

Designing and Developing an Information System – I451

Spring 2004 Course Syllabus

Course Description: System design and development present both technical and managerial problems with which students will be familiar from their undergraduate course work. This course puts these lessons into practice, as students work in teams to develop an information system. Examples of course projects include design and development of a database for a business or academic application, preparation and presentation of an interactive media performance or exhibit, or design and implementation of a simulated environment (virtual reality).

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Office hours: Wednesday 10:00-12:00, and by appointment

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Assistant Instructor: Sean Ellis Email: seeellis@indiana.edu
Informatics 302

Office hours: Wednesday 12:00-2:00, and by appointment

Meeting times: Informatics 109 Monday, Wednesday 9:15-10:30 (Section 7249)
Monday, Wednesday 10:30-11:45 (Section 7250)
Tuesday, Thursday 2:30-3:45 (Section 7251)
Tuesday, Thursday 4:00-5:15 (Section 7252)

Note: A member of your project team must sign up for and attend a status meeting with one of the instructors each week. This duty must be rotated among the members of your team. The meetings will be scheduled in 15 minute increments from 8:30-11:45 on Mondays and 1:00-5:15 on Tuesdays. Your team must deliver a status report prior to the scheduled meeting that details what activities are planned for the next week as well as what was accomplished in the previous week.

The lab is exclusively available for you to work on your projects during the scheduled meeting times. One of the instructors will always be present during the scheduled class times. We will continue the technology seminars during the labs. You are still responsible for attending and completing at least 6 technology seminars over the course of the semester.

In addition to the classroom, the 003 room in the basement are available with card access for working on your projects on a first-come, first-served basis. However, it is not fair to “move in” to the basement rooms. We will monitor the use of the rooms to see if additional rules for acceptable use are necessary.

One key success factor for your team will be to avoid “surprising” the instructors. This means that when a **serious** issue arises you report it in your weekly status meeting with one of the instructors. Do not hide problems you encounter! We are here to help, not just to evaluate.

Deliverables:

While the main deliverable for the semester is a completed project, the evaluation of the project is based on the following sub-deliverables:

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| 1) Weekly status reports and meetings (process) | 10% |
| 2) System requirements | 15% |
| 3) System design | 10% |
| 3) Implementation, final paper | 15% |

Note: The final deliverable is a document that describes your project experience. The paper should describe the objectives of the project; how you organized your team to work on the project; details of the system/project; what you learned; and, what you would have done differently. Like the project, the final paper is a group effort. You should strive for a consistent writing style throughout the document, which means that you cannot do it at the last minute.

You must turn in two different versions of your paper: a two page abstract; and, a long version with much more detail. You should write the paper with the knowledge that we will be constructing a booklet with the abstracts and a CD of the full papers.

Independent of the group deliverables, each student must complete an evaluation of their contribution to the team effort, relative to the other team members. This evaluation will not be shared by the instructors with any other student in the class and will be used for grading purposes.

Your team is responsible for establishing the schedule. However, a good rule of thumb to consider for your schedule is to target the middle of February for the requirements and design to be completed, the middle of April for completing the work associated with the project, and the end of the semester for the final paper. If you get finished early, you can either enhance your project, or spend the time writing a really nice final paper.

Non-performance:

In extreme circumstances a team member may be removed from a team due to non-performance. In such cases, the student will be provided an individual assignment, with the same set of deliverables as a team project. The team in such a circumstance will need to re-evaluate their schedule and communicate any change in scope based on the loss of resource.

Peer Evaluation:

Each student will complete a peer evaluation form that assesses their team members' performance, as well as their own. There will be both a midterm and final evaluation. The specific results will not be shared by other members of the team. The information collected on the evaluations will be used to adjust final project grades.