IV1301 IT Project, Part 1-Method 7.5 credits

IT-projekt, del 1-metod

This is a translation of the Swedish, legally binding, course syllabus.

Establishment

Course syllabus for IV1301 valid from Spring 2011

Grading scale

A, B, C, D, E, FX, F

Education cycle

First cycle

Main field of study

Technology

Specific prerequisites

Completed upper secondary education including documented proficiency in Swedish corresponding to Swedish B and English corresponding to English A. For students who received/will receive their final school grades after 31 December 2009, there is an additional entry requirement for mathematics as follows: documented proficiency in mathematics corresponding to Mathematics A. And the specific requirements of mathematics, physics and chemistry corresponding to Mathematics D, Physics B and Chemistry A.

Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

Intended learning outcomes

One goal of the course is to survey current agile methods and compare them to the traditional software development methods.
Another goal is to provide an understanding of the dangers involved in tranferring to the agile methods.

Course contents

- Iterative development
- Study of various agile methods and comparing them to traditional heavyweight development methods
- Refactoring
- Changes in testing processes
- Changes in release processes
- Combining planned heavyweight with agile methods, is it possible?
- Comparing agile and traditional project management?

Disposition

Lectures and seminars.

Course literature

Preliminary:

Will Scott, James Newkirk: Visual Studio Team System, Better Software Development for Agile Teams, Addison-Wesley, 2007, 13: 978-0-321-41850-0 alt 10: 0-321-41850-6.

Examination

• SEM1 - Seminar, 1.5 credits, grading scale: P, F

• INLA - Report, 4.5 credits, grading scale: A, B, C, D, E, FX, F

• ÖVNA - Exercises, 1.5 credits, grading scale: P, F

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

If the course is discontinued, students may request to be examined during the following two academic years.

Report and oral presentation

Ethical approach

- All members of a group are responsible for the group's work.
- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.