Instructor: Christopher Slee
Phone: 614.360.1246
Email: slee.20@osu.edu

Office Hours: By Appointment. To arrange office hours, please email the instructor.

Course material is available on Carmen at https://carmen.osu.edu/

Course Description
Students will focus on designing, and specifying requirements, in building a mobile app for a nonprofit client. The outcome will be a “blue print” of an application that the student can use to verify impact and need within an organization. The “blue print” helps the student communicate the scope and features of the app, and provides the jumping off point to the second course, where the student will learn the how to take those “blue prints” and begin to turn them into software. The student will also learn how to participate in a software project by learning the elements of a project using a hands on approach.

Course Objective
Upon completion of the course, students will acquire some very marketable skills. Students will learn the art of clearly communicating with clients, vendors, partners and users about their needs, and translating that knowledge into a working application. Students will acquire design skills, and learn how to think about market development and how to promote a new service.

John Glenn College Learning Objectives
Successful completion of this skills course will provide an advanced understanding of two of the College’s learning objectives:

- Understanding the role of information technology in managing and leading an organization
- Managing the storage and retrieval of data
Class Structure
The class will consist of a mixture of lecture and discussion. Using explained examples, student will work independently to ensure that skills are understood. Time will often be provided to work on the assignments and the final project in class. In this course, students will work independently.

Workload/Course Expectations
For each credit, there is about an hour of in class meeting time, and 2 hours out of class work. So for a one-credit class, you should expect 14 hours of in-class instruction and about twice that outside of class preparing and doing homework and assignments.

The instructor will have office hours and additional software developers will be available to assist students with guidance and mentoring.

Email Policy
Email is the best way to contact me. I will generally get back to you within 24 hours, at the latest (unless it is a weekend). If the question is one that would be useful to the class, I prefer that you post your question to the appropriate discussion board.

Course Prerequisites
There are no prerequisites for the course.

Textbooks
Students will be provided access to all course material online though Carmen.
Course Requirements

The following components make up the final course grade:

<table>
<thead>
<tr>
<th>Breakdown</th>
<th>Points</th>
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<tbody>
<tr>
<td>Assignments 1-4</td>
<td>20</td>
</tr>
<tr>
<td>Assignment 5</td>
<td>10</td>
</tr>
<tr>
<td>Assignment 6</td>
<td>20</td>
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<tr>
<td>Assignment 7</td>
<td>10</td>
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<tr>
<td>Assignment 8</td>
<td>20</td>
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<tr>
<td>Final Updated Package</td>
<td>15</td>
</tr>
<tr>
<td>Participation in Class Discussions</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
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Grading Scale:
- A 93-100
- A- 90-92.9
- B+ 87-89.9
- B 83-86.9
- B- 80-82.9
- C+ 77-77.9
- C 73-76.9
- C- 70-72.9
- D+ 67-69.9
- D 67-69.9
- E <60

Class Contribution

Class contribution is critical to make this course as valuable as possible for you and your fellow students. This includes having read assigned readings before class, participating in conversations regarding those readings, asking questions, clarifying assignments, participating in the lab portion of the class, and sharing personal and professional experiences that can aid the class during discussions. Attendance is considered part of class contribution, and lack of attendance and leaving the lab portion of the class early will reduce this portion of your grade. Lack of evidence that class readings were completed will also affect this portion of your grade.
Course Policies
All assignments should be turned in the Carmen dropbox by 9am on the day they are due, unless otherwise stated. If for any reason you cannot submit the item via Carmen you must get them to me via other methods. Informing the instructor of your intention to be absent does not waive your obligation to submit assigned work. Late work will be accepted with a one-third-letter grade penalty each day that it is late (A- to B+), unless prior approval is granted by the instructor.

Grade Appeals
Grades on assignments are intended to reflect the overall quality of performance of the student. You may appeal your grade on an assignment if you think the grade does not reflect the quality of your performance on the assignment. To appeal a grade, submit a clear written explanation via email describing why you believe the assigned grade is inappropriate within one week after your work is returned. I will carefully consider all such appeals.

Academic Integrity
The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University’s Code of Student Conduct may constitute “Academic Misconduct.” Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

http://oaa.osu.edu/coamfaqs.html - academicmisconductstatement

In the Ohio State University’s Code of Student Conduct, Section 3335-23-04 defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and
excessive quotation and paraphrasing of other’s work with or without citation. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct.

For the purposes of this class, you may not work together on any assignments. You may ask each other general questions to clarify concepts and ideas, but these questions may not directly pertain to how to complete assignments. All work must be original and be your own.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact the instructor.

**Academic Support Services**
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 4th Floor of the PAES Building. 24 hour emergency help is also available through the National 24/7 Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)
Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; [http://www.ods.ohio-state.edu/](http://www.ods.ohio-state.edu/)
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Guide Reading Due*</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| **Week 1:** January 13<sup>th</sup> | • Course Review  
• Application Targets and Ideas  
• Market Survey | Pg 1-20           | No Assignment   |
| **Week 2:** January 20<sup>th</sup> | • Assignment Review  
• Pieces and Parts | Pg 21-45          | #1              |
| **Week 3:** January 27<sup>th</sup> | • Application Life Cycle and Iteration  
• Cost Models and ROI  
• Functional Breakdown (Modules, Areas, and Features) | Pg 46-70          | #3              |
| **Week 4:** February 3<sup>rd</sup> | • Use Cases and Features | Pg 71-84          | #4 #5          |
| **Week 5:** February 10<sup>th</sup> | • UX/UI Overview  
• Tools of the Trade  
• Determining the flow  
• The Wires | Pg 85-91          | #6              |
| **Week 6:** February 17<sup>th</sup> | Lab time for wireframe development | No reading        | #7              |
| **Week 7:** February 24<sup>th</sup> | Presentations | No reading        | #8 Final Package |

Assignment Details

All assignments will be graded on; following the class examples and templates, completeness of thought, proper use of grammar, spelling and punctuation. Some assignments may have additional scoring criteria that will be identified by each assignment description.

<table>
<thead>
<tr>
<th>Id</th>
<th>Assignment</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Application Awareness Plan</td>
<td>Each student should independently write a response, between 250 to 500 words in length (double spaced, 1&quot; margins, 12 point Arial), explaining the application concept, including who the targeted audience would be, what value the audience would derive from the application, and branding examples. Value, Audience, and Branding will be discussed in class and this assignment should follow those examples.</td>
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<tr>
<td>2</td>
<td>Market Survey</td>
<td>Prepare a Market Survey (using the Market Survey Example) that compares your proposed application to 3-6 other applications that are similar in concept. Provide screenshots, marketing and branding material. Provide a 2-3 paragraph narrative comparison of features and what makes your concept different and a better option for your user demographic for each competitive application. This assignment will be graded additionally on having all required elements present and representative of competitive applications.</td>
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<tr>
<td>3</td>
<td>Why do you need an app</td>
<td>Each student should independently write a response, between one to two pages in length (double spaced, 1&quot; margins, 12 point Arial), answering the 5 questions that are posed in the</td>
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<td>Strategy section (pg 42-44) of the Guide.</td>
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<tr>
<td>4</td>
<td>Identifying the ROI</td>
<td>Each student should prepare a Return on Investment (ROI) calculation and summary. The summary should highlight the areas from which an ROI could be calculated and how they were derived. A spreadsheet should be attached showing the calculations used and the ROI (one time and over time) as well as cost estimates. This assignment will not be graded on the accuracy of the calculations, however it will be graded on demonstrating the understanding cost and revenue opportunities.</td>
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<td>5</td>
<td>Functional Breakdown</td>
<td>Each student should prepare a Functional Breakdown spreadsheet (using the Functional Breakdown Template), outline the modules, areas, and features that make up the application. Features should be clearly delimited into which version in the application they are going to be provided to the users.</td>
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<tr>
<td>6</td>
<td>Use Case Development</td>
<td>Each student should independently prepare a set of use cases (using the Use Case Template) for each core feature the application will expose to a user, or any system-to-system interactions. The use cases should be recorded in the Use Case spreadsheet. This assignment will be graded on the student demonstrating they understand how their application users will use the system.</td>
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<tr>
<td>7</td>
<td>Application Flow Diagram</td>
<td>Each student should prepare an Application Flow Diagram (using the provided sample as a reference). The flow should contain reference to all UI and show transition states.</td>
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| 8 | Application Wireframes   | Each student should prepare a set of wireframes that clearly show the collection of core features per view that the end user would use while interacting with the application. Wireframes should be complete and facilitate app navigation.  
   This assignment will have class time set aside to help the student with the project. |
| 9 | Final Package            | During the course of completing this course updates to all assignments will be done as more information and revisions are made. The final package is a complete update set of all previous assignments, updated, and submitted as either a single PDF or a single printed document set. |