

## CSC 322: Team Software Development for Community Organizations

### **Catalogdescription**

Application of software development principles and practices to a large-scale project. Teams of 3-6 students build software for a community organization, supported by a faculty adviser and an alumni technical mentor. Students will gain experience working with a client and building a substantial code base suitable for inclusion in a professional portfolio. Students are encouraged to repeat the course for credit to experience multiple roles within a team and multiple phases of the software lifecycle.

### **Syllabusdescription**

In this course, students will apply agile software development principles and practices to a large-scale, team project. To motivate and provide context for the work, projects will serve a community organization. To provide technical expertise and perspective on project management, alumni mentors will draw upon their practical software development experience.

Students will gain experience with the complexities of real-world software development: communicating with clients; working as part of a team; self-directed technical learning; creating a substantial project from scratch, or learning an existing code base; making design decisions that may have long-term consequences; managing a large code base; addressing pragmatic and ethical dilemmas. Students will be able to draw upon these experiences in pursuing academic or industry positions. By sharing their source code through GitHub.org, students will make a substantial beginning or addition to their professional portfolios. Students will develop professional skills and perspectives.

### **Classformatandpedagogy**

The class will meet once weekly for a three-hour lab block over the 14-week semester; students will be expected to meet and work for an additional 3 hours outside of class. Any assigned readings will be short and focused, addressing technical issues that arise in the projects. There will be no examinations. Work will be student-directed; the faculty adviser and alumni mentor will serve as consultants.

During the first two weeks, students will form teams, choose roles, meet their clients and alumni mentors, gather requirements, and write a vision statement.

During the second two weeks, teams will establish their development environment, conduct any initial design or research, and plan the semester release.

During the remaining weeks of the semester, teams will carry out two-week software development iterations. At the beginning of each iteration, students will plan tasks to complete. At the end of each iteration, students will demonstrate their working software to the instructor, classmates, and (most importantly) the client. The client will provide feedback on work thus far as well as new tasks or changes in priority. Each team will reflect together on what worked well in that iteration, what did not go well, and what to do differently in the next iteration.

During the final week, teams will demonstrate the released software for their clients and alumni mentors, as well as interested members of the community. Teams will prepare to pass their work forward to next semester's team. Individual students will prepare a critical self-reflection.

Teams will be evaluated by the client and the alumni mentor, as well as by the instructor. Individuals will be assessed on the basis of their self-reflection as well as by peer assessments of their contributions.

### **Additional information**

This course, along with CSC 321, will fulfill CS major requirements currently met by CSC 323 and 325. The course will be open to non-majors with suitable backgrounds and interest.

CSC 323 and 325 will be dropped from the curriculum, along with other changes, to provide staffing for this course. See accompanying course change forms for these and other changes in course offerings. The department has allowed for multiple faculty members to staff this course during periods of transition in staffing (e.g., before Ms. Davis's next sabbatical).

Ms. Davis is working with Susan Sanning, Assistant Director of Service Learning and Engagement, to establish partnerships with community organizations. We will seek funding from the Center for Careers, Life, and Service and/or the Wilson Program to support alumni mentors.