Week 1 – Introduce yourself!

This is an Individual Lab!

|  |  |  |
| --- | --- | --- |
| Name: | | YUNUS GUMUS |
| Student Number: | | 150331197 |
| Where are you from: | | TURKEY |
| What languages do you speak: | | TURKISH, ENGLISH, AND A LITTLE BIT RUSSIAN TOO. |
| Work experience: | | I HAVE WORKED SINCE IM 11. THERE IS ONLY A SMALL GROUP OF INDUSTRIES THAT I DON’T HAVE EXPERIENCE WITH. |
| Where did you go to school before this: | | I DID NOT HAVE TIME TO EDUCATE MYSELF ON PAPER BEFORE SENECA. I QUIT SCHOOL WHEN MY PARENTS GOT A DIVORCE WHEN I WAS 11. I WAS IN MIDDLE SCHOOL. THEN I FINISHED MIDDLE SCHOOL WHEN I WAS AN ADULT. AFTER COMING HERE TO CANADA IN 2018, I FINISHED ACADEMIC UPGRADING IN SENECA AND STARTED CPA IN 2021. |
| What program are you in? (CPP, CPA, CPAC) | | CPAC |
| How are you doing at school? | | * **A good student with a fantastic GPA (3.9 FIRST, 4.0 SECOND SEMESTER, 3.9 THIRD SEMESTER and TWO SEMESTER OF AMAZING COOP EXPERIENCE)** * A good student, but grades just don’t reflect that * A student that gets by, because the experience is more important than the numbers |
| List students in the class that you would like to work with: | | Dev Jigishkumar Shah Peter  Cole  Carmen |
| List the students in the class that you don’t want to work with (it happens!): | | **People who are irresponsible and hard to reach for group work…** |
| During the day, when are you most productive with school work? | | * **Early in the morning before the rest of the people in my home are moving** * **Middle of the day,** * **Evening, once other adults in my home are able to manage the family routines** * **I’m a night owl, I open my eyes at 10pm and I like to work until 6am.**   I STUDY A BIT HARDER THAN MY PEERS SINCE ENGLISH IS MY SECOND LANGUAGE, AND I HAVE FOCUSING ISSUES (ADHD, Anxiety disorder etc.) SO I`M TRYING TO MAKE EVERYTHING HAPPEN BY WORKING HARD. |
| What time zone do you live in? Toronto is Eastern Standard Time (EST) | | EST |
| What do you like to do outside of school?: | | WORK, TAKE CARE OF MY DAUGHTER AND TAKE A WALK WITH MY GF. IF I HAVE TIME, I PLAY VIDEO GAMES FOR A FEW ROUNDS BUT SINCE BEFORE SCHOOL STARTED, I HAVEN’T HAD A CHANCE TO DO SO. |
| Academic Integrity issues will not be tolerated in this course. Complete Seneca’s Academic Integrity module and share the link to your badge  https://cfdev.senecacollege.ca/tl/forstudents/integrityinaction/ | | I'M NOT A BIG FAN OF CHEATERS EITHER; I LIKE TO LEARN STUFF THAT CAN HELP ME MAKE MONEY WITH IT. I GOTTA LEARN THIS JOB. I’M 41 I DON’T HAVE NO TIME TO WASTE.  **https://factory.cancred.ca/v1/assertion/e0bd5e4e2558f554391e37a27b14d06baa340638** |
| Have you started looking for job opportunities? If so, where? | I JUST FINISHED MY COOP WORK TERM AT KINECTRICS AND I WORK THERE FOR 8 MONTHS, SO I`M READY TO KEEP MY COLLEGE ADVENTURE. | |
| What previous jobs have you held? | I`M WORKING SINCE AGE OF 12 SO I`M A PERSON WHO IS JACK OF ALL TRADES BUT MASTER OF NONE. I WORKED VARIOUS INDUSTRIES THROUGH MY LIFETIME, THERE IS ONLY FEW THAT I HAVENT HAVE EXPERIENCE WITH. | |
| Are you more interested in: Freelance work? Programmer? Analyst? Project Manager? something else...? | I`M INTERSTED IN ANALYST AND PM POSITIONS BUT WEB DEVELOPMENT IS FUN TOO. DEPENDS WICH ONE GETS ME PROVIDE MY FAMILY BETTER HONESTLY. | |
| What is your favourite programming language? | C++, JS,PYTHON | |
| What web based platforms (.net, J2EE, JavaScript) have you worked with? | JS | |
| Aside from Visual Paradigm, what non-programming development tools have you used?  Do you have a favourite? | I DON`T HAVE A EXTENSIVE EXPERIENCE IN THIS FIELD SO NOT SURE IF I DID USE ANY. | |

**Part II – Review SYD366**

Using Visual Paradigm, please create one class diagram and three (3) sequence diagrams for the following use cases. Copy and paste your diagrams into this document and submit this document and your .vpp file as part of your submission.

Use case 1: Add a student

|  |  |  |  |
| --- | --- | --- | --- |
| Use Case Name | Add a student | | |
| Triggering Event | A new student joins the school | | |
| Brief Description | Allows the Registration Staff to add a student to the course management system. | | |
| Actors | Registration Staff | | |
| Related Use Cases |  | | |
| Preconditions | Registration Staff has logged in the system. | | |
| Post Conditions | A student is added into the system. | | |
| Flow of activities | Actor | | System |
|  | 1. | Selects “add student”. | Prompts to input student information. |
|  | 2. | Enters student first name, last name, date of birth, telephone number, address, etc. | Requests to review and confirm the information. |
|  | 3. | Confirms all information is good. | Generates student ID for the student and saves the student into the system. |

Use case 2: Update a student

|  |  |  |  |
| --- | --- | --- | --- |
| Use Case Name | Update a student | | |
| Triggering Event | Student’s information has changed and needs to be updated. | | |
| Brief Description | Allows the Registration Staff to update a student | | |
| Actors | Registration Staff | | |
| Related Use Cases |  | | |
| Preconditions | Registration Staff has logged in the system. | | |
| Post Conditions | The student’s information is updated. | | |
| Flow of activities | Actor | | System |
|  | 1. | Selects “update student”. | Asks for student’s ID. |
|  | 2. | Enters student’s ID. | Retrieves and displays the student’s information (student first name, last name, date of birth, phone number and address).  Asks if this is the student to update. |
|  | 3. | Confirms this is the student to update. | Make the updatable information editable fields. |
|  | 4. | Updates the information in the fields. | Requests to review and confirm the information. |
|  | 5. | Confirms all information is good. | Saves the student into the system. |

Use case 3: Delete a student

|  |  |  |  |
| --- | --- | --- | --- |
| Use Case Name | Delete a student | | |
| Triggering Event | A student record needs to be deleted from the system. | | |
| Brief Description | Allows the Registration Staff to delete a student from the course management system. | | |
| Actors | Registration Staff | | |
| Related Use Cases |  | | |
| Preconditions | Registration Staff has logged in the system. | | |
| Post Conditions | A student record is deleted from the system. | | |
| Flow of activities | Actor | | System |
|  | 1. | Selects “delete a student”. | Asks for student’s ID. |
|  | 2. | Enters student’s ID. | Requests to review and confirm the information. |
|  | 3. | Confirms this is the student record to delete. | Delete the student record from the system. |

Sorry about my uppercase usage, but I just realised I got it all in uppercase. I’ll be cleaner next time.

**Reflect on a project that you’ve participated in. This project does not have to be Information Technology related. Did you team use Predictive, Agile or a hybrid methodology. Tell me about your experience.**

In third semester there was a final group project for DBS211. We are supposed o create an Employee Database Application software while working with a team of peers. We were instructed to prepare an application that connects to a database, finds, adds, updates, and removes employees from the database. We prepared the application that met the project requirements and was submitted well before its deadline. We kind of worked on it with a hybrid methodology because what should’ve been done was clearly stated, and we just followed the breadcrumbs.

**Download Visual Paradigm and practice! Recreate the class diagrams and object level sequence diagram in the attached material. Be sure to change the note to reflect your name and section. Copy the diagrams into this word document and attach the .vpp file to your assignment.**

**A screenshot of a computer

Description automatically generated**

**Add Student**

A diagram of a diagram

Description automatically generated

Update **Student**

A diagram of a project

Description automatically generated

**Delete Student**

A screenshot of a computer screen

Description automatically generated