INFS3605
INFORMATION SYSTEMS PROJECT 2

Course Outline
Semester 2, 2015

Part A: Course-Specific Information

Please consult Part B for key information on Business School policies (including those on plagiarism and special consideration), student responsibilities and student support services.
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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
<th>Room</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer-in-charge</td>
<td>Michael Cahalane</td>
<td><a href="mailto:m.cahalane@unsw.edu.au">m.cahalane@unsw.edu.au</a></td>
<td>Quad2038</td>
<td>+61 (2) 9385</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4473</td>
</tr>
<tr>
<td>Tutor</td>
<td>Sim Mautner</td>
<td><a href="mailto:s.mautner@unsw.edu.au">s.mautner@unsw.edu.au</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The best way to contact your lecturer or tutor is via email. For security reasons please avoid using e-mails from anonymous accounts, such as Yahoo, Hotmail, and Gmail. Please note that only your UNSW email account should be used for formal notices and correspondence regarding the course. Always sign your email with your name and student number. The subject of your e-mail should begin with the course code (i.e. INFS3605).

Moodle will be utilised for all course communications to the class i.e. notices, assignment information and course content. Please check Moodle regularly as this is where we communicate urgent notices when needed.

Please make an appointment for a consultation with the LIC if you need to discuss issues in detail. LIC Consultation Time (By Appointment): Friday 14:00-16:00

If you need to contact the School urgently you can contact the School Office on 9385-5320 or email: istm@unsw.edu.au.

2 COURSE DETAILS

2.1 Teaching Times and Locations

Workshops start in Week 1(to Week 12): The Time and Location are:

Day: Wednesday  
Time: 14:00-19:00  
Location: Australian School Business, G21 (Flipped Classroom)  
Weeks: 1-9, and 10-12

Please Note: There are no separate tutorial hours for this course.

2.2 Units of Credit

The course is worth 6 units of credit. There is no parallel teaching in this course.

2.3 Summary of Course

Information Systems (IS) Project 2 is a capstone course focusing on the implementation phase of the development of information systems. The earlier phases of requirements and design have been considered in the prerequisite courses. You will work in a team to experience the system development process. The vehicle for the practical component is a specification of a non-trivial information system, which will be implemented by teams using Agile Scrum methodology.
Information Systems Project 2 considers in detail the issues of coding and implementing quality information systems in an organisational context. These issues include: identifying attributes of quality, project management, project effort estimation, software testing, evaluation of software products and processes. Quality is an overarching issue that is a consideration within the domain of all the above issues and is a unifying theme throughout the whole course. To achieve the objectives of the course the concepts, principles and theoretical approaches outlined in the weekly workshops are reinforced by the practical components of the course. The majority of the workshop and homework material will be directly related to the practical (group project) component of the course.

2.4 Course Aims and Relationship to Other Courses

This course covers material that is significant to the discipline of information systems. Particular emphasis is placed on the study and use of the emergent system development methodology of agile development – specifically, agile scrum – through experiential learning. It assumes completion of the core information systems courses INFS1602 Information Systems in Business, INFS1603 Business Databases and INFS2603 Business Systems Analysis.

This course provides you with concepts and skills that are essential in careers such as traditional project managers (as well as scrum masters and product owners), business analysts, systems analysts, designers, testers, and programmers.

2.5 Student Learning Outcomes

By the end of this course, you should be able to:

1. Identify attributes of quality, project management, project effort estimation, software testing, maintenance, and evaluation of software products and processes.
2. Critically assess problem case and create a viable software solution.
3. Construct written and video work, which is logically and professionally presented.
5. Reflect on their personal and team experience in report form and group discussion.
6. Present a group solution in a professional and timely manner.

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all undergraduate students in the Business School. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. ‘be an effective team player’). You demonstrate this by achieving specific Program Learning Outcomes – what you are able to DO by the end of your degree (e.g. ‘participate collaboratively and responsibly in teams’).

For more information on the Undergraduate Program Learning Goals and Outcomes, see Part B of the course outline.
### Business Undergraduate Program Learning Goals and Outcomes

1. **Knowledge:** Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.
   You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.

2. **Critical thinking and problem solving:** Our graduates will be critical thinkers and effective problem solvers.
   You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

3. **Communication:** Our graduates will be effective professional communicators.
   You should be able to:
   - Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
   - Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

4. **Teamwork:** Our graduates will be effective team participants.
   You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.

5. **Ethical, social and environmental responsibility:** Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.
   You should be able to:
   - Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
   - Identify social and cultural implications of business situations.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helps you to achieve the following learning goals for all Business undergraduate students:</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
<tr>
<td><strong>1</strong> Knowledge</td>
<td>Identify attributes of quality, project management, project effort estimation, software testing, maintenance, and evaluation of software products and processes.</td>
<td>• Workshop preparation &amp; Participation&lt;br&gt;• Individual Assignment 1&lt;br&gt;• Group Assignment&lt;br&gt;• Quiz&lt;br&gt;• Group Project Submission</td>
</tr>
<tr>
<td><strong>2</strong> Critical thinking and problem solving</td>
<td>Critically assess problem case and create a viable software solution.</td>
<td>• Workshop preparation &amp; Participation Assessment&lt;br&gt;• Quiz&lt;br&gt;• Group Project Submission</td>
</tr>
<tr>
<td><strong>3a</strong> Written communication</td>
<td>Prepare a written professional report on their Project</td>
<td>• Workshop preparation &amp; Participation</td>
</tr>
</tbody>
</table>
| 3b | Oral communication | Management plan. Prepare a written report on personal evaluation and team reflection. | • Individual Assignment 1  
• Individual Assignment 2  
• Group Assignment  
• Workshop Participation  
• Individual Assignment 1  
• Group Project Submission |
| 4 | Teamwork | Deliver several short, well-structured presentations on their project progress. Final presentation of software solution and team evaluation. | • Workshop preparation & Participation  
• Group Assignment  
• Group Project Submission |
| 5a | Ethical, social and environmental responsibility | Engage in team exercises and activities during workshops. Work collaboratively in writing a PMP document and video modules for assignment 1. Group presentation of a collaboratively developed software product in week 13. | • Part of workshop participation mark but not separately assessed. |
| 5b | Social and cultural awareness | Students will discuss the ethical and environmental implications of new information systems and consider these implications in the actual design of their information system. | Part of workshop participation mark but not separately assessed. |

3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course
This course adopts an experiential & project-based approach to learning and teaching. Students learn by applying their knowledge in real-life inspired project situations. The learning is supported by the Lecturer-in-Charge (LIC) and workshop tutor through guiding and giving specific feedback to each group in the role of the project sponsor. The course is taught using flipped classroom techniques as well as the agile scrum framework. Therefore, students are required to complete both individual and group work outside of the classroom on an on-going basis.

3.2 Learning Activities and Teaching Strategies
This course is conducted via 3 hour workshops in a flipped classroom environment. Therefore, traditional ‘lecture’ material will be provided to students as ‘homework’ video module material each week. Students will need to review this material each week prior to participating in workshops. This material will also contain interactive assessments in the form of graded questions and gamification style learning activities.

The focus of this course is on the practical component of student groups collaboratively development a software solution. This course is structured around an iterative and incremental software development process, agile scrum, seeing student groups...
conduct various planning and retrospective meetings. Workshops give you the opportunity to discuss your work with your peers, and can offer an indication of your own progress. Throughout the course, student groups will contribute to workshops via project progress presentations and discussions as well as on-going workshop assignment work. Workshops will be primarily used to discuss and build upon weekly homework material as well as provide workspace for students to conduct project planning, programming and retrospective meetings, group assessments and debates. Workshops will also be used to provide limited technical support.

4 ASSESSMENT

4.1 Formal Requirements
To receive a pass grade in this course, you must meet all of the following criteria:

- Achieve a composite mark of at least 50; and
- Make a satisfactory attempt at all assessment tasks (see 4.2), including workshop preparation and participation. A mark of 45% (for each of the assessment tasks) or higher is normally regarded as satisfactory.
- Attain a mark of at least 45% in the final assessment, which in this course is the group ‘Final Video Presentation & Software Application’ submission.
- In the case of peer assessed group work, the mark assigned to each member of the group may be scaled based on peer assessment of each member's contribution to the task.

The School reserves the right to scale final marks to a mean of 60%, or thereabouts. It should be noted that group members are expected to work in a harmonious and professional fashion, which includes appropriate management of non-performing members.

4.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop Preparation and Participation</td>
<td>10%</td>
<td>See 4.3 below</td>
<td>Week 2-9 &amp; 10-11</td>
</tr>
<tr>
<td>Individual Assignment 1 (Tutorial Video)</td>
<td>10%</td>
<td>See 4.3 below</td>
<td>Week 5, Friday 28th August at 5PM</td>
</tr>
<tr>
<td>Quiz</td>
<td>20%</td>
<td>1 hour</td>
<td>Week 7, Wednesday 9th September (During Workshop)</td>
</tr>
<tr>
<td>Group Assignment (Critical Review)</td>
<td>15%</td>
<td>See 4.3 below</td>
<td>Week 9, Friday 25 September at 5PM</td>
</tr>
<tr>
<td>Individual Assignment 2 (Reflective Diary)</td>
<td>10%</td>
<td>See 4.3 below</td>
<td>Week 11, Friday 16th October at 5PM</td>
</tr>
<tr>
<td>Group Project Submission</td>
<td>35%</td>
<td>See 4.3 below</td>
<td>Week 13, due Friday 30th October at 5PM</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
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</tbody>
</table>
4.3 Assessment Format

**Workshop Preparation and Participation (10%)**: INFS3605 workshops have been designed to cultivate your analytical and critical thinking skills while at the same time, enhance your understanding and appreciation of agile scrum and software development. Additionally, the design of these workshops is also aimed at improving your skills in communication, group-work, time management and personal organization.

Workshop participation (from Weeks 2-11) will account for 10% of your mark, with each workshop session accounting for 1%.

The INFS3605 workshops are 3 hours in length per week and take place in the flipped classroom space in the Business School. Students are encouraged to bring their personal laptops and tablets to class. Checking social media (e.g. Facebook, etc.) is **not** permitted while the workshop is in session. Regular breaks will be given throughout each workshop, during which times students will be free to check their personal email, social media, etc. Smart phones may be used for certain activities, such as Socrative quizzes, however all phones must be placed on silent during the workshop.

You are expected to prepare for workshops by engaging with the weekly homework lessons (incorporating supplementary video modules, reading material, and quizzes) posted on Moodle in the Homework folder. Homework must be completed before the weekly workshop. Students that fail to adequately engage with the homework material may be penalized in terms of their weekly workshop grade.

During workshops, you are not only expected to participate actively in class activities, group discussions and class presentations, but you are also required to answer questions that have been raised during the class. If you fail to complete **ANY** of the assigned tasks for the workshops, you may be penalized in terms of your weekly workshop grade. Expectations for workshop preparation and participation will be discussed in your first workshop.

If you are unable to attend a workshop due to illness or misadventure, you will have to provide the LIC with evidence (e.g., certificate from a doctor) **TO COVER ALL ABSENCES**.

Students that arrive more than 15 minutes late, or leave the workshop early without permission, will be marked as **ABSENT**.

Based on experience from previous years, students that do not attend the weekly workshops may end up causing significant setbacks for their own group’s progression in their development of the software application. In turn, students should be aware that they have both a commitment to themselves and their group to attend and participate in the weekly workshop.

**Quiz (20%)**: The INFS3605 quiz is an individual assessment that will account for 20% of your mark. The quiz will be conducted during the Week 7 workshop. The length of the quiz will be 1 hour. **Negative Marking applies to the INFS3605 quiz**. The content of the quiz will reflect the material discussed during workshops as well as covered in accompanying homework material. Specifically, this assessment will focus heavily on assessing students’ knowledge and evaluation of Agile Scrum and Java (specifically, JavaFX). Further details, including assessment criteria, will be provided in a separate document.
**Individual Assignment 1 (10%) Tutorial Video:** For this assignment, each student is required to develop an inspiring (and unique) tutorial video. The video must introduce and demonstrate the implementation of a concept relating to either (i) JavaFX and advanced Scenebuilder tools (ii) JXML, (iii) Advanced Database functionality via JavaFX Application, (iv) User Friendly Java Web Application Design, (v) Essential Unit Testing, (vi) The role of A.P.I.E Concepts in JavaFX applications. Video Tutorials submissions are limited to a maximum runtime of 5 minutes.

A central aim of this assignment is to help students revise basic Java and improve their understanding of their new Java (8) skills. This assignment also requires students to critically think about what makes a good (and professional) tutorial video. It demands that students expand their current skills in learning how to find and use freely available software tools in the development of video content. The videos produced by each student will be shared on the INFS3605 Moodle page at a later date. Therefore, the content produced for this assignment will double as a learning (revision) resource for the entire INFS3605 class. Therefore, each group should strive to submit material that is engaging, meaningful, convincing, and easy to understand from a student perspective.

Your tutorial video should clearly introduce, discuss, define, and demonstrate your selected topic using a simple/abstract business related scenario(s) of your choice. You may include multiple examples in your video. Your video should conclude with a brief summary note. Your video cannot be a replica of an existing video found online (e.g. from YouTube). This may be considered an act of plagiarism. It is advised that you carry out research and storyboard ideas prior to development of the tutorial video.

Tutorial videos will be subject to self, peer and staff (tutor/LIC) evaluation through functionality provided on Moodle. Further information regarding this assignment will be provided in Week 1.

**Individual Assignment 2 (10%) Reflection Diary:** For this assignment, each student is required to write a series of reflective diary entries throughout the semester and submit these entries periodically on Moodle. These short reflective diary accounts are to be written and submitted following your teams retrospective meetings following sprints 1, 2 and 3. Further information regarding this assignment will be provided in Week 1.

“A great deal of your time at university will be spent thinking; thinking about what people have said, what you have read, what you yourself are thinking and how your thinking has changed. It is generally believed that the thinking process involves two aspects: reflective thinking and critical thinking. They are not separate processes; rather, they are closely connected” (Brookfield 1987).

Reflection is a form of personal response to experiences, situations, events or new information. Reflection is also an essential element of successful agile scrum implementation, observed in the sprint retrospective ceremony at the end of each sprint. **Reflective writing is:** your response to experiences, opinions, events or new information; your response to thoughts and feelings; a way of thinking to explore your learning; an opportunity to gain self-knowledge; a way to achieve clarity and better understanding of what you are learning; a chance to develop and reinforce writing skills; and a way of making meaning out of what you study.
Reflective writing is not: just conveying information, instruction or argument; pure
description, though there may be descriptive elements; straightforward decision or
judgement (e.g. about whether something is right or wrong, good or bad); simple
problem-solving; a summary of course notes; or a standard university essay.

Group Assignment – Critical Review (15%): In this group assignment, your group
will be required to produce a critical review on agile literature provided by the LIC.
Critical Reviews will be subject to self, peer and staff (tutor/LIC) evaluation through
functionality provided on Moodle. Further specific details regarding the nature of the
critical review of INFS3605 will be presented in week 1.

Purpose of a critical review: The critical review is a writing task that asks you and your
group to summarize and evaluate texts. The critical review is of IS journal articles on
Agile and Agile Scrum. Writing the critical review requires each member of your group
to read the selected text in detail and to also read other related texts so that you can
present a fair and reasonable evaluation of the selected text.

What is meant by critical? At university, to be critical does not mean to criticize in a
negative manner. Rather it requires you to question the information and opinions in a
text and present your evaluation or judgment of the text. To do this well, you should
attempt to understand the topic from different perspectives (i.e. read related texts) and
in relation to the theories, approaches and frameworks in your course.

What is meant by evaluation or judgment? Here you decide the strengths and
weaknesses of a text. This is usually based on specific criteria. Evaluating requires an
understanding of not just the content of the text, but also an understanding of a text’s
purpose, the intended audience and why it is structured the way it is.

What is meant by analysis? Analyzing requires separating the content and concepts of
a text into their main components and then understanding how these interrelate,
connect and possibly influence each other.

General information on the structure of critical reviews can be found here

Group Project Submission (35%): In Week 13 all groups will submit their software
solution as well as an accompanying project video. This will account for 35% of your
mark. The software application will be incrementally developed throughout the
semester over the course of Sprints 1, 2, 3 and 4. The purpose of the group
submission is for students to demonstrate their (i) team process over the semester, (ii)
knowledge, (iii) team reflection, as well as (iv) the completeness and quality of their
software solution.

Groups are responsible for ensuring that their software application submission will work
on both Microsoft and Apple OS. Marks from the group assignment will be adjusted
based on peer assessment/peer marking. Specific details regarding the project scope,
marking criteria and submission details will be provided in Week 1.

General Information on Group Assignments
Submission of group assignment must be accompanied by a SIGNED cover page
provided on Moodle. Digital signatures are NOT allowed. Signature on the cover page
MUST MATCH the one you signed for your workshop attendance. Missing cover page
or cover page without proper signature will result in an automatic penalty of 10% of the
maximum marks available for the assignment.
Students that commit to a group and then do not honour their commitments will lose marks. Group members are expected to work in a harmonious and professional way. This includes appropriate management of non-performing members and conflict management. A group ‘leader’ (in this context, a scrum master) may be selected to help organise group activities, but the responsibility for the group’s performance falls on all its members.

You are to report any problems to the lecturer-in-charge as early as possible. Confidential peer assessments may be used for group assignments if individual contributions vary significantly. The lecturer-in-charge will have the final discretionary authority to alter individual marks, based on information provided in the peer assessments and/or direct consultation with involved parties.

Group assignments in INFS3605 are all subject to peer assessment. Each member of the group must submit a peer assessment form (properly filled in and SIGNED) at the time of submission for each assignment. Any claims of unequal contribution in the peer assessment form MUST BE backed with supporting documentation (or evidence) (e.g., emails, communication logs and/or screenshots of text messages being communicated). This supporting documentation must be submitted TOGETHER with the peer assessment form for an INVESTIGATION TO BE INITIATED BY THE TUTOR in the presence of ALL MEMBERS.

Supporting documentation must demonstrate that the problem has been ONGOING and that the accused has been MADE AWARE that they have continuously failed to meet the expectations of the other group member(s) and that any steps proposed by the accuser(s) to resolve the problems have been rebuffed or ignored by the accused. Evidence should also demonstrate that the group has exhausted all possibilities to manage the underperforming member(s). Please note that doctoring supporting documentation or making false claims of unequal contribution will be deemed as serious misconduct and the incident will be referred to the Head of School.

Upon receiving the necessary documents from the accuser(s), the tutor will inform the accused (through his/her UNSW email account) that a claim of unequal contribution has been filed against him/her. The accused will then have ONE WORKING DAY to submit any supporting documentation in his/her defence against the accusation of unequal contribution. The tutor will compile all these documents into a single case file.

The tutor will ONLY initiate an investigation when all the conditions for a valid claim by the accuser(s) of unequal contribution have been met. Whenever the tutor decides to initiate an investigation, he/she will notify all members (through the UNSW email accounts) that an investigation has been initiated and schedule an investigation session. ALL group members must MAKE ALL POSSIBLE EFFORTS to attend the investigation sessions scheduled by the tutor. These sessions also represent an opportunity for the accused to defend their cases in front of their accuser(s). If the group members are not able to find a common time to meet with the tutor after several attempts to schedule the investigation session, the tutor will then be given the discretion to decide on the distribution of each group member’s contribution based on ALL evidence submitted by both the accuser(s) and the accused. The decision by the tutor is then binding and all members have to accept the outcome. Upon the conclusion of the investigation, be it in the presence of all members or through the tutor’s discretion (whichever applies), the mark assigned to each member of the group may be scaled according to the distribution of each group member’s contribution to the task.
4.4 Assignment Submission Procedure

Optional sub-section: Can be included in 4.2.
Information about how/when/where assignments are to be submitted. Students should be reminded to keep a copy of all work submitted for assessment and to keep their returned marked assignments.

4.5 Late Submission

Late submission of an assignment is not desirable. **Assignments are to be submitted on—or before—the due date and time.** Please note: Some assessment tasks are due by specific times (e.g. 5PM on stated date). Students should therefore upload their assignments well before this time as the upload process may take considerable time (up to an hour or more in some cases). All Assessments must be fully uploaded and submitted by the stated due time and date. The late submission of assignments carries a penalty of 10% of the awarded marks for that assignment per day of lateness (including weekends and public holidays) unless an extension of time has been granted by the Lecturer-in-Charge. An extension of time to complete an assignment may be granted by the Lecturer-in-Charge in case of misadventure or illness. Applications for an extension should be made to the Lecturer-in-Charge by email or in person before the due date. You will be required to substantiate your application with appropriate evidence such as medical certificates, accident reports etc. Please note that workload, work commitments and computer failures are usually considered insufficient grounds for an extension. An extension will usually not been granted to groups.

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**Quality Assurance**

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

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5 COURSE RESOURCES

The website for this course is on Moodle at: [http://moodle.telt.unsw.edu.au](http://moodle.telt.unsw.edu.au).
There are no textbooks for this course. All material will be provided either via Moodle or during workshops.

6 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered. In this course, we will seek your feedback through end of semester CATEI evaluations. Furthermore, ongoing feedback will be collected during workshops using the Socrative tool.
# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Workshop Topic</th>
<th>Other Activities/ Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>Sprint 0</strong>: Course Introduction</td>
<td></td>
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<tr>
<td>27 July</td>
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<tr>
<td>Week 2</td>
<td><strong>Sprint 0</strong>: Agile Coaching</td>
<td>Guest Lecture</td>
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<tr>
<td>3 August</td>
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<tr>
<td>Week 3</td>
<td><strong>Sprint 0</strong>: JavaFX</td>
<td>In-class Java Challenge!</td>
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<tr>
<td>10 August</td>
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<tr>
<td>Week 4</td>
<td><strong>Sprint 0</strong>: UX and UI</td>
<td>Guest Lecture</td>
</tr>
<tr>
<td>17 August</td>
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<tr>
<td>Week 5</td>
<td><strong>Sprint 1</strong>: Practicing Scrum</td>
<td>Individual Assignment 1(Tutorial Video) 10%</td>
</tr>
<tr>
<td>24 August</td>
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<td>Due Friday 28th August at 5PM</td>
</tr>
<tr>
<td>Week 6</td>
<td><strong>Sprint 1 Continued</strong></td>
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<tr>
<td>31 August</td>
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<tr>
<td>Week 7</td>
<td><strong>Sprint 2</strong>: Trial &amp; Error</td>
<td>Quiz: 20% – Wednesday 9th September</td>
</tr>
<tr>
<td>7 September</td>
<td></td>
<td>(During Workshop)</td>
</tr>
<tr>
<td>Week 8</td>
<td><strong>Sprint 2 Continued</strong></td>
<td></td>
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<tr>
<td>14 September</td>
<td></td>
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<tr>
<td>Week 9</td>
<td><strong>Sprint 3</strong>: Requirement Change</td>
<td>Group Assignment (Critical Review) 15%</td>
</tr>
<tr>
<td>21 September</td>
<td></td>
<td>Due Friday 25 September at 5PM</td>
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<tr>
<td></td>
<td>Mid-semester break: Saturday 26</td>
<td></td>
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<tr>
<td></td>
<td>September – Monday 5 October</td>
<td></td>
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<tr>
<td></td>
<td>inclusive</td>
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<tr>
<td>Week 10</td>
<td><strong>Sprint 3 Continued</strong></td>
<td></td>
</tr>
<tr>
<td>5 October</td>
<td><em>(Monday 5 Oct is a public holiday)</em></td>
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<tr>
<td>Week 11</td>
<td><strong>Sprint 4</strong>: Final Sprint</td>
<td>Individual Assignment 2 (Reflective Diary)</td>
</tr>
<tr>
<td>12 October</td>
<td></td>
<td>10% Due Friday 16th October at 5PM</td>
</tr>
<tr>
<td>Week 12</td>
<td><strong>Sprint 4 Continued</strong></td>
<td></td>
</tr>
<tr>
<td>19 October</td>
<td></td>
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</tr>
<tr>
<td>Week 13</td>
<td><strong>NO WORKSHOP</strong></td>
<td>Group Submission (35%) due Friday 30th October</td>
</tr>
<tr>
<td>26 October</td>
<td></td>
<td>at 5PM</td>
</tr>
</tbody>
</table>