

## **CIS 4379-110, 80401, Software Engr for E-Business**

### **Fall 2023**

Texas A&M University-Central Texas

### **COURSE DATES, MODALITY, AND LOCATION**

**Course Dates:** Aug 28, 2023 to Dec 15, 2023

**Modality:** This course meets face-to-face, with supplemental materials made available online through the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

**Location:** Heritage Hall 300

### **INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** Dr. Khaldoun Dhou

**Office:** FH 323

**Phone:** 254-519-5437

**Email:** [kdhou@tamuct.edu](mailto:kdhou@tamuct.edu)

You can either email or send me a Canvas message. I don't have any preference.

### **Office Hours**

Tuesday and Thursday: 9 AM-12 PM

Office hours can be either in person or we can meet virtually via MS Teams. I am very flexible when it comes to meeting my students. Feel free to email me and I can schedule a time to meet with you even outside my office hours.

### **Student-instructor interaction**

You should expect my response to your email (on Canvas message) within 48 hours (if not faster). If you don't hear back from me within 24 hours, never hesitate to send me a reminder. I am very open to meeting my students and help them to the best I can. I also encourage students to communicate with me if they feel I can be of any help to them.

### **Emergency Warning System for Texas A&M University-Central Texas**

**SAFEZONE.** SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [[www.safezoneapp.com](http://www.safezoneapp.com)].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
  - o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [<https://apps.apple.com/app/safezone/id533054756>]

- [Android Phone / Tablet](#)  
[<https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp>]
- 2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
- 3. Complete your profile and accept the terms of service

**For updates on COVID information**, please monitor the University [website](#)  
[<https://www.tamuct.edu/covid19/>]

## **COURSE INFORMATION**

### **Course Overview and description**

This course examines the linkage of organizational strategy and electronic methods of delivering products, services and exchanges in inter-organizational, national, and global environments. Information technology strategy and technological solutions for enabling effective business processes within and between organizations in a global environment are considered. Students study a software life-cycle model, fundamental software engineering principles, and documentation standards in detail. An E-Business team project is required, which emphasizes the production of high quality software for medium and larger scale projects.

Prerequisite(s): (CIS 3340 or CIS 3341 or CIS 3342 or CIS 3343) and senior classification.

### **Course Objective or Goal**

#### **Student Learning Outcomes**

- a. Describe the details of at least two development models
- b. Describe and apply the engineering skills that are applied to software development; which provides knowledge of how to produce higher quality, maintainable software on a group project
- c. Learn by participation how to manage and effectively participate in a group project
- d. Learn by project team participation in planning, decision-making, commitments and in meeting team schedules
- e. Demonstrate structured and thorough technical writing skills applied to software documentation
- f. Identify and describe the key components of e-business models
- g. Explain the key business concepts and strategies applicable to e-business
- h. Demonstrate the knowledge of issues as related to e-business activities
- i. Explain the process that should be followed in building an e-business Web site.
- j. Describe how Internet and Web features and services support e-business
- k. Identify and describe the unique features of e-commerce technology and discuss their business significance
- l. Describe the key dimensions of e-business security and identify the key security threats in the e-business environment
- m. Describe the different methods used to protect online privacy
- n. Explain the major e-payment mechanisms
- o. Integrate client/server databases into e-business application

### **Competency Goals Statements (certification or standards)**

NA

## Required Reading and Textbook(s)

Software Engineering: A Practitioner's Approach

9th Edition

By Roger Pressman and Bruce Maxim

ISBN-10 : 1259872971

ISBN-13 : 978-1259872976

Publisher: McGraw Hill

Copyright: 2019

Besides the textbook, I will also provide other material as needed

This is a **Writing Instructive** course, which means writing will be an integral part of measuring your mastery of course content. Throughout the course you will have several opportunities to work on improving your writing skills. You will see an extensive amount of the work connected to some form of written work (e.g., essay questions, drafts, literature review). Since learning to revise your writing is fundamental to improving writing skills, I will give you detailed feedback that includes specific strategies for how to improve your writing.

## COURSE REQUIREMENTS

**Exams:** There will be two exams: midterm and final. Each is worth 15 points. Details about the midterm and final exams will be provided in the class

**Assignments:** During the semester, you will get different assignments that measure your understanding to the material and help you gain programming skills. Multiple submissions are allowed. You also need to zip the files before submission if the assignment has multiple files. Before you submit any assignment, run it on your computer and make sure it works. You also need to submit a screenshot showing that your code works along with the code. Assignments are worth 15 points

**Discussions:** There will see many graded discussions during the semester. The purpose of these discussions is to stimulate your thinking of the material presented in the class and to help you connect and learn from other students. Discussions are worth 10 points.

**Term Project:** There will be one term project that is worth 35 points. The project will be a substantial component of your grade. You will have to design a database and a frontend interface, and you will have to provide a documentation of your project and present it at the end of the semester. More details will be provided in the class.

**CIS/CS Exam:** The exam will be posted and it will be available to students from Nov 01 (up to December 1). It is a one-time attempt exam and study material will be provided. The exam is worth 10 points.

## Grading Criteria Rubric and Conversion

The final grade for the course will be based upon the following:

Item	Points	Percentage
Exams	30	30%
Assignments	15	15%
Discussions	10	10%
Project	35	35%
CIS Exam	10	10%
Total	100	100%

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

### Posting of Grades

All student grades will be posted on the Canvas Grade Book and students should monitor their grading status through this tool. Grades will be posted within 7 days after of the due date.

### Grading Policies

My policy is not to accept late work unless there is a legitimate reason (e.g., sickness). I will judge this on a case-by-case basis. If you believe you have a legitimate reason that did not allow you to finish the work and submit it by the deadline, please come and talk to me. Depending on the situation, I can make an exception for you to make up the work. I always advise students to start working on the assignments as soon as they get them.

## COURSE OUTLINE AND CALENDAR

### Complete Course Calendar

Below is a tentative schedule that is subject to change by instructor. I reserve the right to change the schedule at anytime.

<b>Weeks</b>	<b>Topics</b>	<b>Assignments Due</b>
<b>Week 1</b> <b>Aug 28 – Sep 3</b>	Chapter 1	Assignment 1
<b>Week 2</b> <b>Sep 4 – Sep 10</b>	Chapter 2	Discussion 1
<b>Week 3</b> <b>Sep 11 – Sep 17</b>	Chapter 3	Project Phase I
<b>Week 4</b> <b>Sep 18 – Sep 24</b>	Chapter 4	Assignment 2
<b>Week 5</b> <b>Sep 25 – Oct 1</b>	Chapter 5	Discussion 2
<b>Week 6</b> <b>Oct 2 – Oct 8</b>	Chapter 6	Assignment 3
<b>Week 7</b> <b>Oct 9 – Oct 15</b>	Chapter 7	Project Phase II
<b>Week 8</b> <b>Oct 16 – Oct 22</b>	Chapter 8	Midterm
<b>Week 9</b> <b>Oct 23 – Oct 29</b>	Chapter 9	Assignment 4
<b>Week 10</b> <b>Oct 30 – Nov 5</b>	Chapter 10	Discussion 3
<b>Week 11</b> <b>Nov 6 – Nov 12</b>	Chapter 11	Assignment 5
<b>Week 12</b> <b>Nov 13 – Nov 19</b>	Chapter 12	Project Phase III
<b>Week 13</b> <b>Nov 20 – Nov 26</b>	Chapter 13	Assignment 6
<b>Week 14</b> <b>Nov 27 – Dec 3</b>	Chapter 14	Discussion 4
<b>Week 15</b>	Chapter 18	Assignment 7

<b>Dec 4 – Dec 10</b>		
<b>Week 16</b>		Final Exam
<b>Dec 11 – Dec 15</b>		Final Project and Presentations

### Important University Dates

August 25, 2023	Deadline for Tuition and Fee Payments (16- & First 8-Week Classes)
August 28, 2023	Classes Begin for Fall Semester
August 28, 2023	Add, Drop, and Late Registration Begins for 16- and First 8-week Classes \$25 Fee assessed for late registrants
August 30, 2023	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
September 1, 2023	Superintendent Program Application Deadline
September 1, 2023	Educator Preparation Program (Teacher and Principal) Application Deadline
September 5, 2023	Deadline to Drop First 8-week Classes with No Record
September 13, 2023	Deadline to drop 16-week Classes with No Record (Census)
October 6, 2023	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)
October 6, 2023	Student End of Course Survey Opens (First 8-Week Classes)
October 13, 2023	Deadline for Admissions Applications
October 15, 2023	Deadline for Clinical Teaching Applications
October 20, 2023	Deadline to Withdraw from University for First 8-Week Classes (WF)
October 20, 2023	Classes End for First 8-week Session
October 20, 2023	Deadline for Tuition and Fee Payments (Second 8-Week Classes)
October 20, 2023	Student End of Course Survey Closes (First 8-Week Classes)
October 23, 2023	Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 Fee assessed for late registrants
October 23, 2023	Classes Begin for Second 8-Week Session

October 23, 2023	Class Schedule Published For Spring and Summer Semester
October 23, 2023	Advising Begins for Spring Semester
October 24, 2023	Deadline for Faculty Submission of First 8-Week Class Final Grades (due by 3pm)
October 25, 2023	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
October 27, 2023	Deadline for Graduation Application for Fall Ceremony Participation
October 30, 2023	Deadline to Drop Second 8-Week Classes with No Record
November 1, 2023	Educator Preparation Program Application Deadline
November 1, 2023	Clinical Teaching Placement Form Deadline
November 1, 2023	School Counselor Program Application deadline (Spring)
November 1, 2023	Deadline for GRE/GMAT Scores to Graduate School Office
November 6, 2023	Registration Opens for Spring Semester
November 9, 2023	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 10, 2023	Veteran's Day
November 17, 2023	Priority Deadline for International Student Admissions Applications
November 17, 2023	Deadline for Final Committee-Edited Theses Fall Semester with Committee Approval Signatures to Graduate School Office
November 23-24, 2023	Thanksgiving
December 1, 2023	Deadline for Scholarship Applications for the Spring Semester
December 1, 2023	Student End of Course Survey Opens (16- and Second 8-Week Classes)
December 1, 2023	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
December 1, 2023	Priority Deadline for VA Certification Request (Spring)
December 15, 2023	Deadline to Withdraw from University for 16- and Second 8-Week Classes
December 15, 2023	Fall Semester Ends

December 15, 2023	Deadline for Applications for Tuition Rebate for Fall Graduation (5pm)
December 15, 2023	Deadline for Fall Degree Conferral Applications to the Records and Admissions Office \$20 Late Application Fee
December 15, 2023	Fall Commencement Ceremony Bell County Expo 3 pm
December 19, 2023	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)
December 19, 2023	Deadline for Theses to Clear Graduate School Office for Fall Semester
December 19, 2023	Student End of Course Survey Closes (16- and Second 8-Week Classes)

## TECHNOLOGY REQUIREMENTS AND SUPPORT

### Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome, Firefox, Edge, or Safari browsers. Canvas will run on Windows, Mac, Linus, iOS, android, or any other device with a modern web browser. **Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>] by clicking on the "TAMUCT Online Canvas" tile. You will then log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

### Canvas Support

Use the Canvas Help tab, located at the bottom of the left-hand menu, for issues with Canvas. You can search the support articles or use the Email, Call, or Chat buttons at the bottom of the support pop-up to contact the Canvas Help Desk.

For issues related to course content and requirements, contact your instructor.

### Online Proctored Testing

Texas A&M University-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio requires use of the Chrome web browser with their custom plug in installed.

### Other Technology Support

For log-in problems, students should contact Help Desk Central, 24 hours a day, 7 days a week.

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466



[Web Chat: \[http://hdc.tamu.edu\]](http://hdc.tamu.edu)

*Please let the support technician know you are an A&M-Central Texas student.*

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## UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

### **Warrior Center for Student Success**

The Warrior Center for Student Success is a comprehensive academic support department at A&M-Central Texas, dedicated to fostering an environment of excellence and empowerment among its student body. The center offers a wide range of programs and services to ensure every student reaches their full potential, and is a haven for students seeking guidance, resources, and a strong support network to excel in their educational journey.

**ADA Access and Accommodations:** Texas A&M University-Central Texas ensures that students with disabilities have equal access to educational opportunities by providing appropriate accommodations and support services. If you believe you have a physical, learning or socio-emotional disability requiring reasonable accommodations, please visit [Access and Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) [https://www.tamuct.edu/student-affairs/access-inclusion.html] for more details or contact the Office of Access and Inclusion, WH-212; (254) 501-5836. Any information you provide is private and confidential.

**Success Coaching and Peer Mentoring:** Our experienced Success Coaches work one-on-one with students to develop personalized action plans, set academic goals, and build effective study strategies, time management skills, and resilience. Our Peer Mentors provide a valuable support system, offering guidance, encouragement, and a relatable perspective to help students navigate their academic and personal challenges. For more details call 254-501-5836 or 254-501-5928 or visit [Academic Support](https://www.tamuct.edu/student-affairs/academic-support.html) [https://www.tamuct.edu/student-affairs/academic-support.html]. Click the link to schedule a session (virtual or in-person) with a success coach [bit.ly/3q7uB50](http://bit.ly/3q7uB50) or visit WH, 111.

**Testing Services:** We offer a secure and comfortable environment for students and members of the community to take courses and distance learning exams, as well as placement tests and professional certification exams. Our Testing Service also offers resources and support referrals for testing related challenges (test anxiety, learning disabilities, etc.) and supports all approved ADA accommodations. Call (254) 519-5830 or visit the [Testing Center](https://www.tamuct.edu/testing-center/) [https://www.tamuct.edu/testing-center/].

**Tutoring and Supplemental Instruction Services:** Our team of qualified Tutors and Supplemental Instructors assist students in various non-writing subjects, promoting academic comprehension and enhancing learning outcomes. Click the link to schedule a tutoring session with a TAMUCT tutor (virtual or in-person) or view tutor availability [bit.ly/43Q6wNz](http://bit.ly/43Q6wNz). You may also chat live with a remote tutor 24/7 for a variety of subjects through our partnership with Tutor.com, an online tutoring platform that is free to all TAMUCT students. To learn more please visit [Tutoring Services](https://www.tamuct.edu/student-affairs/academic-) [https://www.tamuct.edu/student-affairs/academic-]

support.html#tutoring] or call (254) 501-5836 or visit the Tutoring Hub in Warrior Hall, 111.

### **Academic Integrity**

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Student Conduct Office. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the [student conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a referral](https://cm.maxient.com/reporting.php?TAMUCentralTexas), [https://cm.maxient.com/reporting.php?TAMUCentralTexas].

### **Drop Policy**

If you discover that you need to drop this class, you must complete the [Drop Request](https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpid=https://eis-prod.ec.tamuct.edu:443/samlso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612) Dynamic Form through Warrior Web.

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpid=https://eis-prod.ec.tamuct.edu:443/samlso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Records and Admissions Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Records and Admissions Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Records and Admissions Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### **Pregnant and/or Parenting Students Rights and Accommodations**

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of [Title IX and related guidance from US Department of Education's Office of Civil Rights](#), the Associate Dean in the Division of Student Affairs, (254) 501-5909, can assist students who are pregnant, experiencing pregnancy-related conditions, and/or parenting by provide flexible and individualized reasonable accommodations. Students should seek out assistance as early in the pregnancy as possible through the [Pregnancy & Parenting webpage](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. For more

information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. If you would like to read more about these [requirements and guidelines](#) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

[Title IX of the Education Amendments Act of 1972](#) specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions [https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html].

Students experiencing any form of discrimination due to any of these conditions are encouraged to reach out to the Title IX Coordinator, 254.519.5716, [titleix@tamuct.edu](mailto:titleix@tamuct.edu), Founders Hall 317B, or the Associate Dean of Student Affairs, 254.501.5909, Warrior Hall 105.

### **Title IX Rights and Reporting Responsibilities**

Texas A&M University-Central Texas is committed to creating a safe and open learning environment for all students. If you or another student has experienced any form of gender discrimination or sexual misconduct, including sexual harassment, sexual assault, dating/domestic violence, and/or sex-based stalking, help and support are available. Our university strongly encourages all members of our campus community to report incidents and seek support for gender discrimination and sexual misconduct through the Title IX Office. You may contact the Title IX Office at 254.519.5716, [titleix@tamuct.edu](mailto:titleix@tamuct.edu), Founders Hall 317B, or learn more by visiting the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Please be aware that that under [Title IX](#), [Texas Senate Bill 212](#), and [System Regulation 08.01.01](#), [https://policies.tamus.edu/08-01-01.pdf] all university employees are mandated reporters and are required to disclose information about suspected or alleged violations as listed above and defined in System Regulation 08.01.01. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Although I have an obligation to report, you will, in most cases, control how your case will be handled. When working with the Title IX Office you will have access to resources and accommodations but also have the opportunity to express if you wish to move forward with an investigation. Our goal is to make sure you are aware of the options available to you as a student. Community members are not required to respond to this outreach.

If you or another student wishes to speak to a confidential employee who does not have this reporting responsibility, you can contact the [Student Wellness & Counseling Center](https://www.tamuct.edu/student-affairs/student-counseling.html), [https://www.tamuct.edu/student-affairs/student-counseling.html], 254.501.5955, or [swacc@tamuct.edu](mailto:swacc@tamuct.edu), located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or [ssa@tamuct.edu](mailto:ssa@tamuct.edu), located in founder Hall Room 317D.

### **University Library & Archives**

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 1,203,947

eBooks and 134,750 journals, in addition to the 96,879 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](#)

[<https://tamuct.libcal.com/appointments>]. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group workspaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](#)

[<https://tamuct.libguides.com/index>]

### **University Writing Center**

Located in Warrior Hall 416 and online, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The face-to-face hours of operation are from 10:00 a.m.-5:00 p.m. Monday and Thursday in Warrior Hall 416. Online tutoring is available Monday thru Thursday from 10:00 a.m.-5:00 p.m. and from 6:00-9:00 p.m. and on Saturdays from 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WiFi, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WCOOnline](#) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

## **OTHER POLICY STATEMENTS**

### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [<https://www.tamuct.edu/compliance/titleix.html>].

### **Behavioral Intervention**

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reporting.php?TAMUCentralTexas) online

[<https://cm.maxient.com/reporting.php?TAMUCentralTexas>].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/bit) website for more information [<https://www.tamuct.edu/bit>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

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### **Copyright Notice**

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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### **PSLO 1 Signature Assignment**

In this assignment, you are required to write a summary about the article below:

Miyazaki, A. D., & Fernandez, A. (2001). Consumer perceptions of privacy and security risks for online shopping. *Journal of Consumer affairs*, 35(1), 27-44.

Each summary should be between 300-400 words and I will take points off if you don't adhere to the word limit. I expect each summary to offer a complete investigation of the context of the article, research methodology, findings, and conclusion. You should also criticize the paper and show the weaknesses. Your paper must use well-format, and it should be free of grammatical and spelling errors. The paper will be graded based on the rubric below:

## Writing Rubric

Sub-competency	Exceeds Expectations	Meets Expectations	Needs Improvement	NA
<b>Readability</b> <ul style="list-style-type: none"> <li>• Organization</li> <li>• Flow of thought</li> <li>• Transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Logically Organized</li> <li>• Easy to follow</li> <li>• Effective and smooth transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Some digressions, ambiguities, and irrelevances</li> <li>• Difficult to follow with some rereading needed</li> <li>• Ineffective transitions</li> </ul>	<ul style="list-style-type: none"> <li>• No apparent organization</li> <li>• Difficult to follow with frequent rereading needed</li> <li>• Poor transitions</li> </ul>	No Response
<b>Content</b> <ul style="list-style-type: none"> <li>• Central idea</li> <li>• Clarity of purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Central idea well-developed</li> <li>• Clarity of purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Central idea vague or too broad</li> <li>• Some sense of purpose throughout the paper</li> </ul>	<ul style="list-style-type: none"> <li>• Central idea and clarity of purpose absent in the paper</li> </ul>	No Response
<b>Language</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Tone</li> </ul>	<ul style="list-style-type: none"> <li>• Sophisticated and correct use of vocabulary</li> <li>• Clear and appropriate tone for intended audience</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent misuse of correct vocabulary</li> <li>• Some level of inappropriate tone</li> </ul>	<ul style="list-style-type: none"> <li>• Unsophisticated and inappropriate use of vocabulary</li> <li>• Inappropriate tone for the audience</li> </ul>	No Response
<b>Format</b>	<ul style="list-style-type: none"> <li>• Professional format</li> </ul>	<ul style="list-style-type: none"> <li>• Unorganized format</li> </ul>	<ul style="list-style-type: none"> <li>• No format</li> </ul>	No Response
<b>Grammar</b> <ul style="list-style-type: none"> <li>• Sentence structure</li> <li>• Punctuation/mechanics</li> </ul>	<ul style="list-style-type: none"> <li>• Use of complex sentences for effect and impact</li> <li>• No punctuation or mechanical errors</li> </ul>	<ul style="list-style-type: none"> <li>• Use of compound sentences</li> <li>• Several punctuation and/or mechanical errors</li> </ul>	<ul style="list-style-type: none"> <li>• Use of simple, choppy sentences</li> <li>• Many punctuation and/or mechanical errors</li> </ul>	No Response
<b>Citations</b> <ul style="list-style-type: none"> <li>• Proper attribution to avoid plagiarism</li> </ul>	<ul style="list-style-type: none"> <li>• All factual information cited</li> </ul>	<ul style="list-style-type: none"> <li>• Some citations missing where needed</li> </ul>	<ul style="list-style-type: none"> <li>• No citations for factual information</li> </ul>	No Response

<ul style="list-style-type: none"><li>• Correct form (example : APA, MLA, Chicago)</li></ul>	<ul style="list-style-type: none"><li>• Citations and references adhere to a professional style (example: APA, MLA, Chicago)</li></ul>	<ul style="list-style-type: none"><li>• Citations and references inconsistent with a professional style</li></ul>	<ul style="list-style-type: none"><li>• Citations and references do not follow a professional style</li></ul>	
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## PSLO 2 Signature Assignment

Mike is a father of 3, and in order to save for their college educations, he has been working two jobs since his kids were born. His daughter Sarah has worked as hard as she can in high school to get high grades and SAT scores; as a result of her hard work she has been accepted to a prestigious Ivy League college, and the deposit for her first year is due today. If the deposit goes unpaid, Sarah loses her spot in the freshman class.

Mike paid the bill last week, but today he gets an email from the college admissions office saying that his payment was rejected for insufficient funds by his bank, and if he does not make the payment by the end of the day, Sarah will lose her place and be unable to attend in the Fall. Panicked, Mike calls the bank – he had more than enough money in his savings to cover the bill, so he cannot understand what has happened. The bank confirms that his account had plenty of funds the day before, but cannot tell him why the funds are gone now or why the payment was rejected. They tell him there must be some ‘software glitch’ involved and that they will open an investigation, but that it will take weeks to resolve. They will only restore the funds in his account once the investigation is completed and the cause found. Mike has no other way to get the money for the deposit on such short notice, and has to tell Sarah that he couldn’t cover the bill despite his earlier promise, and that she won’t be attending college in the Fall.

Q1. Could the problem with Mike’s account have been the result of an action (or a failure to perform an action) by a software engineer? How many possible scenarios/explanations for this event can you think of that involve the conduct of one or more software engineers? Briefly explain the scenarios

Q2. What is the ethical responsibility of the bank towards a customer?

\*Note: An ethical failure would be preventable, and one that a good human being with appropriate professional care and concern would and should have prevented (or at least have made a serious effort to prevent).

### PSLO 2: Recognize a reasoned resolution to an ethical challenge in computing context

Competence (sub competence)	Exceeds expectations	Meets expectations	Needs improvement	None (no response)
<i>Event identification or ethical self-awareness:</i> ) Recognize that there is an event to which to react.  ) Ethical issues recognition or define the event as having an ethical dimension.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.  Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student states both core beliefs and the origins of the core beliefs.  Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.  Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.	No response submitted.

<p><i>Significance of event from ethical perspective or identifying event as ethically significant:</i></p> <ul style="list-style-type: none"> <li>) <i>Decide that the ethical dimension is significant.</i></li> <li>) <i>Understanding different ethical perspectives/concepts from a theoretical point of view</i></li> </ul>	<p>Student can recognize ethical issues as more important and significant than other pertinent issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.</p> <p>Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.</p>	<p>Student can recognize ethical issues as more important and significant than other pertinent issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.</p> <p>Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.</p>	<p>Student can recognize basic and obvious ethical issues as more important and significant than other pertinent issues but fails to grasp complexity or interrelationships.</p> <p>Student only names the major theory she/he uses.</p>	<p>No response submitted .</p>
<p><i>Identifying and evaluating different ethical rule(s) and perspectives/concepts:</i></p> <ul style="list-style-type: none"> <li>) <i>Evaluation of different ethical perspectives/concepts.</i></li> <li>) <i>Figure out what abstract ethical rule(s) might apply to the problem (including any codes of ethics relevant to the situation).</i></li> </ul>	<p>Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.</p> <p>Student names the ethical rule(s), and accurately explains the details of the rule(s) used.</p>	<p>Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.</p> <p>Student names the ethical rule(s) and explains the details of the rule(s) used but has some inaccuracies.</p>	<p>Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.</p> <p>Student only names the rule(s) she/he uses.</p>	<p>No response submitted .</p>
<p><i>Apply and act:</i></p> <ul style="list-style-type: none"> <li>) <i>Decide how these abstract ethical rules apply to the problem to suggest a concrete solution.</i></li> </ul>	<p>Student discusses in detail/analyzes the ethical rule in the context of the problem.</p>	<p>Student discusses in some detail/analyzes the ethical rule in the context of the problem.</p>	<p>Student identifies but do not explain the ethical rule(s) which might apply to the problem.</p>	<p>No response submitted .</p>

<p>) <i>Prepare to counteract contextual forces that might lead one not to act in an ethical manner.</i></p>	<p>Student suggests/discusses in detail/analyzes contextual forces that might lead one not to act in an ethical manner.</p>	<p>Student suggests/discusses in some detail/analyzes contextual forces that might lead one not to act in an ethical manner.</p>	<p>Student identifies that there is a need to counteract the contextual forces that might lead one to not act in an ethical manner but do not include any explanation or discusses ways to counter these contextual forces.</p>
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The above rubric is based on

1. Sternberg, R. (2012). Teaching for ethical reasoning. *International Journal of Educational Psychology*, 1(1), 35-50
2. <https://www.ideaedu.org/idea-notes-on-learning/developing-ethical-reasoning-and-or-ethical-decision-making/>
3. Association of American Colleges & Universities ethical reasoning rubric: <https://www.aacu.org/ethical-reasoning-value-rubric> accessed from <https://resources.depaul.edu/teaching-commons/teaching-guides/feedback-grading/rubrics/Documents/aacu-value-rubrics/EthicalReasoning.pdf>

### **PSLO 3 Signature Assignment**

For this assignment, you are going to develop a use case and activity diagrams related to your project. While working on your diagrams, make sure you have the following items:

Actors that represent roles people or devices play as the system functions

Users that can play a number of different roles for a given scenario

Use cases

Relationships: Association, Include, Extend, and Generalization

To guide you in developing a solid use case diagram, ask yourself the following questions:

- What are the main tasks or functions that are performed by the actor?
- What system information will the actor acquire, produce or change?
- Will the actor have to inform the system about changes in the external environment?
- What information does the actor desire from the system?
- Does the actor wish to be informed about unexpected changes?

The use case diagram needs to be supplemented by an activity diagram that shows a graphical representation of the flow of interaction within the scenarios. Additionally, you are expected to provide some background to help in understanding your diagrams.

I expect to see professional/thoughtful diagrams that cover various components and that can help providing a better picture about your requirements. The rubric below provides an idea on how this will be graded.

**PSLO 3 Rubric**

**Designing appropriate computing solutions to business problems**

	<b>Exceed expectations</b>	<b>Meets expectations</b>	<b>Needs improvement</b>	<b>NA</b>
<b>Outlining the problem</b> ) Objectives ) Domain knowledge	<p>The student was able to identify the objectives of the problem</p> <p>The student understood and applied domain knowledge to the issue presented</p>	<p>The student was able to identify the objectives of the problem</p> <p>The student was not able to completely apply domain knowledge needed to solve the problem</p>	<p>The student was able to identify the objectives of the problem</p> <p>The student was not able to apply domain knowledge needed to solve the problem</p>	<p>The student was not able to identify the objectives of the problem</p> <p>The student was not able to apply domain knowledge needed to solve the problem</p>
<b>Planning the solution</b> ) Flowchart ) Pseudo-code/program ) Other appropriate visual representation	<p>The student was able to create a visual and/or an associated program facilitating problem solving efforts</p>	<p>The student was able to create a visual and/or an associated program, but has minor issues</p> <p>The student was able to develop a visual and/or an associated program to solve the problem, but the visual and/or an associated program has some vagueness</p>	<p>The student was able to create a visual and/or an associated program, but the visual and/or an associated program chart has major issues</p> <p>The student was able to develop a visual and/or an associated program to solve the problem, but the visual and/or an associated program was very vague</p>	<p>The student failed to create a visual and/or an associated program that guides in solving the problem</p> <p>The student was not able to develop a visual and/or an associated program to solve the problem</p>
<b>Proficiency</b> ) Representation ) Problem solving	<p>The student developed a representation that</p>	<p>The student developed a representation</p>	<p>The student developed a representation</p>	<p>The student failed to develop a representation</p>

	can aid in solving the problem	that can aid in solving the problem, but it has minor issues	that can aid in solving the problem, but is has major issues	that can aid in solving the problem
<b>Problem evaluation</b> ) Accuracy ) Reliability	The student successfully evaluated the issue/solution for accuracy and reliability	The student evaluated between 70-80% of the issue/solution	The student evaluated between 50-70% of the issue/solution	The student failed to evaluate the issue/solution