**CSCI 5230 – Software Project Management - Fall 2020**

**Overview of lectures, readings, assignments, and course policies**

**Last updated 11 August 2020**

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# Fall 2020 Schedule - CSCI 5230

## Introduction

The following, ***tentative*** schedule for CSCI 5230 differs from one I've used in past semesters. In response to CDC concerns about a possible late fall COVID-19 outbreak, ETSU has accelerated its standard schedule for fall course delivery. Classes will be held on Labor Day and Veterans Day; fall break moved to Thanksgiving week (11/23 - 11/27); and post-Thanksgiving instruction held online.

In response to these changes, I've opened the course’s D2L website and made the following changes to my normal schedule:

* I'm requiring people to read Bertrand Meyer's Agile: The Good, The Hype, and The Ugly ***before*** ***our first class***, and will give a quiz on this book ***on the first day of class***.
* I plan to substitute reading assignments and Q&A sessions for lectures, and to give twelve quizzes on these readings over the course of the semester.
* I plan to reduce the number of individual presentations from two to one, and to distribute presentations throughout the semester, instead of confining them to one class period.
* I’ve replaced the normal, 9/2 class meeting with a series of brief, individual meetings, which we can conduct in person or by Zoom. I intend to use these meetings to discuss your materials for your semester talks, which I'll ask you to develop between weeks 1 and 2, and to address your questions about 5230.
* I plan to give the class's final exam during the class's last on-ground meeting (11/18).
* I plan to give one final, case-study-based assignment following the final exam. I then plan to interview people via Zoom about their analyses of these studies during the last regularly scheduled week of class (12/1, 12/2) - at which point the class will tentatively conclude, subject to any makeup work that people in the class may require.

***Because I’m compressing much of what I cover in a full semester into the semester’s first 12 weeks, I strongly encourage people to get an early start on my assignments***. To enable this, I’ve opened my D2L website and posted articles, lecture slides, and this detailed schedule of meetings and policies to the site. My lecture slides, which I intend to review at least once more for correctness and clarity, are fairly stable. So, too, is the schedule of assigned readings and tests specified in §1.2—assuming that ETSU adheres to the current fall schedule.

As of 27 July 2020, my assignment specs are still in flux. I'll upload them as I create them and post notices when I do.

If you heed my advice and wish to work on my assignments, begin by completing the required readings and taking notes on them, in a format that you can use for quizzes (see §2.3). These readings will include articles that I've posted to D2L and following texts:

* Bertrand Meyer, Agile: The Good, the Hype, and the Ugly
* Tom DeMarco and Tim Lister, Peopleware
* William Ury, Getting Past No
* Peter Drucker, The Effective Executive
* Gene Kim, Kevin Behr, and George Spafford, The Phoenix Project, 5th Edition
* Rick Brinkman and Rick Kirschner, Dealing with People You Can't Stand, 3rd Edition

Should you have questions about this schedule or these requirements, contact me at [phil@etsu.edu](mailto:phil@etsu.edu). I'll be reading e-mail throughout the summer, and will respond as circumstances allow, typically within 48 hours.

## CSCI 5230 Schedule - Fall 2020

| **Date** | **Agenda** | |
| --- | --- | --- |
| Pre-August 26 | Required reading for 26 August:   * Agile: The Good, The Hype, and the Ugly, Meyer | |
| August 26 | Quiz 1: over Agile: The Good, The Hype, and the Ugly  Post-quiz:   * [00] Syllabus and policies.ppt * Discussion: MS Project 2013/2016 | |
| Required reading for 2 September:  ***none - but please read ahead and prep for subsequent quizzes***  Assignments:   * Assignment 1, part 1: preliminary topic for semester presentation ***due Monday, 31 August***   Supporting materials:   * [10] Software methodologies | |
| September 2 | Class: one-on-one meetings, as follows: | |
| * 6:30 pm – Jake Gillenwater * 6:45 pm - Jonah Bouton * 7:00 pm - Chiamaka Chukuwemeka * 7:15 pm - Ali Memon * 7:30 pm - Ed Wilson * 7:45 pm - Anthony Pitman * 8:00 pm - Madeline Manna | * 8:15 pm - Jacob Hoyos * 8:30 pm - Ethan Spangler * 8:45 pm - Shayne Parker * 9:00 pm - Aaron Hayes * 9:15 pm - Nathan Eggers * 9:30 pm - Koi Stephanos * 9:45 pm – Joshua Trimm |
| Required reading for 9 September:   * Peopleware, DeMarco and Lister   Assignments:   * Assignment 2: MS Project Basics -  ***due Monday, 7 September***   Supporting materials:   * Microsoft, *Office 15-Minute Webinar: Get Started with Project,*  https://www.youtube.com/watch?v=FguzMlFW8pU (17 min, 33 sec) | |
| September 9 | Pre-quiz: guest speaker -Tim Campbell, Quest Diagnostics  Quiz 2: over Peopleware  Post-quiz:   * review of quiz 1 * discussion of MS Project | |
| Required reading for 16 September:   * [01] Foundational concepts.ppt * [02] Scope management.ppt * In required readings: * Gawande - *The Checklist Manifesto (excerpt)*   Assignments:   * Assignment 1, part 2: preliminary slides for semester presentation ***due Monday, 14 September*** * Assignment 3: avocation WBS ***due Monday, 14 September*** | |
| September 16 | Pre-quiz: guest speaker –Jeff Fraley, retiree/manager, Eastman Chemical  Quiz 3: over [01] Foundational concepts, [02] Scope management, Gawande  Post-quiz:   * review of quiz 2 * TBD | |
| Required reading for 23 September:   * [03] Estimating time and effort * In required readings: * McConnell - *The Cone of Uncertainty* * Sime - *Software Estimation - The Cone of Uncertainty vs The Wormhole of Reality* * Hawkins - *The 5 Pitfalls of Estimating a Software Project*   Assignments, supporting materials:   * Assignment 1, part 3: second-cut slides for semester presentation ***due Monday, September 21*** | |
| September 23 | Quiz 4: over [03] Estimating time and effort, McConnell, Sime, Hawkins  Post-quiz:   * review of quiz 3 * Guest speaker - Rich Mauritz-Miller, most recently, manager, Kaiser-Permanente | |
| Required reading for 30 September:   * Getting Past No, Ury * In required readings: * Thomsett International, *Estimation Games*   Assignments, supporting materials:   * TBD | |
| September 30 | Quiz 5: over Getting Past No, Thomsett  Post-quiz:   * review of quiz 4 * student presentations (3) | |
| Required reading for 7 October:   * [04] Schedule management * [05] Schedule negotiation   Assignments, supporting materials:   * TBD | |
| October 7 | Quiz 6: over [04] Schedule management, [05] Schedule negotiation  Post-quiz:   * review of quiz 5 * student presentations (3) | |
| Required reading for 14 October:   * The Effective Executive, Drucker   Assignments, supporting materials:   * TBD | |
| October 14 | Quiz 7: on The Effective Executive, Drucker  Post-quiz:   * review of quiz 6 * student presentations (3) | |
| Required reading for 21 October:   * [11.2] Human Factors - Leadership * [06] Risk management * In required readings: * Spolsky - *The Iceberg Effect* * Cooper - *Stage-Gate Systems*   Assignments, supporting materials:   * TBD | |
| October 21 | Quiz 8: over [06] Risk management, Spolsky, Cooper  Post-quiz:   * review of quiz 7 * student presentations (2) * TBD | |
| Required reading for 28 October:   * [07] Earned value management   Assignments:   * Assignment: earned value management – ***due Saturday, 24 October*** | |
| October 28 | Quiz 9: over [07] Earned value management  Post-quiz:   * review of quiz 8 * student presentations (2) * TBD | |
| Required reading for 4 November:   * [08] Quality Assurance * In required readings: * Evans - *Process Improvement* * Chapter 3, pp. 20-22 * Chapter 4, pp. 24-26 * Chapter 5, pp. 32-33   Focus on the frameworks' key principles.   * Bach - *Immaturity of CMM* * Gabriel - *Lisp: Good News, Bad News, How to Win Big (excerpt)* * Bach - *Process Evolution in a Mad World*, pp. 1-9 (up to but not including the bug review example)   Assignments, supporting materials:   * TBD | |
| November 4 | Pre-quiz: guest speaker?  Quiz 10: over [08] Quality Assurance, Evans, Bach, Gabriel, and Bach  Post-quiz:   * review of quiz 9 | |
| Required reading for 11 November:   * The Phoenix Project, Kim et al.   Assignments, supporting materials:   * TBD | |
| November 11 | Pre-quiz: guest speaker?  Quiz 11: over The Phoenix Project  Post-quiz:   * review of quiz 10 and 11 | |
| Required reading for 18 November:   * [09] Project Retrospectives * [10] Software Methodologies   Assignments, supporting materials:   * TBD | |
| November 18 | Class: final exam | |
| Required reading for 2 December:   * Brinkman and Kirschner, Dealing with People You Can't Stand, 3rd edition * [11.5] Human Factors - Politics of Projects   Assignments:   * Quiz 12 (take-home) - Dealing with People You Can't Stand ***due Saturday, 28 November*** * Case studies assignment ***due Saturday, 28 November*** | |
| ***November*** 25 | ***No class - Thanksgiving break*** | |
| December 1 & 2 | Dec. 1: Case studies assignment - interviews   * 5:20 pm – Shayne Parker * 6:00 pm - Jacob Hoyos * 6:40 pm - Aaron Hayes * 7:20 pm - Madeline Manna * 8:00 pm - Koi Stephanos * 8:40 pm - Ali Memon * 9:20 pm – Jake Gillenwater | Dec. 2 Case studies assignment - interviews   * 5:20 pm – Ethan Spangler * 6:00 pm - Ed Wilson * 6:40 pm - Nathan Eggers * 7:20 pm - Jonah Bouton * 8:00 pm – Joshua Timm * 8:40 pm - Chukuwemaka Chiamaka * 9:20 pm - Anthony Pitman |
| Assignments:   * Final quiz ***due Saturday, 5 December*** | |
| December 9 | ***Makeups for final interviews, as needed*** | |

# Class Management

## Class Format

On a typical night, class will start at 7 pm and conclude by 10 pm. Class will consist of a quiz; a review of the previous week's quiz; a talk by a guest speaker or student presentations; and possibly additional content, interspersed with two short breaks.

Exceptions to this format will include these:

* the first night (8/26), which will feature a discussion of the course's overall direction and accompanying rationale
* the second night (9/2), which will feature one-on-one meetings with all students
* the next-to-last regularly scheduled meeting (11/11), which will feature reviews of quizzes 10 and 11;
* the last regularly scheduled meeting (11/18), which is reserved for the final exam;
* the last week of class, which will feature one-on-one Zoom meetings with all students, tentatively on 12/1 and 12/2.

## Grading

Final grades will be computed according to the standard graduate course grading scale:

* 100.00 - 93.00% - A
* below 93% - 90.00% - A-
* below 90% - 87.00% - B+
* below 87% - 83.00% - B
* below 83% - 80.00% - B-
* below 80% - 77.00% - C+
* below 77% - 70.00% - C
* below 70% - F

Barring an early termination for on-ground instruction, I plan to use the following weighting for the semester's deliverables to compute people's final grade:

* 10% - quizzes
* 12.5% - final exam
* 10% - presentation
* 12.5% - week 15 case studies
* 55% - remaining assignments

Should a resurgence of COVID-19 force an early move to online instruction, expect the following:

* Presentations to go online, with some sort of test-based accountability for material being presented
* Some combination of the following changes to the grading scale
  + A possible de-emphasis on quiz percentage
  + A possible increase in exam percentage
  + A possible increase in homework percentages
* Some sort of alternative to a written final

## Quiz Policies

### Process

As a rule, quizzes will be given at the start of class. Exceptions will be 7 pm guest speaker presentations, when the evening's quiz will follow the post-speaker break, and for Quiz 12 and my final quiz, both of which will be take-home quizzes.

I don’t intend to lecture on any readings before quizzing on them. Rather, I will expect everyone to read and ask questions about the assigned readings before quizzes. I will, however, allow time at the start of each quiz to answer last-minute questions about the current week's reading assignment.

### "Cheat sheets"

Due to the volume of assigned reading, I'll allow people to bring either one or two "cheat sheets" to each quiz:

* For the five in-semester quizzes that cover the course's texts—i.e., Meyer (8/26), DeMarco and Lister (9/9), Ury (9/23), Drucker (10/7), and Kim et al. (11/11)—people will be permitted to bring up to *two* double-sided 8½"x14" papers' worth of notes to the quiz.
* For the remaining in-class quizzes—i.e., 9/2, 9/16, 9/30, 10/14, 10/21, 10/28, and 11/4—people will be permitted *one* double-sided 8½"x14" paper's worth of supporting notes.

***All notes on all cheat-sheets must be hand-written***. I’ll make exceptions to this policy for people with health issues that impair their ability to hand-write notes. If you have such an impairment, please contact me to discuss your situation.

### Weighting

All quizzes will be weighted equally, with the exception of my traditional, final quiz. I give this lightly weighted "bonus" quiz at the end of each semester, in exchange for people's feedback about course content, quizzes, assignments, and class meeting management.

To compensate for the semester's accelerated pace, I’ll compute people's quiz grade by dropping their lowest quiz score and doubling their second lowest score.

### Scheduling

If circumstances require you to take a quiz at a time other than its normally scheduled time, do the following:

* Reach out to me, preferably by e-mail, at least 48 hours before the scheduled quiz.
* Give me a sound reason for needing to take the quiz at a different time. As a rule, this reason should either involve work-mandated travel or overtime; illness; a significant family issue; or some other issue that a "normal" person would not want to be managing in order to obtain the postponement.

I’ll consider after-the-fact requests for making up a quiz, *if* they’re supported by a sound justification for the delay in making the request. I reserve the right to determine what constitutes an adequate reason for granting these requests, subject to ADA requirements for compensating for student impairments and possibly in consultation with other members of our faculty.

## Assignment Policies

### Process

Assignments will be announced in class and/or on D2L. Assignment specs will be posted to D2L. I’ll assign weights to individual assignments as I post them, based on my perception of their relative difficulty. Weights, along with due dates, will be included in each assignment's spec.

All work is to be submitted by e-mail, to [phil@etsu.edu](mailto:phil@etsu.edu) unless otherwise specified. I’ll make alternative arrangements when deliverables exceed the maximum attachment size allowed by ETSU's mailer or involve attachments that the mailer disallows.

Unless otherwise specified, all assignments will come due at midnight on the specified date. In theory, don’t expect to receive credit for any assignment submitted after that assignment's initial deadline. In practice, I often allow deadlines to slip when I'm overwhelmed with grading. As time permits, I've also checked with people about missing assignments, due the frequency with which e-mails have become stuck in personal mail queues or lost in transit.

### Evaluation

Your grade on each problem on each assignment will depend on the degree to which you meet the specification's requirements—***not*** the effort you put into the assignment.

Assignments that require written submissions will be graded in part on the quality of those submissions' writing. I've posted my notes on what constitutes quality writing to D2L. While I may relax the notes' requirement for impersonal writing for selected assignments, per the spec, I will expect people to craft clear, concise, coherent, and accurate submissions. Do ask if you have any questions about these expectations.

As for the presentation assignment, it will be graded in part on the quality of the presentation proper. I've posted my notes on what constitutes a quality presentation to D2L. Again, do ask if you have any questions about these expectations.

### Late submissions

Apart from implementing "soft deadlines" for all assignments, I’ll consider requests for extending deadlines for individual assignments, possibly with a late penalty. If you need to ask for an extension, do the following:

* Reach out to me, preferably by e-mail, at least 48 hours before the scheduled quiz.
* Give me a reason for needing the extended deadline. As a rule, this reason should either involve a work-related conflict, like travel; illness; a significant family issue; or some other issue that a "normal" person would not want to be managing in order to obtain the postponement.

As a rule, don’t expect me to honor requests for extensions that follow an assignment’s deadline.

I reserve the right to determine what constitutes an adequate reason for granting these requests, subject to ADA requirements for adapting course policies to compensate for student impairments.

## Final Exam Policies

The following policies assume that the final will be held on 11/18. Should this change due to a COVID-18-mandated early end to on-ground instruction, updated policies will be distributed at that time.

### Process

The final exam will be based on readings and assignments come due on or before November 18, the date of the exam. The exam will focus primarily on material highlighted in quizzes 1-11, together with the material on project retrospectives.

### "Cheat sheets"

You'll be permitted ***one*** 8½"x14" cheat sheet for the final exam. ***All notes on this cheat sheet must be hand-written***. I will, however, make exceptions to this policy for people with health issues that impair their ability to hand-write notes. If you qualify for such an exception, please contact me to discuss your situation.

### Scheduling

If circumstances require you to take the final at a time other than its normally scheduled time, do the following:

* Reach out to me, preferably by e-mail, by no later than Sunday night, November 15.
* Give me a sound reason for needing to take the final at a different time. As a rule, this reason should either involve work-mandated travel or overtime; illness; a significant family issue; or some other issue that a "normal" person would not want to be managing in order to obtain the postponement.

I’ll also consider after-the-fact requests for making up the final exam, *if* they’re supported by a sound justification for the delay in making the request. I reserve the right to determine what constitutes an adequate reason for granting these requests, subject to ADA requirements for adapting course policies to compensate for student impairments.

## Disability services

It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodations, for example note taking assistance, exam time adjustment or seating placement, should meet with Disability Services. Faculty accommodation forms are provided to eligible students and should be shared with the instructor as early in the semester as possible. Disability Services can be reached via telephone at (423) 439-8346 or web at https://www.etsu.edu/students/ds/

## Grade Disputes

If you believe that I've incorrectly assessed your work, please approach me about your concern, regardless of how "minor" it may seem. I view quiz and test questions and assignment specifications as contracts; regardless of what I intended to request, I see myself as bound to evaluate work relative to the problem's wording.

Do not, however, expect me to change a grade if work fails to account for corrections to and clarifications of assignment specs that I post to D2L. You’re responsible for monitoring the 5230 D2L news feed for postings and accounting for any such corrections and clarifications. Also, don’t expect me to change a grade if you failed to ask me to clarify an ambiguous spec before submitting work. In these situations, I reserve the right to use my judgment as to how that spec or question reads and to evaluate your work accordingly.

## Collaboration and Academic Misconduct

Do share ideas with your peers about my assignments—but, when doing so, be careful to avoid ***academic misconduct***. Definitions of and ETSU policies related to academic misconduct are stated on the ETSU website[[1]](#footnote-1). A particular concern involves unauthorized collaboration, including the unauthorized sharing of written work with other students; the copying of work from other students, including work during quizzes and exams; and the unauthorized and unattributed copying of work from published sources, otherwise known as ***plagiarism***[[2]](#footnote-2). Plagiarism misconduct, is defined on the ETSU website; discussed on a handout on my course website; and discussed at length by various Internet sources, including

* [https://honorcouncil.georgetown.edu/whatisplagiarism/#](https://honorcouncil.georgetown.edu/whatisplagiarism/)
* <https://owl.purdue.edu/owl/teacher_and_tutor_resources/preventing_plagiarism/avoiding_plagiarism/index.html>
* <https://wts.indiana.edu/writing-guides/plagiarism.html>.

I intend to address violations of ETSU’s policies on academic misconduct for *all* submissions of such work for my review, whether for a grade or preliminary evaluation.

If you have concerns about whether sharing ideas with another student or borrowing work from an uncredited source might constitute academic misconduct, please ask me for advice before submitting work! This could save us both considerable grief.

Per ETSU policy, I reserve the right to assess whatever grade-related penalty I deem fit for any episode of academic misconduct. As a rule, this will include a "0" for a first, "minor" offense, and an "F" for the course for a significant first offense or any second offense. By ETSU policy, I will also report any penalties that I assess for academic misconduct in graduate courses to the Dean of the School of Graduate Studies.

## ETSU’s COVID-19 Policy on Face Coverings, Fall 2020

*Per ETSU policy:*

Please wear a mask or other appropriate face covering to class. Wearing a mask that covers your nose and mouth communicates the care and respect you have for yourself, the care and respect you have for those you live with, and the care and respect you have for other members of this classroom community. The best evidence we have, from public health professionals, is that wearing masks is one of the best ways to protect against the spread of COVID-19 and other airborne illnesses. For the safety of your classmates, if you forget your mask I will have a few available each day to distribute. If you choose not to wear a mask, you will not be able to attend class face-to-face. Students with medical conditions that inhibit their ability to wear masks should register through disability services.

*Links to more regarding ETSU face-covering-related policies:*

The full ETSU policy statement regarding face coverings are given at [COVID-19 Policy on Face Coverings](https://www.etsu.edu/policies/health-safety/face-coverings.php).

Faculty, staff, and students who are unable to wear a face covering due to a medical or other condition should contact Disability Services by telephone at 423-439-8346 or by email at [littleme@etsu.edu](mailto:littleme@etsu.edu) to request an accommodation.

Policies related to student failures to comply with these policies are given at [General Policy on Student Conduct and Disciplinary Sanctions](https://www.etsu.edu/policies/documents/studentconduct_disciplinarysanctions.pdf). According to the full ETSU policy statement, “Failure to wear a face covering may be considered Conduct Dangerous to Self or Others, a disciplinary offense under Section II.B.1 of the General Policy on Student Conduct and Disciplinary Sanctions.”

1. https://catalog.etsu.edu/content.php?catoid=11&navoid=522#ACADEMIC\_AND\_CLASSROOM\_MISCONDUCT\_\_0240-3-2-.03\_ [↑](#footnote-ref-1)
2. https://catalog.etsu.edu/content.php?catoid=11&navoid=522#Plagiarism\_Policy [↑](#footnote-ref-2)