User Requirements Notation Models

for

RaiderNAV

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**Per feedback: For this deliverable, show the conditions and scenarios for the maps. Also, provide some explanation for the diagrams and also analysis.**

**1. Goal Requirements Language**

GRL models are shown that showcase...

**1.1 Strategies**

Text here explains the strategies evaluated. Explain that we have four strategies. Explain that we have two actors (students and Team Getana) and a combined actor view. Briefly describe the top level goals of each of our actors.

**1.1.1 Combined Strategy #1: Team Getana Deemphasizes Project and Students Avoid RaiderNAV**

Text here briefly describes this strategy.

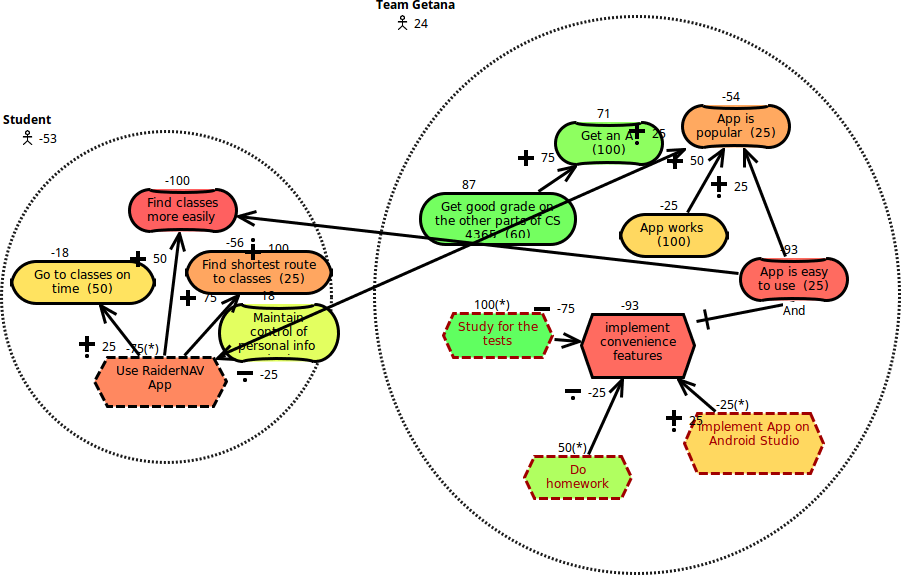
Text here explains the Team Getana model with this strategy and refers to figure 1.1.1.1.

Text here explains the Student model with this strategy and refers to figure 1.1.1.2.

Text here explains the combined model with this strategy and refers to figure 1.1.1.3.

Figure 1.1.1.1 Team Getana GRL model under strategy 1

Figure 1.1.1.2 Student GRL model under strategy 1

Figure 1.1.1.3 Combined GRL model under strategy 1

**1.1.2 Combined Strategy #2: Team Getana Emphasizes Project and Students Avoid RaiderNAV**

Text here briefly describes this strategy.

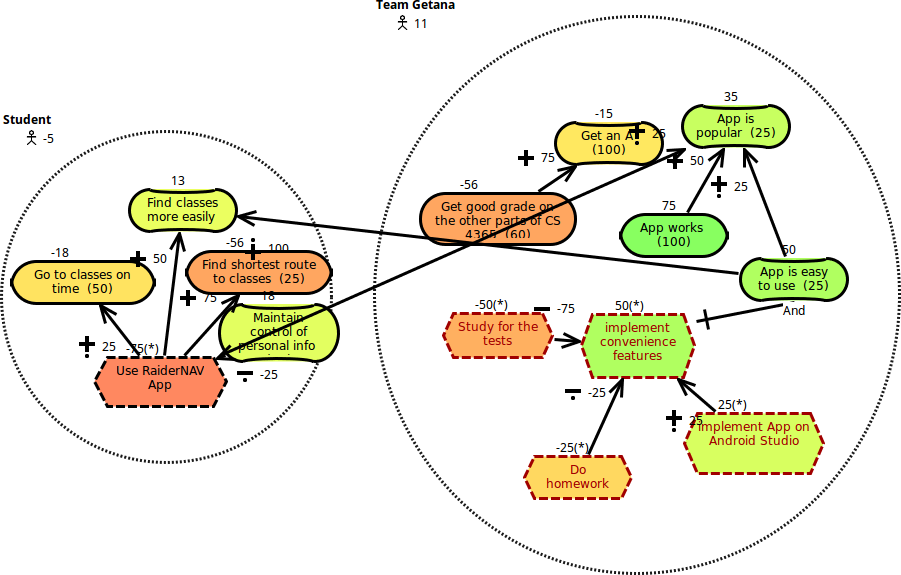
Text here explains the Team Getana model with this strategy and refers to figure 1.1.2.1.

Text here explains the Student model with this strategy and refers to figure 1.1.2.2.

Text here explains the combined model with this strategy and refers to figure 1.1.2.3.

Figure 1.1.2.1 Team Getana GRL model under strategy 2

Figure 1.1.2.2 Student GRL model under strategy 2

Figure 1.1.2.3 Combined GRL model under strategy 2

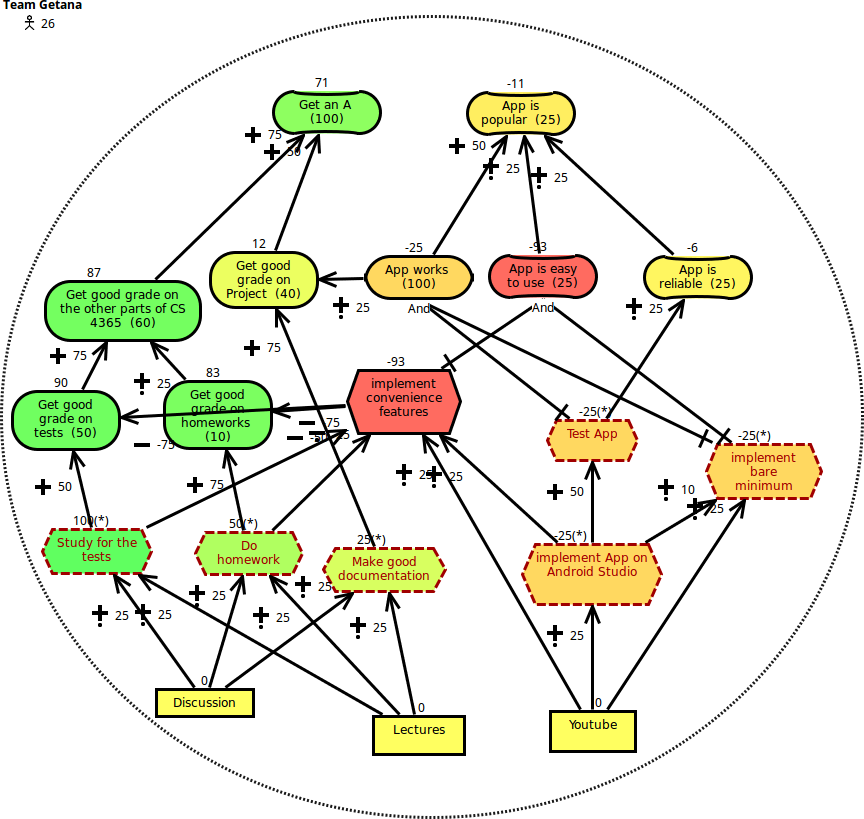
**1.1.3 Combined Strategy #3: Team Getana Deemphasizes Project and Students Use RaiderNAV**

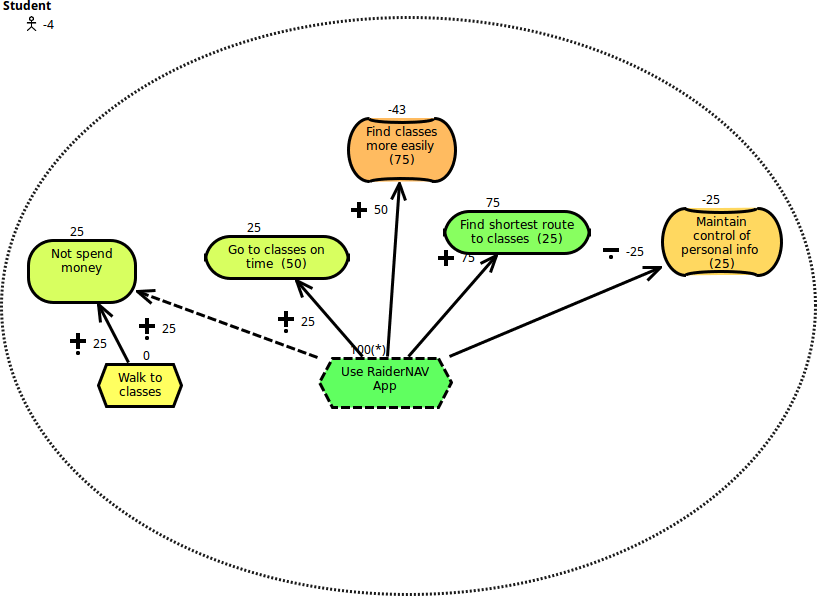
Text here briefly describes this strategy.

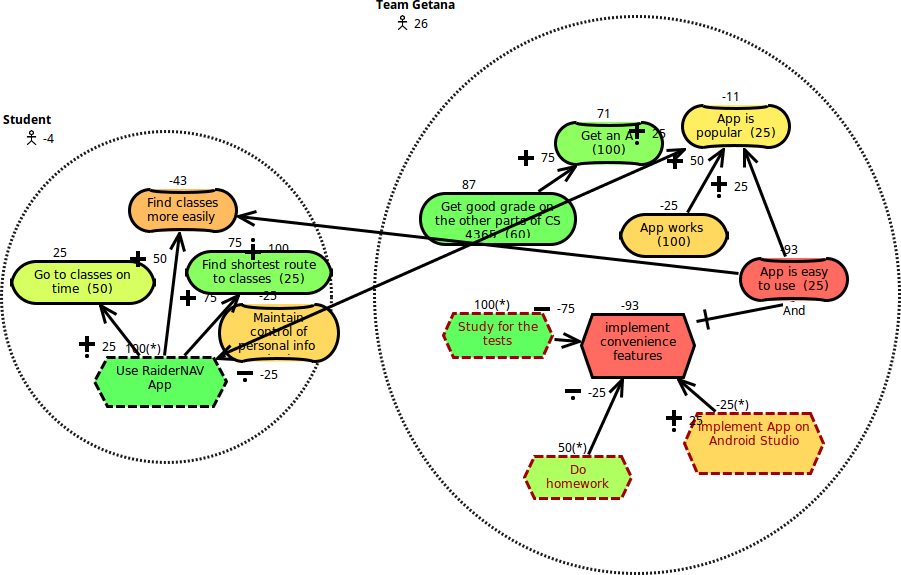
Text here explains the Team Getana model with this strategy and refers to figure 1.1.3.1.

Text here explains the Student model with this strategy and refers to figure 1.1.3.2.

Text here explains the combined model with this strategy and refers to figure 1.1.3.3.

Figure 1.1.3.1 Team Getana GRL model under strategy 3

Figure 1.1.3.2 Student GRL model under strategy 3

Figure 1.1.3.3 Combined GRL model under strategy 3

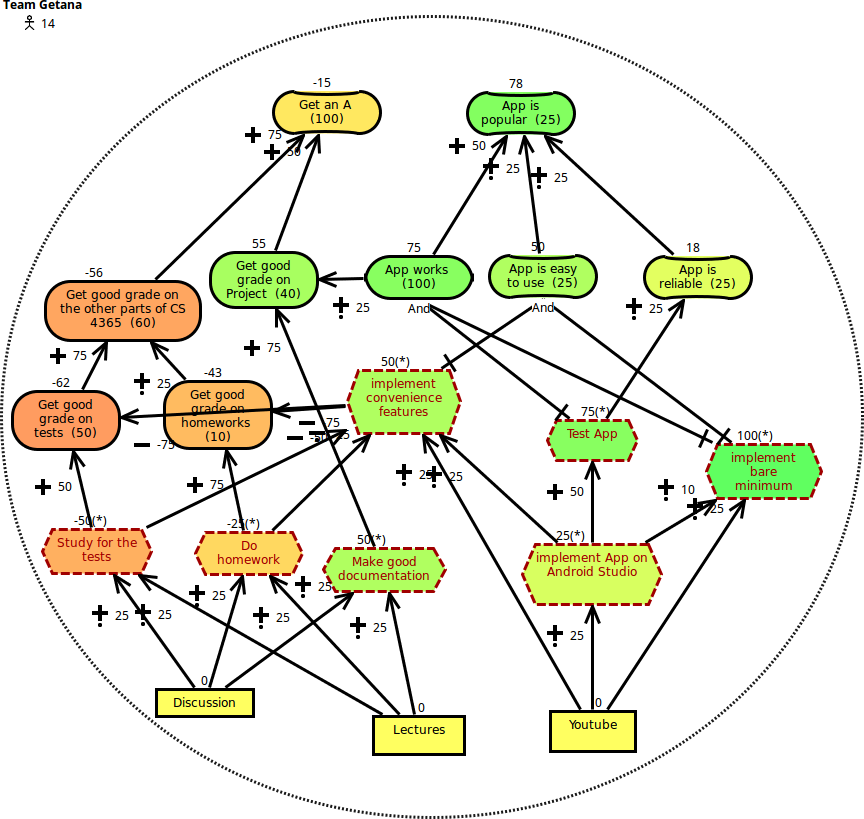
**1.1.4 Combined Strategy #4: Team Getana Emphasizes Project and Students Use RaiderNAV**

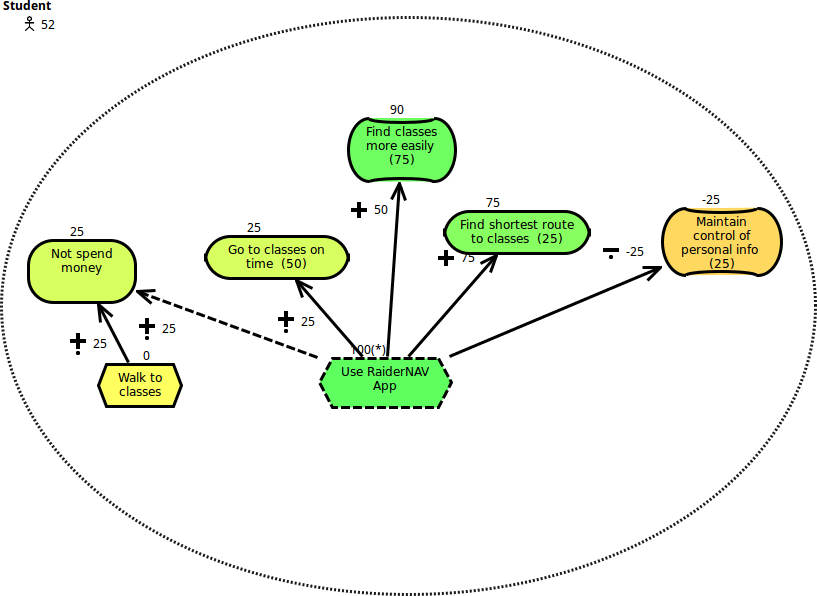
Text here briefly describes this strategy.

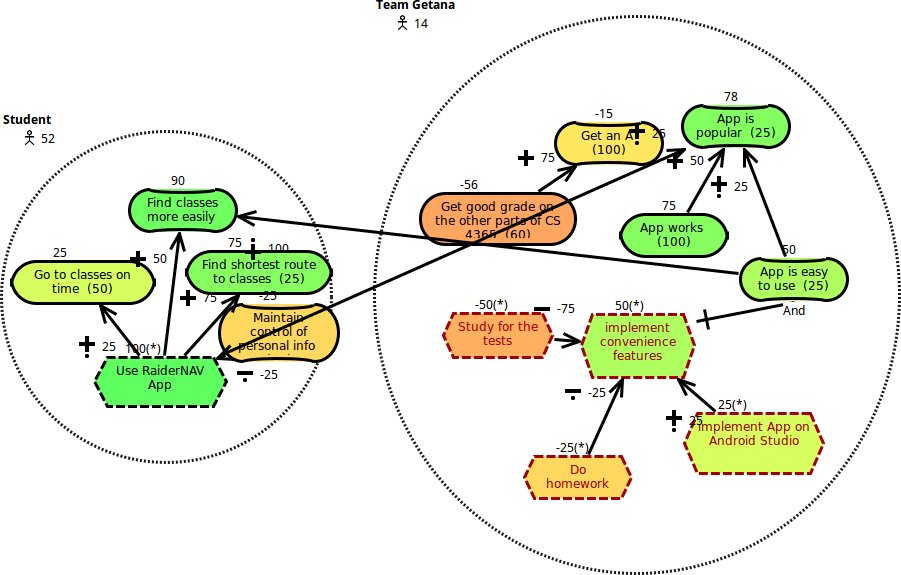
Text here explains the Team Getana model with this strategy and refers to figure 1.1.4.1.

Text here explains the Student model with this strategy and refers to figure 1.1.4.2.

Text here explains the combined model with this strategy and refers to figure 1.1.4.3.

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**1.2 Analysis of Combined Strategies**

Some analysis which should be elaborated further:

1. If Team Getana focuses on the project, but students do not utilize RaiderNAV, Team Getana’s overall goal satisfaction value Is +11 and the student’s satisfaction value is -5.
2. Next, if Team Getana focuses on tests and homework and the student’s do not use RaiderNAV, Team Getana ends up with an overall satisfaction of 24 while the students end up with -53.
3. Finally, if Team Getana focuses on tests and homework and the student utilizes Raidernav, Team Getana reaches a satisfaction value of 26. However, the student gets only -4.

Which is the best for students? Why?

Which is the worst for students? Why?

Which is the best for Team Getana? Why?

Which is the worst for Team Getana? Why?

Which is the best for everyone?

This occurs when both Team Getana focuses on the project and the students use RaiderNAV. This makes sense because...

Which is the worst for everyone? Why?

**2. Use Case Maps**

Text here explains the layout of the following stuff (i.e., the hierarchical organization of 2.1 and layout of scenarios in 2.2).

# 2.1 Main Sequence Actions

Text here explains that we have 2 (and potentially more later) possible actions on the main screen:

1. Perform an unscheduled navigation
2. Perform an action on a schedule

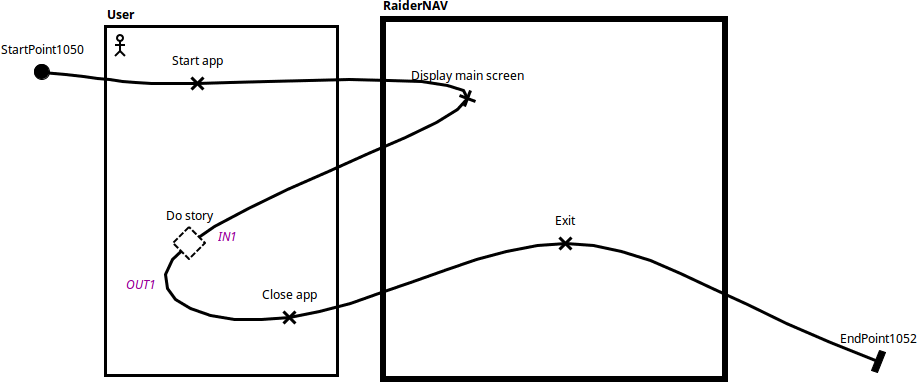


Figure 2.1 Main Sequence UCM

2.1.1 Unscheduled Navigation

Text here explains what happens in an unscheduled navigation.

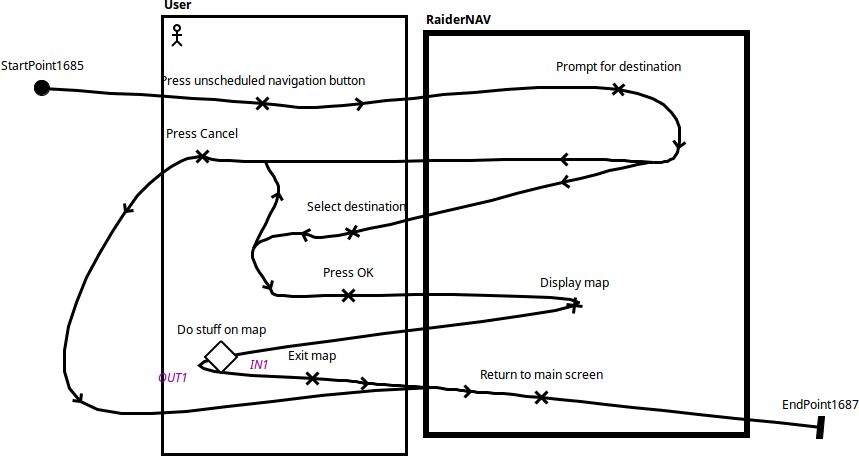


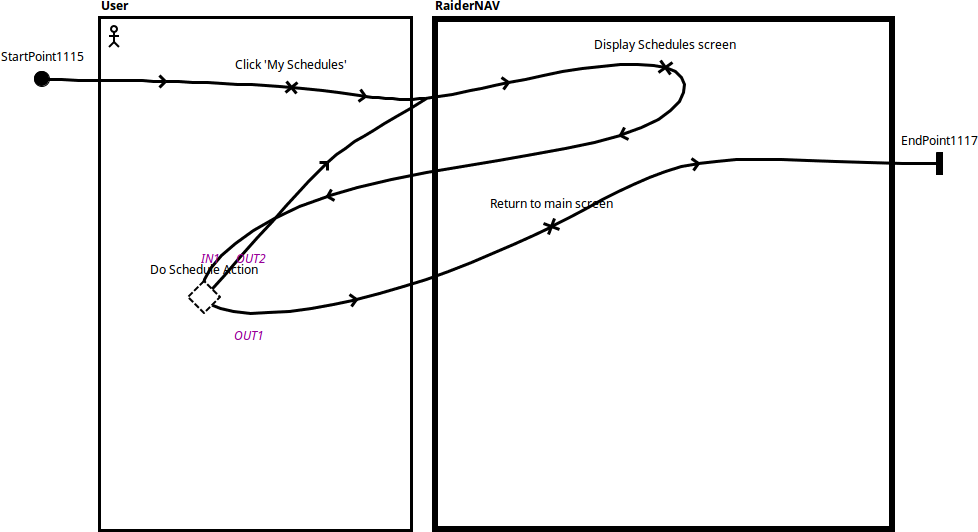
Figure 2.1.1 Unscheduled Navigation UCM

2.1.2 Schedule Action

Text here explains what happens when performing a schedule action.

Text here explains that we have two possible actions from within the main schedules activity:

1. Create a new schedule
2. Perform an action on an existing schedule



Schedule Main Sequence UCM

2.1.2.1 Create New Schedule

Text here explains what happens when creating a new schedule.

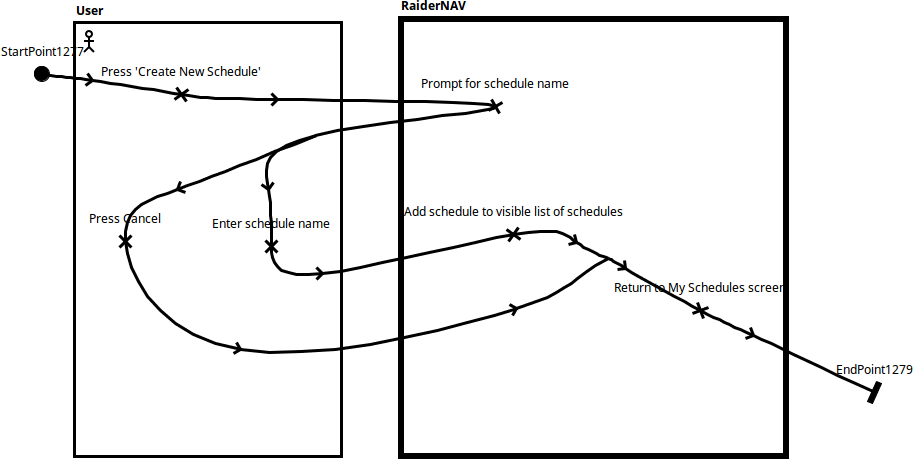


Figure 2.1.2.1 Create New Schedule UCM

2.1.2.2 Edit Existing Schedule

Text here explains what happens when editing an existing schedule.

Text here explains that you can perform 4 actions as part of editing an existing schedule:

1. Create a course
2. Delete the schedule
3. Rename the schedule
4. Edit a course

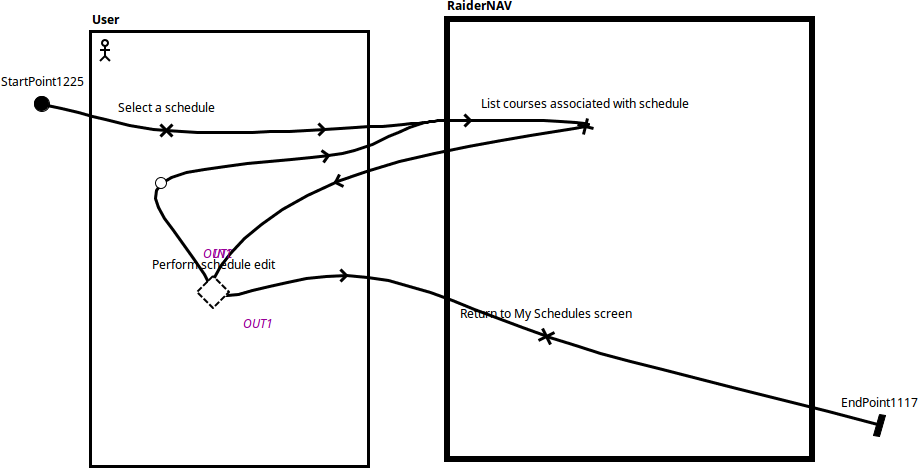


Figure 2.1.2.2 Edit Schedule Main Sequence UCM

2.1.2.2.1 Creating a New Course

Text here explains what happens when creating a new course.

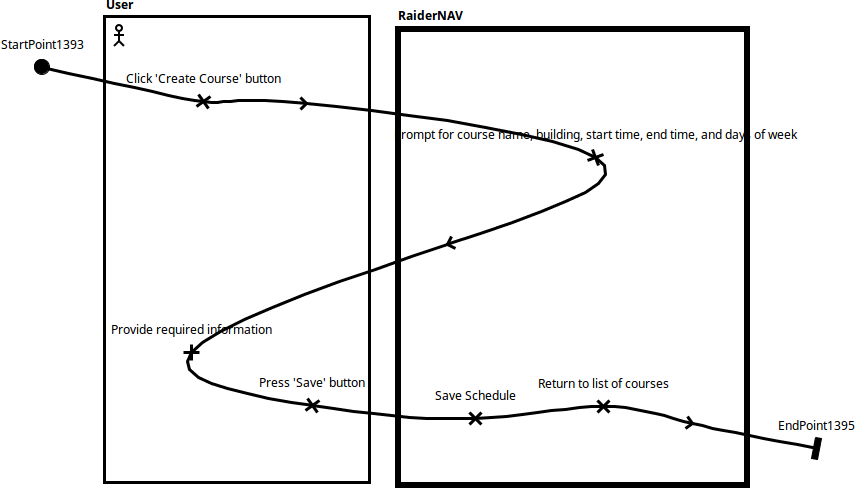
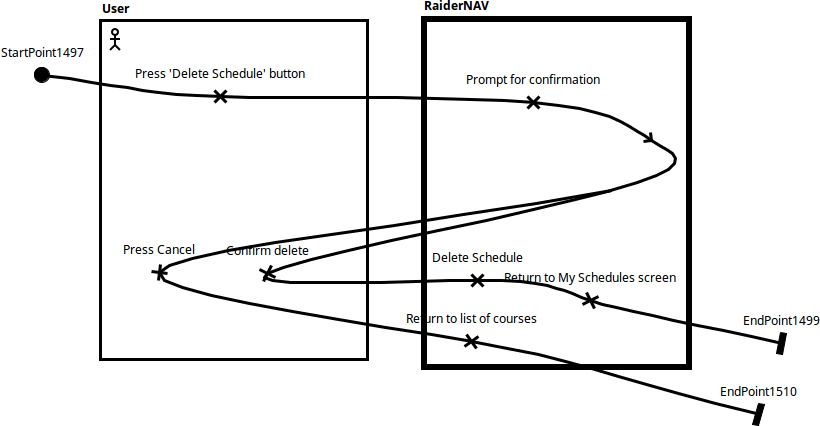


Figure 2.1.2.2.1 Create Course UCM

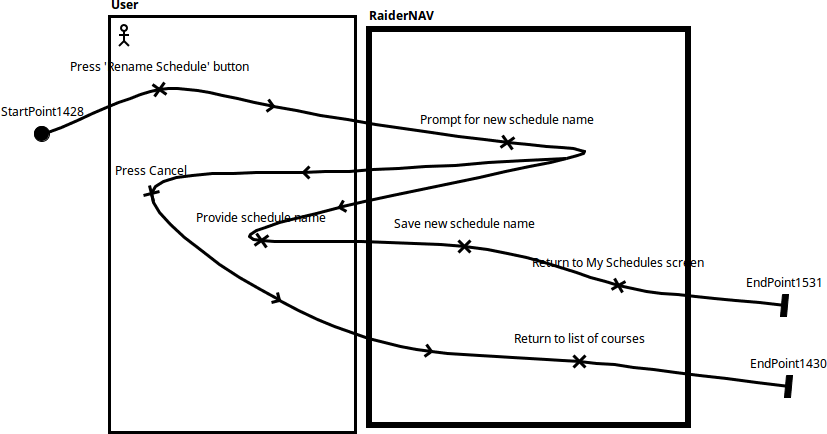
2.1.2.2.2 Deleting a Schedule

Text here explains what happens when deleting a schedule.

Figure 2.1.2.2.2 Delete Schedule UCM

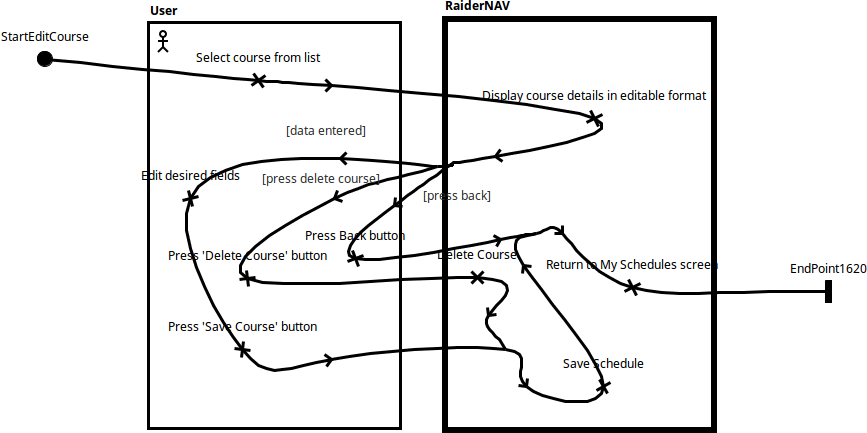
2.1.2.2.3 Renaming a Schedule

Text here explains what happens when renaming a schedule.

Figure 2.1.2.2.3 Rename Schedule UCM

2.1.2.2.4 Editing a Course

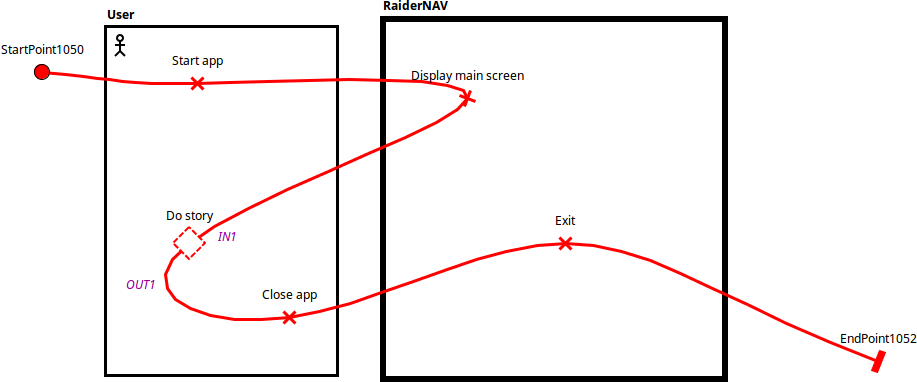
Text here explains what happens when editing a course.

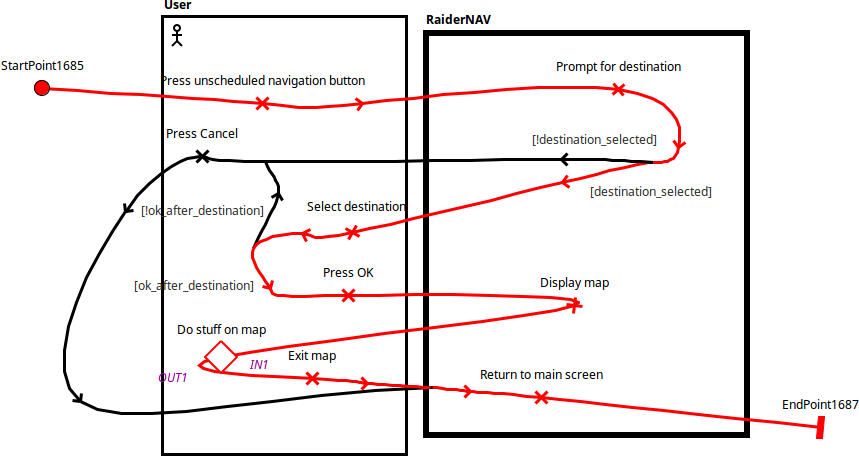
Figure 2.1.2.2.4 Edit Course UCM

2.2 Scenarios

2.2.1 User performs an unscheduled navigation

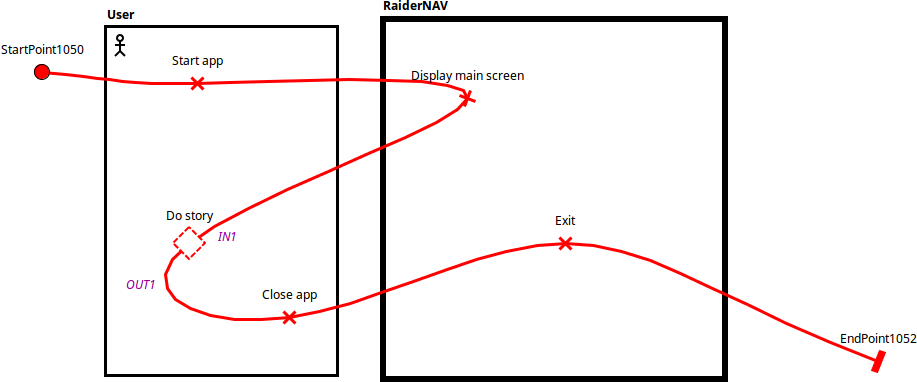
Text here describes what is happening in the diagrams (i.e., the user opens the app, goes through the process of doing an unscheduled navigation, then leaves the map and ultimately closes the app).

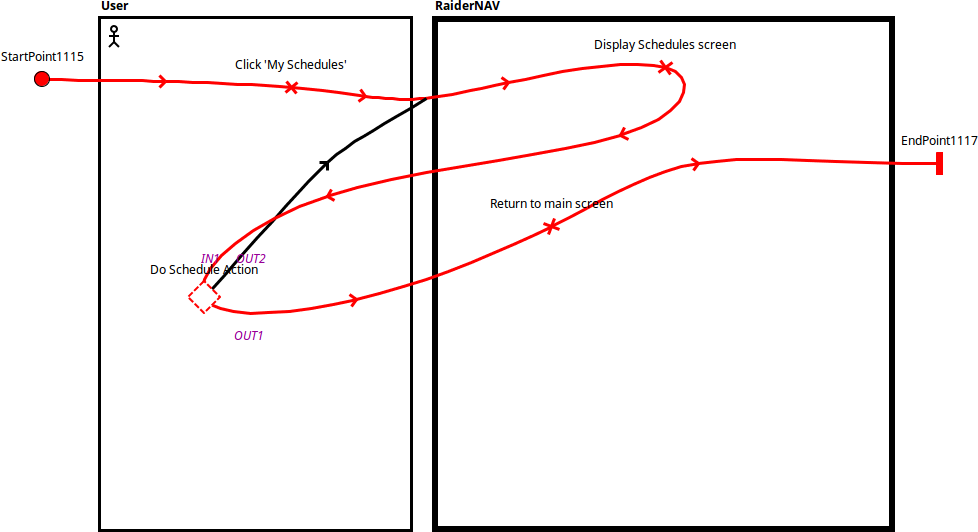
Figure 2.2.1.1 Top Level Sequence

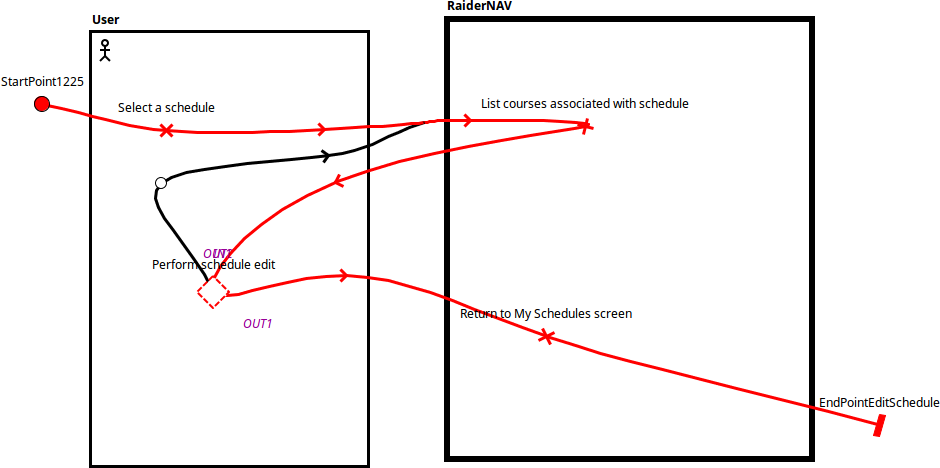
Figure 2.2.1.2 Performing Unscheduled Navigation

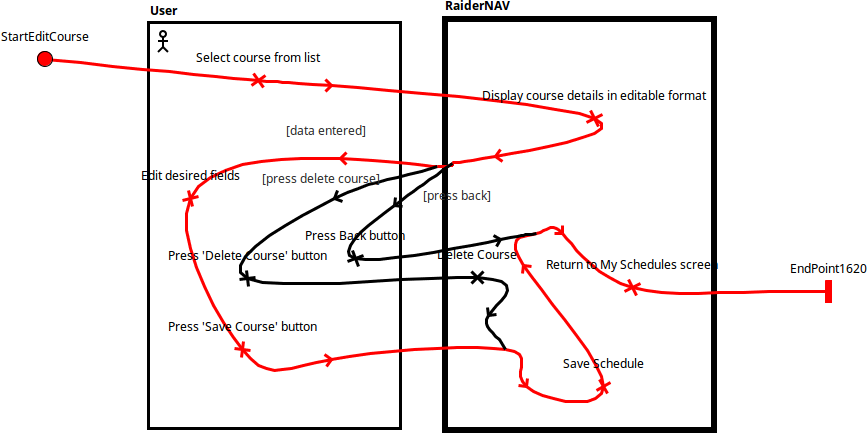
2.2.2 User edits a course in a schedule

Text here describes what is happening in the diagrams (i.e., the user opens the app, goes through the process of editing a course, then leaves the schedule view and ultimately closes the app).

Figure 2.2.2.1 Top Level Sequence

Figure 2.2.2.2 User Enters Schedules View

Figure 2.2.2.3 User Selects a Schedule

Figure 2.2.2.4 User Edits a Course