Syllabus
Agile Project Management for Engineers and Scientists
EGS 6629

Section (Class No.): CAMP (29452) – On Campus Students
Section (Class No.): 1FE2 (29450) – EDGE Florida Residents
Section (Class No.): 2FED (29451) – EDGE non-Florida Residents

Academic Term: Spring 2024

1. **Instructor:**
   William W. Davis, MSPM, PMP, *Adjunct Instructional Professor*
   Engineering Leadership Institute, University of Florida (UF) Herbert Wertheim College of Engineering (HWCOE)
   a. E-mail address: davisw2@ufl.edu
   b. Office telephone: 561-877-0814
   c. Office location: Suite 380, Herbert Wertheim Laboratory for Engineering Excellence, Building 779, Engineering Leadership Institute
   d. Office hours: The instructor is open to setting up remote meetings, upon request. Office hours (by appointment) are Monday, Tuesday, and Thursday evenings from 6P-7P (Eastern USA). Non-scheduled office hours also occur at 8P (Eastern USA) each Wednesday immediately following the live-online meeting that ends at 8P (Eastern USA).
   e. Web site: e-Learning @ UF
   f. No teaching assistant
   g. Course communications: Before the semester begins, communicate with Prof. Davis using his UFL email (davisw2@ufl.edu). Once the semester begins, and throughout the entire semester, students should use the Canvas course management email tool for all course-related communications.

2. **Course Description:** This course provides students with a comprehensive understanding of managing complex-adaptive projects that evolve in a volatile and uncertain environment using an agile project management approach. Student teams apply course concepts and knowledge to develop and manage a real-world, complex-adaptive product over the semester using industry-leading agile frameworks and culminating with a final product review and presentation.

3. **Credit Hours:** 3

4. **Course Pre-Requisites/Co-Requisites:** none

5. **Course Objectives:** This course is delivered entirely online using ***both*** synchronous (that is, *live online*) and asynchronous formats throughout the semester. This course is primarily for graduate students with some work experience who are: 1) completing their advanced degree through the HWCOE Electronic Delivery of Gator Engineering (EDGE) program or 2) registered through the UF graduate school as a certificate-seeking or non-degree seeking student.

   Recorded course lecture videos may be abbreviated, and course content is supported by several types of student learning activities, within a user-friendly format that integrates the Canvas course management system.

<u>Weekly "live online" (synchronous) course lectures each Wednesday evening, from 6:30P-8P (Eastern USA) are an essential part of this course</u>. Students are fully responsible for lecture material delivered during all "live online" meetings. "Live online" lectures may be recorded and made available to students by the instructor, at the instructor's discretion. Attendance at the weekly "live online" lectures is **required** for the first week and the last week of the semester prior to final exam week. Attendance at all other "live online" lectures is strongly recommended.

During the second half of the semester, Wednesday night "live online" lectures will be occasionally devoted to conducting "Sprint Reviews" with all teams. During these reviews, teams will receive direct feedback on their CAP deliverable (described below) and ways to improve their deliverable. It is vital that each team have as much representation as possible during these reviews.

The course is divided into three units and each unit contains a series of modules. Each module includes one or more lecture videos, one or more activities designed to support student learning of the content, and a *Weekly Insights* assignment on agile-related content. Modules include main assignments, quizzes, a mid-term exam, presentations and/or other requirements. Quizzes and the mid-term exam are administered electronically through the Canvas system. Quizzes and the mid-term exam may, at the instructor's discretion, use HonorLock procotoring.

Students will form into small teams and, using an adaptation of the Scrum framework, will create a **Complex-Adaptive Product** (**the CAP deliverable**) throughout much of the semester.

The CAP deliverable is a major course deliverable that has both **individual** and **team** grading components. A CAP deliverable instruction document will become available on the Canvas course website to assist students in creating their CAP deliverable.

<u>All students must formally present (along with their respective team members) their CAP deliverable during the final week of the semester in a synchronous ("live online") format on a day and time mutually agreed upon with the course instructor.</u> Failure to formally present the CAP deliverable will subject the student to a severe grading penalty—the formal presentation of the CAP deliverable is worth 10% of the course grade. Formal presentation of the CAP deliverable is in lieu of a final exam.

The main goals for the course are summarized below. Students completing the course will:

- Understand and explain what "Agile" is and how agile is used within the project management lifecycle
- Recognize, develop, and apply an agile mindset for building complex-adaptive products and services using the Scrum framework
- Understand and apply agile values, principles, tools, and structures that promote greater agility
- Develop and apply skills that are useful to grow agile capabilities personally and organizationally

Course completion will count as an optional 3rd course to obtain the graduate Engineering Project Management Certificate offered by the HWCOE and issued by the UF graduate school. https://www.eng.ufl.edu/leadership/curriculum/certificates/

6. **Material and Supply Fees:** none

7. **Professional Component (ABET):** Not applicable as course is not specific to a major under ABET purview.

8. **Relation to Program Outcomes (ABET):** Not applicable as course is not specific to a major under ABET purview.

9. **Required Textbooks and Software:** This course is **not** currently participating in UF All Access, which is a program designed to provide the most affordable option for materials to everyone in this course.

   - Title: **The Project Manager's Guide to Mastering Agile**
   - Author: Charles G. Cobb
   - Publisher: Wiley (John Wiley & Sons, Inc.)
   - Publication Date and Edition: 2023, 2nd Edition
   - ISBN number: 978-1119931355

   - Title: **Turn the Ship Around!**
   - Author: L. David Marquet
   - Publisher: Penguin Random House, LLC
   - Publication Date and Edition: 2013, 1st Edition
   - ISBN number: 978-1591846406

   - Title: **The Goal**
   - Authors: Eliyahu Goldratt, Jeff Cox
   - Publisher: North River Press
   - Publication Date and Edition: 2014, 4th Revised Edition
   - ISBN number: 978-0884271956

   The individual modules offer additional assigned readings and information. These materials are either articles that are electronically available to UF students for free through the University e-library system, Internet websites that do not require registration or subscriptions, or postings on the Canvas course website.

10. **Recommended Materials**: Additional supplemental recommended resources related to the course content are outlined by module. These will be free articles available electronically through the University e-library system, postings on the Canvas course website, links or videos freely available on the Internet, or published books available through booksellers like Amazon. These recommended materials are not assigned but will enhance the student's knowledge and will create greater value from this course.

11. **Course Schedule:** The online course is designed to comprise a weekly 3 credit-hour session of content, similar to the conventional on-campus version of the course. By UF definition, the course equates to 2.5 hours of equivalent weekly "contact periods" (50 minutes per period). The UF definition assumes that students may spend a **minimum** of 6 *additional* hours (2 hours per credit hour) outside of the weekly equivalent contact time in completing the course requirements. Typically, then, graduate students should expect to spend between 6 and 9 hours each week outside of the weekly "contact periods" to complete the work of this course.

   The outline of main topics to be covered in each module, student learning objectives for each module, and key submittals and activities corresponding to each module are summarized below. Students may complete all assigned text readings however they choose to be prepared for quizzes that cover the

content. **The actual availability and due dates for assignments, activities, and quizzes are set in the Canvas course management system.** The module instructions in the Canvas course website track the summary table and provide additional details:

See the next page to review the course weekly schedule

The course weekly schedule is managed in Canvas,
so refer to Canvas for all assignment and quiz due dates

Units	Modules (Mon.-Sun. Dates) [1]	Expected Coverage and Discussion Topics	Student Learning Objectives for Unit	Text Readings	Key Submittals and Activities [3]
Unit 1 Foundations of Agile Project Management (Modules 1-4)	1 (Jan 8-14) **Spring semester classes officially begin January 8**	course overview and initial agile project management concepts	• Identify and describe the course content and objectives • Understand and explain the project management lifecycle • Explore and understand the history of Agile • Recognize and analyze factors where agile project management may be appropriate	Chapters 1, 2, 8-11 in "The Project Manager's Guide to Mastering Agile" "Turn the Ship Around" (book)	Submittals: - Activity 1.1: assess personal circumstances for the presence of agility - weekly insights - complete syllabus quiz Prepare for Quiz #1 – available in Module 3 Begin Assignment #1 (paper: "What is Agile?") Other: - acquire required resources - complete assigned materials (see Canvas module)
	2 (Jan 15-21)	"agile mindset" and complex-adaptive product development	• Define and explore what an "agile mindset" is • Examine how framing changes the solution approach • Evaluate how agile project management solves complex-adaptive problems		Submittals: - form in small teams of 4-to-6 students - Activity 2.1: identify and assess products and services which are complex-adaptive - Activity 2.2: create a project charter (draft) - weekly insights - Activity 2.3: create a team charter (draft) Prepare for Quiz #1 – available in Module 3 Other: - complete assigned materials (see Canvas module)
	3 (Jan 22-28)	agile leadership and agile teams	• Compare and assess traditional leadership roles with agile leadership roles • Explore and evaluate traits of a healthy and successful agile teams • Assess and critique personal circumstances for the		Submittals: - Activity: 3.1: assess presence of agile leadership and teams - Activity 3.2: create a team charter (final) - Activity 3.3: create a project charter (final) - weekly insights - Quiz #1: Project management and agile concepts

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Units	Modules (Mon.-Sun. Dates) [1]	Expected Coverage and Discussion Topics	Student Learning Objectives for Unit	Text Readings	Key Submittals and Activities [3]
Unit 1 Foundations of Agile Project Management (Modules 1-4)			presence of agile leadership		Continue Assignment #1 (paper: "What is Agile?") Other: - complete assigned materials (see Canvas module)
	4 (Jan 29-Feb 4)	agile projects across engineering domains	• Understand and explain when Agile is a better project approach than traditional/waterfall • Explore and evaluate how Agile is used across different engineering domains • Summarize how Agile responds to VUCA	Chapters 1, 2, 8-11 in "The Project Manager's Guide to Mastering Agile" "Turn the Ship Around" (book)	Submittals: - Assignment #1 - Activity: 4.1: assess agile ways of working within the student's domain - Activity 4.2: create a project budget for a Scrum team - Activity 4.3: create a product roadmap - weekly insights Begin Assignment #2: (paper: agile leadership model) Prepare for and complete Quiz #2 – available in Module 5 Other: - complete assigned materials (see Canvas module)
Unit 2 Agile Project Management Using Scrum and Kanban (Modules 5-9)	5 (Feb 5-11)	empiricism and the Scrum framework	• Define and describe empiricism • Understand and describe the Scrum framework (pillars, values, roles, events, artifacts) and how Scrum upholds empiricism • Understand and describe how Scrum enables agility	Chapters 3-6, 16 in "The Project Manager's Guide to Mastering Agile" "The Goal" (book)	Submittals: - Activity: 5.1: assess the five Scrum values - Activity 5.2: assess Scrum's three pillars - Activity 5.3: describe empiricism and how Scrum upholds empiricism - weekly insights - Quiz #2: Agile Manifesto, values, principles, team design, culture Continue Assignment #2: (paper: agile leadership model) Take Quiz #3 (Scrum assessment) anytime through Module 7

Units	Modules (Mon.-Sun. Dates) [1]	Expected Coverage and Discussion Topics	Student Learning Objectives for Unit	Text Readings	Key Submittals and Activities [3]
					Other: - complete assigned materials (see Canvas module)
Unit 2 Agile Project Management Using Scrum and Kanban (Modules 5-9)	6 (Feb 12-18)	Scrum backlogs	• Understand the importance of the Product Goal and roadmap • Create a Product Goal and Product Backlog • Explore and analyze Product Backlog management techniques • Explore and analyze Sprint Backlog management techniques	Chapters 3-6, 16 in "The Project Manager's Guide to Mastering Agile" "The Goal" (book)	Submittals: - Activity 6.1: build a product backlog - Activity 6.2: build a sprint backlog - Activity 6.3: build a Scrum team's Definition of Done - weekly insights Continue Assignment #2: (paper: agile leadership model) Take Quiz #3 (Scrum assessment) anytime through Module 7 Other: - complete assigned materials (see Canvas module) - begin work on CAP deliverable
	7 (Feb 19-25)	Scrum events	• Understand and describe the four Scrum events (Sprint Planning, Daily Scrum, Sprint Review, Sprint Retrospective) • Adapt and apply Scrum events to a small, team-based project • Critique the effectiveness of Scrum events		Submittals: - Assignment #2 - Quiz #3: Scrum assessment - Activity 7.1: update the team charter to incorporate Scrum retrospectives - weekly insights Begin Assignment #3: (paper: advantages, disadvantages, criticisms of Scrum) Take Quiz #4 (Kanban assessment) anytime through Module 9 Other: - complete assigned materials (see Canvas module) - Sprint Planning 1

Units	Modules (Mon.-Sun. Dates) [1]	Expected Coverage and Discussion Topics	Student Learning Objectives for Unit	Text Readings	Key Submittals and Activities [3]
Unit 2 Agile Project Management Using Scrum and Kanban (Modules 5-9)	8 (Feb 26-Mar 3)	Theory of Constraints and Kanban	• Understand and explain the Theory of Constraints and Kanban • Adapt the Theory of Constraints for non-manufacturing domains • Apply the Theory of Constraints within a Kanban process	Chapters 3-6, 16 in "The Project Manager's Guide to Mastering Agile" "The Goal" (book)	Submittals: - Mid-term exam - Activity 8.1: perform experiment with unlimited and limited WIP *(work-in-process)* - weekly insights Continue Assignment #3: (paper: advantages, disadvantages, criticisms of Scrum) Take Quiz #4 (Kanban assessment) anytime through Module 9 Other: - complete assigned materials (see Canvas module) - continue Sprint 1
	9 (Mar 4-10)	Scrumban	• Explore and explain how agile teams use Kanban with Scrum (Scrumban) • Apply Kanban to a Scrum empirical process • Summarize how Scrum upholds agile values and principles		Submittals: - Quiz #4 (Kanban assessment) - Activity 9.1: create a Kanban board for a Scrum team - weekly insights Continue Assignment #3: (paper: advantages, disadvantages, criticisms of Scrum) Other: - complete assigned materials (see Canvas module) - Sprint Review 1 (required attendance) - Sprint Retrospective 1 - Sprint Planning 2
	Spring Break – March 11 to March 17				
Unit 3	10 (Mar 18-24)	agile estimation	• Understand and explain why estimating uncertainty is a crucial engineering skill • Distinguish between estimates, predictions, and forecasts	*See next page*	Submittals: - Assignment #3 - Activity 10.1: size the CAP product backlog using relative estimates - Activity 10.2: create a forecast for a new agile project - weekly insights

Units	Modules (Mon.-Sun. Dates) [1]	Expected Coverage and Discussion Topics	Student Learning Objectives for Unit	Text Readings	Key Submittals and Activities [3]
Growing Agile Capabilities (Modules 10-15)			• Assess and analyze uncertainty using statistical models		Begin Assignment #4: (paper: Little's Law applied to Kanban or a case study) Other: - complete assigned materials (see Canvas module) - continue Sprint 2
	11 (Mar 25-31)	agile estimation	• Create forecasting models for an agile development effort • Understand and describe the #NoEstimates movement	Chapters 7, 12-15, 22 in "The Project Manager's Guide to Mastering Agile"	Submittals: - Assignment 4 - Activity 11.1: Create a forecast from a Scrum team's history - weekly insights Continue Assignment #4: (paper: Little's Law applied to Kanban or a case study) Other: - complete assigned materials (see Canvas module) - Sprint Review 2 (required attendance) - Sprint Retrospective 2 - Sprint Planning 3
Unit 3 Growing Agile Capabilities (Modules 10-15)	12 (Apr 1-7)	scaling agile	• Identify and distinguish between different agile scaling approaches • Explain the benefits and drawbacks of scaled agile		Submittals: - Activity 12.1: explain a scaling approach for a large CAP deliverable - Activity 12.2: explain strengths and drawbacks of scaling the CAP deliverable - weekly insights Continue Assignment #4: (paper: Little's Law applied to Kanban or a case study) Other: - complete assigned materials (see Canvas module) - continue Sprint 3
	13 (Apr 8-14)	agile engineering	• Identify agile-enabling engineering practices		Submittals: - Assignment #4

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Units	Modules (Mon.-Sun. Dates) [1]	Expected Coverage and Discussion Topics	Student Learning Objectives for Unit	Text Readings	Key Submittals and Activities [3]
Unit 3 Growing Agile Capabilities (Modules 10-15)			• Explain how different engineering practices foster greater agility • Assess where agile-enabling engineering practices are or could be employed within the student's engineering domain	Chapters 7, 12-15, 22 in "The Project Manager's Guide to Mastering Agile"	- Activity 13.1: create a forecast for uncompleted product releases - weekly insights Prepare for and complete Quiz #5 – available in Module 14 Other: - complete assigned materials (see Canvas module) - finish iteration 4 on CAP deliverable - Sprint Review #3 (required attendance) - Sprint Retrospective 3 - Sprint Planning 4
	14 (Apr 15-21)	personal agility	• Understand and describe what "personal agility" is • Examine and appraise one's own personal agility • Create a system to grow one's personal agility		Submittals: - Quiz #5: Agile estimation, scaling agile - Activity 14.1: build a personal Kanban board - weekly insights Other: - complete assigned materials (see Canvas module) - continue Sprint 4 - prepare CAP presentation
	15 (Apr 22-28)	complex-adaptive products and concluding thoughts	• Create a complex-adaptive product using an agile project management approach • Analyze and critique a team-created, complex-adaptive product • Summarize the Agile movement and explain its use in project management		Submittals: - Quiz #6 (comprehensive) - weekly insights - course evaluation - CAP presentation - Quiz #6 (optional) Other: - complete assigned materials (see Canvas module) - complete CAP team member evaluation - CAP presentation dry-runs (mandatory attendance)
	Last Day of Classes is April 24 (Wednesday)				
	Reading Days are April 25 & 26 (Thursday-Friday)				

Units	Modules (Mon.-Sun. Dates) [1]	Expected Coverage and Discussion Topics	Student Learning Objectives for Unit	Text Readings	Key Submittals and Activities [3]
	Final Exams are from April 27 to May 3 **For EGS 6629, there is a *mandatory,* Formal CAP Deliverable Presentation in lieu of a final exam which will be scheduled between April 29 and May 1, (Monday-Wednesday)**				

NOTES:
[1] Reflects Monday-Sunday calendar schedule
[2] All **chapter** readings are from "The Project Manager's Guide to Mastering Agile" Individual modules identify additional assigned and recommended readings and information. In Unit One, the book, "Turn the Ship Around!" is required reading. In Unit Two, the book, "The Goal" is required reading. See the Required Textbooks and Software section for more details about these texts.
[3] Most submittals are due on Sunday nights at 11:59P (Eastern USA) of the week indicated. Specific Canvas assignments will be made that will govern the actual dates of availability and submittals. Other class activities may be involved; refer to and follow Canvas course site instructions.

12. Policies and Class Expectations:

General

The learning environment for *Agile Project Management for Engineers and Scientists* is intended to be professional, courteous and respectful. The course is designed around what are believed to be current and relevant topics and best practices to help create and/or develop Gator Engineers who are prepared to accept roles, and/or advance, as an engineer-leader in their career.

The instructor is fully invested in this course instructional effort. The instructor is more than willing to provide students with the corresponding subject matter expertise, professional experience, and judgment to accomplish course objectives and maximize student learning outcomes. Moreover, the instructor will demonstrate an agile mindset and adaptive behavior by hosting one or more course retrospectives with students which will explore ideas for continually improving the course design, delivery and learning outcomes.

Students are expected to fully engage in completion of the course materials in a sequential and timely manner, in accordance with the schedule for the class.

To promote a more complete understanding and application of this course content, students will be required to form small teams of approximately 4 to 6 students and create a **complex-adaptive product** (the **CAP deliverable**) using a virtual whiteboard and other tools of the instructor's choosing. Jointly creating the CAP deliverable is intended to assist students in understanding and applying key agile competencies that are related to the course content. The CAP deliverable is a requirement and a key deliverable for completion of the course. Student teams will collaborate throughout the semester to create their team's CAP deliverable. <u>Each team will formally present their CAP deliverable during the final week of the semester in a live online meeting on a day and time mutually agreed upon with the course instructor</u>. More about the CAP deliverable can be found in the CAP Deliverable document available on the Canvas course website.

The course instructor has no ability to address or resolve technology issues related to the Canvas course management system. If a student believes that an issue of this nature was responsible for an event, such as a late individual or team submittal or some malfunction during a quiz, then it is that

student's responsibility to discuss the issue with the UF HELP Desk (352-392-4357), obtain documentation from them about the issue, and follow-up with the instructor upon the supported conclusion that a Canvas issue was in fact involved with the event. The instructor will make time extensions for students having these or other legitimate reasons (for example, a documented health issue) for a late submittal, quiz accessibility issues, etc.

Other Specific Policies and Expectations:

Teams: The CAP deliverable will be created by student teams comprising of approximately 4 to 6 students. The instructor will facilitate the creation of student teams during the first week of the semester. Throughout the semester, the instructor may make team-based requests and assignments beyond that of creating the CAP deliverable and its associated artifacts. This will provide teams an opportunity to hone their presentation skills throughout the semester in preparation for the last week of the semester when student teams will formally present their CAP deliverable for grading.

Teams will be self-managing and self-organizing within the constraints provided by the instructor.

Quizzes: At the instructor's discretion, quizzes may be either open-book, open-note format or closed-book, closed-note (the instructor will announce the exact format for each quiz before the week it is administered). All quizzes are timed. UF Honor Code provisions apply. Most quizzes will be completed electronically through the Canvas website for the course. HonorLock may be used, at the instructor's discretion, to proctor any quiz. The quizzes will be available for prescribed periods of time (normally a couple of days), with dates and times of availability based on the course schedule and updates through announcements and emails (using the Canvas course website). No make-up quizzes will be available, subject to UF Attendance Policies. However, students will have their lowest quiz grade dropped before calculating their final course grade.

Mid-term Exam: A single, mid-term exam will be administered. The mid-term exam may be either open-book, open-note format or closed-book, closed-note (the instructor will announce the exact format for the exam before the week it is administered). UF Honor Code provisions apply. The mid-term exam will be administered on or around the 8th week of course instruction. For online sections of this course, the mid-term exam will be administered electronically through the Canvas website for the course. HonorLock may be used, at the instructor's discretion, to proctor the mid-term exam. Students must communicate with the course instructor *as early as possible* if they cannot take the scheduled mid-term exam to arrange for a make-up exam.

Formal CAP Deliverable Presentation: In place of a final exam, student teams will formally present their CAP deliverable (via Zoom in a *live-online* presentation) for evaluation and grading on a mutually agreeable day and time between the instructor and each student team. All students must have an equitable role in the creation and presentation of their team's CAP deliverable. All students must participate in the final CAP deliverable presentation they agreed to. **There is no make-up option**, subject to UF Attendance Policies. Failure to participate in the Formal CAP Deliverable Presentation will subject the non-participating student to a severe grading penalty (see Section 13, *Evaluation of Grades*, below). All students are strongly encouraged to attend CAP deliverable presentations given by other teams to gain valuable presentation feedback in preparation for their own team-based presentation.

Assignments: There will be up to six larger assignments throughout the semester, one of which is the composite score from completing the *Weekly Insights*, and one of which is the composite score from completing the weekly *Activity Reports* (both of these are described below). Each Canvas assignment will include instructions for preparation, including the release and due dates:

- When needed, Microsoft Word templates are provided on the assignment pages for student reuse in preparing these submittals (except for the *Weekly Insights* submittals where text-box entry format is acceptable).

- Students should expect a grading penalty for failure to follow all instructions indicated on the templates and the specific assignments (as applicable).

- Assignments will be evaluated against rubrics that will be available and each assignment page in Canvas.

- Students listed as participating members on the team assignments will all receive the same assignment grade. The instructor will assume that unlisted students were not a participating team member and they will receive a grade of 0 for that assignment.

- Weekly Insights: Each week, students are required to submit their *Weekly Insights*, with reflections on agile-related article(s) and/or video(s) posted by the instructor. These weekly insights will cumulatively count as **one** main assignment grade.

- Activity Reports: Each week, students may be assigned one or more activities to complete, culminating with an *Activity Report* which conveys the completed activity to the instructor for evaluation and grading. The instructor will provide instructions for completing each activity and how the completed activity is to be conveyed for grading. Activities may be either individually completed or completed as a team, as directed by the instructor for each activity. These *Activity Reports* will cumulatively count as **one** main assignment grade.

- **No late Assignments will be accepted**, subject to UF attendance policies.

- Expectations for Quality of Work**:** Effective written communications are an important part of being an engineer, scientist, engineering leader and business professional. All students are expected to take sufficient care to produce assignment submittals that reflect a collegiate or working professional level of effort in terms of compositional structure and correct grammar usage. To this end, the instructor's expectations for all assignment submittals are outlined below:

  - ✓ All assignments will be completed using the appropriate Microsoft (MS) Word template (.docx filetype). All final submittals will be in Word format unless specifically stated otherwise in the associated assignments.

  - ✓ Students will take ownership of producing high-quality assignment "deliverables" that they would submit to their employer.

  - ✓ Submittals will reflect good, common practice in developing paragraphs and sentences (such as one topic per paragraph, use of complete sentences and not fragments, one thought per sentence that supports the paragraph topic, consistent fonts and structure, etc.). Good, common practice for this course does **not** include responses that involve long blocks of text containing multiple topics.

  - ✓ Students will use standard resources available through MS Word (or other acceptable sources) to search for and correct grammatical issues prior to assignment submittal. Submittals that contain noticeable misspelled words, incomplete sentences and similar careless issues will be considered a non-professional submittal and subject to a grading penalty. (This may be in addition to the grade penalty assigned for not following assignment instructions.) The quality of team-based submittals is a shared responsibility among the team members.

✓ Team-based submittals mean that the document reflects a team compilation of contributions, endorsed by all participating team members.

✓ Source and reference listings may be required for some assignment submittals. Assignments that fail to include references, as may be requested, will be considered incomplete and subject to a grading penalty. (This may be in addition to grade penalties assigned instructional or quality-based reasons.)

Activity Reports: Students will complete one or more Activity Reports per module. Each activity report will provide instructions for preparation, including the release and due dates. Students should expect a grading penalty for failure to follow all instructions (as applicable). Expectations for written documents (previously outlined) also apply to activity reports.

- **No late Activity Reports will be accepted**, subject to [UF attendance policies](#).

- The instructor will evaluate a number of Activity Reports against the associated rubric throughout the semester, at their discretion. On weeks when the activity report is not graded against the rubric, students will receive completion credit if they have completed the activity report by the due date. The instructor will not announce ahead of time which activity reports will be evaluated against the rubric.

- Activity Reports may, at the instructor's discretion, be completed within a small student teams (formed primarily to create the CAP deliverable). When an Activity Report is team-generated, only one member of the student team needs to convey the report for grading, per the Activity Report's instructions. The grade assigned to the team-generated Activity Report will then apply to all students within that team.

- The composite grade (calculated from all graded Activity Reports this semester) will be used as **one** of the up to six Assignments (described above) that are part of this course.

Discussion Boards: For online sections of this course, online discussion boards may be part of completing some module activities, as identified in the applicable module outlines. When used, the discussion boards will further exploration of topics covered in the units. Expectations for written documents (previously outlined) also apply to discussion board postings. Remember to exercise courtesy and proper etiquette when making posts and responding to others' posts.

13. **Evaluation of Grades:** Weightings of each course component for determination of final course grades are indicated below:

Components	1000 Course Points	Weighting Percentage of Final Grade
Course participation	- Total course points = 100 40 (of 100) course points for **team-based** participation 60 (of 100) course points for **individual** participation	10%
Quizzes (6 quizzes; only the best 5 quiz scores count towards the course grade)	- Total course points = 200 - Each quiz worth 40 course points - Five quizzes count towards course grade	20%

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	• Make-up quizzes are not given; however, the lowest quiz grade among the six quizzes given will be dropped	
Individual assignments (research papers, activities, weekly insights, other deliverables)	• Total course points = 300 • Up to six assignments, each worth between 20 and 100 course points	30%
Mid-term Exam	• Total course points = 100	10%
Final Team Project *(the CAP Deliverable)*	• Total course points = 300 • 50 (of 300) course points for the overall **team** presentation • 50 (of 300) course points for **each student's individual part** in the team presentation • 200 (of 300) course points for the **team** CAP deliverable *(note: an individual's grade on the team CAP deliverable may be penalized based upon team members' self-assessments)*	30%
	Total:	**100%**

14. Grading Policy:

The final course grade (as a total percentage rounded to the nearest tenths of a digit) will be compared against the following grade scale:

A = 94.0 or above	C = 72.0 – 76.9
A- = 90.0 – 93.9	C- = 70.0 – 71.9
B+ = 87.0 – 89.9	D+ = 67.0 – 69.9
B = 82.0 – 86.9	D = 62.0 – 66.9
B- = 80.0 – 81.9	D- = 60.0 – 61.9
C+ = 77.0 – 79.9	E = 59.9 or below

More information on UF grading policies may be found here: [Undergraduate Catalog Grading Policies page](#)

15. Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting

https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

16. Course Evaluation
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

17. In-Class Recording
Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

18. University Honesty Policy
UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (https://sccr.dso.ufl.edu/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

For *individual* assignments, students may **not** collaborate with *any* other student or non-student to complete their assignments. The student's completed assignment should reflect *entirely* the work of the individual student submitting their work. Students are always free to obtain help from the University librarian or an academic tutor who can offer suggestions and guidance, but the student is always

responsible to *independently* complete their work for individual assignments. Failure to adhere to this policy will result in a grading penalty and will be treated as academic misconduct.

For assignments which are team-based, students are required and encouraged to collaborate with each other within their assigned team to complete the assignment.

19. Use of A.I. (artificial intelligence)
If, <u>in accordance with the instructor's explicit instructions for using A.I. in this course</u>, you choose to use A.I. (i.e, ChatGPT, Microsoft Copilot, Bing AI or similar) in completing any of your work in this class, please note the following guidelines must be followed:
- Be aware of the limits of the A.I. tools. The results you get are very dependent on the prompts you use and how well you define those prompts. The numbers and facts you may get could be completely wrong so unless you can independently confirm the results through another source, do not trust that they are correct. You will be responsible for any incorrect numbers or facts you get from using the tool.
- There is a lot of wrong and misleading information publicly available about Agile, Scrum, Kanban and more. Reliance on A.I. may lead to a low-scoring grade because A.I.'s training data may be flawed and/or incomplete.
- A.I. is both a tool and a resource source and, as such, **you must acknowledge that you used it in completing any work for this class**. You must include a paragraph at the end of any assignment in which you used AI explaining how you used it and what prompts you used to get the results. Failure to do so may be considered a violation of academic honesty policy and result in a grading penalty.
- At the instructor's discretion, you may be required to provide the entire contents of your A.I. dialog, including all of your prompts and the A.I's responses. Students should retain a copy of their A.I. interactions to present to their instructor upon request. Failure to do so may result in a grading penalty.

20. Commitment to a Safe and Inclusive Learning Environment
The Herbert Wertheim College of Engineering values varied perspectives and lived experiences within our community and is committed to supporting the University's core values, including the elimination of discrimination. It is expected that every person in this class will treat one another with dignity and respect regardless of race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information, and veteran status.

If you feel like your performance in class is being impacted by discrimination or harassment of any kind, please contact your instructor or any of the following:
- Your academic advisor or Graduate Program Coordinator
- HWCOE Human Resources, 352-392-0904, student-support-hr@eng.ufl.edu
- Curtis Taylor, Associate Dean of Student Affairs, 352-392-2177, taylor@eng.ufl.edu
- Toshikazu Nishida, Associate Dean of Academic Affairs, 352-392-0943, nishida@eng.ufl.edu

21. Software Use
All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

22. Student Privacy
There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: https://registrar.ufl.edu/ferpa.html.

23. Campus Resources:

Health and Wellness

U Matter, We Care:
Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc, and 352-392-1575; and the University Police Department: 352-392-1111 or 9-1-1 for emergencies.

Sexual Discrimination, Harassment, Assault, or Violence
If you or a friend has been subjected to sexual discrimination, sexual harassment, sexual assault, or violence contact the **Office of Title IX Compliance**, located at Yon Hall Room 427, 1908 Stadium Road, (352) 273-1094, title-ix@ufl.edu

Sexual Assault Recovery Services (SARS)
Student Health Care Center, 352-392-1161.

University Police Department at 352-392-1111 (or 9-1-1 for emergencies), or http://www.police.ufl.edu/.

Academic Resources

E-learning technical suppor*t*, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. https://lss.at.ufl.edu/help.shtml.

Career Connections Center, Reitz Union, 352-392-1601. Career assistance and counseling. https://career.ufl.edu.

Library Support, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 352-392-2010 or 352-392-6420. General study skills and tutoring. https://teachingcenter.ufl.edu/.

Writing Studio, 302 Tigert Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. https://writing.ufl.edu/writing-studio/.

Student Complaints Campus*: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/; https://care.dso.ufl.edu.

On-Line Students Complaints*: https://distance.ufl.edu/getting-help/; https://distance.ufl.edu/state-authorization-status/#student-complaint.*