Tyler Burleson
CSCI 4350-002
Midterm Persuasive Essay
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CSCI 4350-02
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As stated in the Syllabus on page 4 and the appendix 1-A, “Meeting and consistently exceeding expectations is an A.” I believe I have currently accomplished this in accordance with the Syllabus and other supplementary materials. Additionally, you’ve stated on multiple slides and lectures that employers and good students are “Hard working, self-starters, who learn quickly, and are interested in success.” I believe I have also demonstrated these qualities in class and will defend them in this essay.

In the appendix 1-A is this curriculum’s “Job Description,” it contains all the guidelines for a student to meet expectations and receive a “C” in the course. Currently I have upheld all of these standards and have completed all of the submittable tasks. The only exceptions are the following: completing the senior exit exam, finishing the report on 4 student presentations, obtaining a 100 on all LC quizzes, and submitting a final persuasive essay. These are reasonable exceptions since we are only half way through the semester and a couple of these artifacts haven’t been opened yet. Additionally, we haven’t met the due date for the presentation reports and having all the LC’s completed, but I have met the 50% mark for these. My presentation report currently consists of Brendan Jones’ presentation on genetic algorithms and Christian Calhoun’s presentation on Crystal. I am currently waiting for my peers to submit their presentations so I can report on them, but I am the only one who has completed and submitted the correct link. *(Bryson Brandon has submitted a link to the github for his presentation, but it is the link to my video)* In relation to the 100 percent on all LC quizzes, I have attempted 4 and scored a 100 on two of them.

Based on the job description for the class and the current date, I believe I have met the expectation of a student by the halfway point of the semester. This means I have upheld a “C” in the course and met the expectations of the job description. The following paragraphs will demonstrate how I have exceeded these expectations on a scale of “low,” “medium,” and “high exceeds.” As the tier increases, the weight of the “exceed” increases as well.

Beginning with the “Low level exceeds,” I have consistently provided evidence of these actions in my progress reports. During the first week I watched and read the additional material that was optional and summarized what I took away from it inside my report. I also demonstrated being a self-starter by establishing our team’s code repository with the previous semester’s application and creating a dedicated container for our team’s application to be deployed on my private server which also valued the agile principles for the class. In week two I expressed how I understood the Software Engineering Lifecycle and how it correlated to the work I was conducting in my Human Computer Interact course. During the third week I demonstrated how our HCI deliverable related to the new material we had learned in our class (Vision Phase.) I also responded to the questions in the slides and the previous week’s feedback from my progress report. The fourth week I showed how we were being self-starters again in HCI

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and how we were going to begin sprints early to delegate time for risk management. Finally, during week 5 I had several levels of exceeds, the “Low levels” included: submitting my Docker-Portainer presentation early, experimenting with Jenkins early to create a pipeline for our project, relating topics to our work in HCI, and responding to questions in the slides and responding to the previous week’s feedback. Finally, in addition to all of these “exceeds” I have consistently submitted each of these reports early.

The next tier are “Medium level exceeds,” these are “exceeds” that showcase performing scrum outside of the classroom and performing higher effort actions that are not expected of us. My first “Medium level exceed” occurs in week two, this was when I created a guide for creating submodules in GitHub for our project and had it added to the Kinserpedia. In week four I had multiple of these “exceeds,” these included: getting our application deployed on my private server since it prioritized a learning experience for us all, obtaining a 100 on LC 1 on my second attempt without notes, and creating scrum artifacts in our HCI class. Finally, in week five I had even more “exceeds” at this level, these were: “cross collaborating with other teams and sections to help lead them in a positive path to deploy their application and understand microservices while also preserving the educational goal of letting them learn how to do the process instead of showing them first hand,” “creating a Zapier app that our team uses to send alerts to our discord server when an issue is ready to be code reviewed on GitHub,” “obtaining a 100 on LC 3 without the use of notes on my second attempt,” and “creating the final artifacts to start our sprint and performing scrum activities in HCI.” My final medium exceed is my presentation, I provided both a presentation and tutorial on Docker and helpful tools to use with it.

Finally, are the “High Level Exceeds” I have currently completed in the course. I currently only have one, but I believe it is significant. After submitting my presentation to the repository, several of my peers started to watch the video to establish their own environment. I have received extremely positive feedback about how beneficial the video is. One quote you mentioned from another student was, “This is the best presentation I’ve seen, I will learn more from this video alone than I will from other professional videos on YouTube. He is talking straight to me.”

In addition to exceeding expectations in the Job Description, I have also upheld the SWECOM model. I have demonstrated knowledge across my progress reports, high grades across my attempted LC quizzes, and correlations to topics in other classes. Behavioral is demonstrated with my participation in class, scrum activities, enthusiasm to learn, and effort to provide quality submissions. Cognitive is demonstrated with my reasoning towards certain features or tasks that need to be added to our backlog and the comparisons I make with our class material to external classes. Finally, technical is demonstrated with my ability to create high quality requirement artifacts such as our

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MVP and User Stories. I have also shown design, construction, and testing artifacts with our wireframes, code review/ test templates, and code deployment.

Finally, I have demonstrated my strong adherence to the SWECOM model and the Job Description throughout the current semester. Additionally, I also provided substantial evidence of how I have exceeded expectations to elevate my grade. Alongside demonstrating being a “hard working, self-starter, who learns quickly, and is interested in success,” I have also demonstrated the qualities and actions of an A student provided in the appendix. I believe with my strong efforts that I currently deserve an A in CSCI-4350.

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Appendix

1-A) Job Description

"Job Description: As a student you are expected to:

- Be professional in your conduct, correspondence and speech (with me and with each other)
- Read assigned materials in advance of the class they are related to
- Attend every class (barring extraordinary circumstances)
    - You should notify me in advance if possible
    - Unexcused absences are a "Fails to meet expectations"
    - I decide if the absence is excused or not, you do not decide this.
- Actively participate in the in-class activities, with a good attitude
    - Follow the process based on the assigned SE Model
- Ask questions during class in a respectful and concise way on topics related to the course
- Offer suggestions and ideas where and as appropriate
- Strive to avoid making assumptions (by asking questions to confirm your understanding)
- Submit weekly progress reports by Friday midnight until the last week of class
    - List how you have exceeded expectations
    - Outline the topics covered during the week in your own words
    - Detail the key items you learned during the week in the course (may or may not be related to the topics covered)
    - List any questions you have about the content covered thus far in the course
    - Detail the work you personally took on for the semester project during the week
        - List the story/task
        - Briefly describe your approach
        - Definitively state your current progress at the time of reporting
        - List any obstacles you have and your mitigation plan
    - State which team you are on
        - Describe each of the Scrum activities your team performed that week
        - Describe how it adhered to the ideal and how it did not
        - Describe your efforts in each activity
    - For the reports at the end of each sprint (every 2 weeks), include a peer review for your teammates.
        - rank them in order of contribution in accordance with Scrum
        - I'm not interested in who wrote the most code or fixed the most bugs.
        - I am interested in who helps the team follow the scrum process the best and help the team apply the lessons from class

- Must achieve a score 100% on each of the learning objective quizzes at some point in the semester
    - A maximum of 5 attempts are available.
    - Be aware that the questions may not be the same in each attempt

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- ○ Do not take more than one attempt on the same quiz per week without consulting me first
    - ■ Note: you can attempt any or all the quizzes in the same week
- ○ Failure to achieve 100% on all learning objective quizzes will result in a step down in your final grade (e.g. if you earned an A-, it will step down to a B+)
- ○ If you do not attempt one of the learning objective quizzes, your final grade will drop one full grade for each learning objective quiz not attempted (e.g. if you earned an A-, it will drop to a B- for one quiz not attempted, to a C- for two quizzes not attempted).
- ○ Your first and second attempt on each quiz must be done on your own with no notes or assistance..
- ○ After the second attempt, you can ask me or your classmates for hints or help
    - ■ However, no one should give another student the answer unless that student is on their 5th attempt

● Submit two oral presentations on SE II topics (suggested topics to be announced)
● Must watch four (4) presentations by other students on topics different from the ones you picked

- ○ Presentations can be from the current or past semesters.
- ○ Each of the four must also be on topics different from each other
- ○ For each presentation watched, include in your progress report:
    - ■ Name of topic
    - ■ Name of Student
    - ■ Link to the video
    - ■ What you personally learned from this presentation
    - ■ What would you recommend the author change
- ○ This expectation is designed to expose students to additional subject matter related to SE

● Submit two persuasive essays (details below)
● Take the Senior Exam by the due date

- ○ You are expected to put forth your best effort on the exam
- ○ If you do not take the test or you do not intend to put forth your best effort, let me know and I will drop your final grade by 10% (one full letter grade)

● And other duties as assigned (this is a standard job description caveat)
Your grade is determined based on your performance to the above expectations:
● At the midterm point and at the end of the semester you will present your accomplishments in the form of a short
essay on how you have met and exceeded the defined expectations

- ○ Consistently fails to meet expectations is an F
- ○ Sometimes fails to meet expectations is a D
- ○ Meeting expectations is a C
- ○ Meeting and sometimes exceeding expectations is a B
    - ■ You must have met the qualifications for a C in order to be eligible to get a B
- ○ Meeting and consistently exceeding expectations is an A

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        ■ You must have met the qualifications for a B in order to be eligible to get an A
● If you “Fail to meet expectations” in any way (e.g. miss a class, a progress report, a quiz, etc.), you must compensate for it with examples of exceeding expectations in order to get a “C”. Said another way, you must compensate for any “Fails to Meet Expectations” before getting credit for any “Exceeds Expectations”
    ○ I have final say as to whether something qualifies as compensating for a missed item, so check with me first
● I will give you hints on occasion of how you can exceed expectations but you should do these and MORE. The best way to exceed expectations is to find ways (in this class, in other classes, in your job, in your life) to demonstrate your depth of understanding regarding SE Topics (by putting them into practice with purpose and forethought, by recognizing them in existing or past efforts, by recognizing how they are not being used properly, etc). For example, being early to class or submitting a deliverable early is a form of “exceeds” but at a C+ to Bminus level of value because it shows SWECOM initiative but it doesn’t take much effort to do it and it isn’t directly related to an SE Topic. Using the SDLC on a project in another class and describing the effort and results in your status reports would be an “exceeds” of greater value because it shows you applying an SE Topic.

● This is your career, your education, so invest in it. You are welcome to ask if something exceeds expectations or not during the Q/A section at the start of each class or via email.

● Each student must attain 100% on learning objective quizzes, which map directly to the learning outcomes for the course. You have 5 attempts available to you. All of the course materials are available at the outset of the course and you can attempt the topic quizzes anytime throughout the semester but must get 100% by the end. This allows you to work at your own pace. I encourage you to use the Project Management topic and Agile principles to define your own strategy for taking them. You are expected to make the first and second attempt without notes or assistance. If a third attempt is needed, you can ask for a hint and/or use your notes. If a fourth attempt is needed, better hints will be provided upon request. If the fifth and final attempt is needed to obtain a 100%, it is recommended that you work directly with me during office hours so that it is guaranteed you will get 100%. By requiring everyone to get 100%, the quizzes become another instrument of learning in addition to being an instrument of assessment.

● Although not enforced, most ‘A’ students will be able to achieve 100% on most topic quizzes on their first attempt without use of notes or help. Most ‘A’ students will also attempt the quiz before or just as the topic is covered in class. Most ‘B’ students will be able to achieve 100% on most topic quizzes on their first or second attempt using notes. Most ‘B’ students will attempt the quiz soon after the topic is covered in class. Most ‘C’ students will achieve 100% by the 3rd or 4th attempt. Most ‘C’ students will attempt the quiz closer to the due date no matter when the topic is covered in class. Importantly, the quizzes are scored but not graded. It is how the students approach the quiz combined with their performance that is evaluated.

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● The job description is designed to demonstrate a reasonable understanding of the material covered in the course. If a student is able to demonstrate their understanding in some other way, I am open to discussing their approach because the whole point of the course is for each student to learn/internalize the material covered. " - *Syllabus Page 3-5*

2-A) SWECOM Model

"● Knowledge:
- o Key software engineering definitions
- o Software development lifecycle (SDLC) topics
- o Process implementation and management
- o Process assessment and improvement
- o Students may demonstrate high levels of knowledge in both their writing and their quiz scores

● Behavioral attributes:
- o Showing initiative
- o Demonstrating enthusiasm
- o Exhibiting willingness to work
- o Demonstrating honesty, integrity, and dependability
- o Communicating, both in writing and verbally

● Cognitive skills:
- o Reasoning (including using abstractions and forming associations)
- o Measuring and analyzing data
- o Performing root cause analysis
- o Problem solving (including top-down, bottom-up, and divide-and-conquer strategies)
  - ▪ Also includes recognizing patterns and applying both iterative and incremental problem solving
- o Brainstorming, prototyping, and modeling

● Technical skills:
- o Producing artifacts related to areas of the SDLC
  - ▪ Requirements artifacts, e.g., use cases and user stories
  - ▪ Design artifacts, e.g., architectural component-and-connector diagrams
  - ▪ Software construction artifacts, e.g., functional code that addresses requirements
  - ▪ Testing artifacts, e.g., unit tests
- o Using CASE and other software production tools effectively, e.g., Trello and BitBucket

" - *Syllabus Page 6-7*