alternatively is preferred to the word “alternately” (unless you really mean something that alternates).
- Do not use the word “essentially” to mean “approximately” or “effectively”.
- In your paper title, if the words “that uses” can accurately replace the word “using”, capitalize the “u”; if not, keep using lower-cased.
- Be aware of the different meanings of the homophones “affect” and “effect”, “complement” and “compliment”, “discreet” and “discrete”, “principal” and “principle”.
- Do not confuse “imply” and “infer”.
- The prefix “non” is not a word; it should be joined to the word it modifies, usually without a hyphen.
- There is no period after the “et” in the Latin abbreviation “et al.”.
- The abbreviation “i.e.” means “that is”, and the abbreviation “e.g.” means “for example”.

An excellent style manual for science writers is given by Young [7].

## V. USING THE TEMPLATE

After the text edit has been completed, the paper is ready for the template. Duplicate the template file by using the Save As command, and use the naming convention prescribed by your conference for the name of your paper. In this newly created file, highlight all of the contents and import your prepared text file. You are now ready to style your paper; use the scroll down window on the left of the MS Word Formatting toolbar.

### A. Authors and Affiliations

The template is designed so that author affiliations are not repeated each time for multiple authors of the same affiliation. Please keep your affiliations as succinct as possible (for example, do not differentiate among departments of the same organization). This template was designed for two affiliations.

1) *For Author/s of Only One Affiliation (Heading 3):* To change the default, adjust the template as follows.

a) *Selection (Heading 4):* Highlight all author and affiliation lines.

b) *Change Number of Columns:* Select Format > Columns > Presets > One Column.

c) *Deletion:* Delete the author and affiliation lines for the second affiliation.

2) *For Authors of More than Two Affiliations: To change the default, adjust the template as follows.*

a) *Selection:* Highlight all author and affiliation lines.

b) *Change Number of Columns:* Select Format > Columns > Presets > One Column.

c) *Highlight Author and Affiliation Lines of Affiliation 1 and Copy this Selection.*

d) *Formatting:* Insert one hard return immediately after the last character of the last affiliation line. Then paste down the copy of affiliation 1. Repeat as necessary for each additional affiliation.

e) *Reassign Number of Columns:* Place your cursor to the right of the last character of the last affiliation line of an even numbered affiliation (e.g., if there are five affiliations, place your cursor at end of fourth affiliation). Drag the cursor up to highlight all of the above author and affiliation lines. Go to Format > Columns and select “2 Columns”. If you have an odd number of affiliations, the final affiliation will be centered on the page; all previous will be in two columns.

### B. Identify the Headings

Headings, or heads, are organizational devices that guide the reader through your paper. There are two types: component heads and text heads.

Component heads identify the different components of your paper and are not topically subordinate to each other. Examples include Acknowledgments and References and, for these, the correct style to use is “Heading 5”. Use “figure caption” for your Figure captions, and “table head” for your table title. Run-in heads, such as “Abstract”, will require you to apply a style (in this case, italic) in addition to the style provided by the drop down menu to differentiate the head from the text.

Text heads organize the topics on a relational, hierarchical basis. For example, the paper title is the primary text head because all subsequent material relates and elaborates on this

one topic. If there are two or more sub-topics, the next level head (uppercase Roman numerals) should be used and, conversely, if there are not at least two sub-topics, then no subheads should be introduced. Styles named “Heading 1”, “Heading 2”, “Heading 3”, and “Heading 4” are prescribed.

C. Figures and Tables

Place figures and tables at the top and bottom of columns. Avoid placing them in the middle of columns. Large figures and tables may span across both columns. Figure captions should be below the figures; table captions should appear above the tables. Insert figures and tables after they are cited in the text. Use the abbreviation “Fig. 1” in the text, and “Figure 1” at the beginning of a sentence.

Use 8 point Times New Roman for figure labels. Use words rather than symbols or abbreviations when writing figure-axis labels to avoid confusing the reader. As an example, write the quantity “Magnetization”, or “Magnetization, M”, not just “M”.

If including units in the label, present them within parentheses. Do not label axes only with units. In the example, write “Magnetization (A/m)” or “Magnetization {A[m(1)]}”, not just “A/m”. Do not label axes with a ratio of quantities and units. For example, write “Temperature (K)”, not “Temperature/K”.

D. Footnotes

Use footnotes sparingly (or not at all) and place them at the bottom of the column on the page on which they are referenced. Use Times 8-point type, single-spaced.

To help your readers, avoid using footnotes altogether and include necessary peripheral observations in the text (within parentheses, if you prefer, as in this sentence).

Number footnotes separately from reference numbers, and in superscripts. Do not put footnotes in the reference list. Use letters for table footnotes.

TABLE I. TABLE TYPE STYLES

Table Head	Table Column Head		
	Table column subhead	Subhead	Subhead
copy	More table copy <sup>a</sup>		

a. Sample of a table footnote. (table footnote)

Fig. 1. Example of a figure caption. (figure caption)

ACKNOWLEDGMENT

The preferred spelling of the word “acknowledgment” in America is without an “e” after the “g”. Avoid the stilted expression, “One of us (R. B. G.) thanks . . .” Instead, try “R. B. G. thanks”. Put applicable sponsor acknowledgments here; DO NOT place them on the first page of your paper or as a footnote.

REFERENCES

List and number all bibliographical references in 9-point Times, single-spaced, at the end of your paper. When referenced in the text, enclose the citation number in square brackets, for example: [1]. Where appropriate, include the name(s) of editors of referenced books. The template will number citations consecutively within brackets [1]. The sentence punctuation follows the bracket [2]. Refer simply to the reference number, as in “[3]”—do not use “Ref. [3]” or

“reference [3]”. Do not use reference citations as nouns of a sentence (e.g., not: “as the writer explains in [1]”).

Unless there are six authors or more give all authors’ names and do not use “et al.”. Papers that have not been published, even if they have been submitted for publication, should be cited as “unpublished” [4]. Papers that have been accepted for publication should be cited as “in press” [5]. Capitalize only the first word in a paper title, except for proper nouns and element symbols.

For papers published in translation journals, please give the English citation first, followed by the original foreign-language citation [6].

[1] G. Eason, B. Noble, and I. N. Sneddon, “On certain integrals of Lipschitz-Hankel type involving products of Bessel functions,” Phil. Trans. Roy. Soc. London, vol. A247, pp. 529–551, April 1955. (references)

[2] J. Clerk Maxwell, A Treatise on Electricity and Magnetism, 3rd ed., vol. 2. Oxford: Clarendon, 1892, pp.68–73.

[3] I. S. Jacobs and C. P. Bean, “Fine particles, thin films and exchange anisotropy,” in Magnetism, vol. III, G. T. Rado and H. Suhl, Eds. New York: Academic, 1963, pp. 271–350.

[4] K. Elissa, “Title of paper if known,” unpublished.

[5] R. Nicole, “Title of paper with only first word capitalized,” J. Name Stand. Abbrev., in press.

[6] Y. Yorozu, M. Hirano, K. Oka, and Y. Tagawa, “Electron spectroscopy studies on magneto-optical media and plastic substrate interface,” IEEE Transl. J. Magn. Japan, vol. 2, pp. 740–741, August 1987 [Digests 9th Annual Conf. Magnetics Japan, p. 301, 1982].

[7] M. Young, The Technical Writer’s Handbook. Mill Valley, CA: University Science, 1989.



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**Author N** received the B.S. in <Discipline> from < University> in <Year>, M.S. in <Discipline> from < University> in <Year> and Ph.D. degree in <Discipline> from < University> in <Year>. He is <description of actual position>. His research interest focuses on <list of interest areas>. Additional information may be provides not exceeding 100 words long.

