

## CS 628 Full-Stack Development II

### School of Technology & Computing

3 Credits, Graduate Course  
Summer 2021

*Access to the Internet is required.*

*All written assignments must be in Microsoft-Word-compatible formats.*

*See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

## Faculty Information

Professional experience information for instructors is found under *Faculty Information* in the online course menu.

## Contact Information

Contact information for instructors is found under *Faculty Information* in the online course menu.

**Email:** [first name] [last name]

**Phone:** [xxx-xxx-xxxx]

**Office Hours and Response Time:** [I am available through MS Teams Tuesday and Thursday nights between 7-8 pm. I will respond within 24 hours. I will grade within 3 business days after the due date.]

**Bio:** (keep images under 300px wide)

## Course Description

Full-stack consists of a layer of software or web development consisting of the frontend and the backend portions of an application. Full-stack development is the practice of working on both the frontend and backend of a program. The developers are required to understand the concepts and earn stackable skills to design and develop not only what the users will see or interact with on a frontend application but also the logic of the backend application that the users do not see. In this course, students will focus on the concepts and skills of the backend stack.

## Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

## Course Outcomes

As a result of this course, students will know or be able to do the following:

- Understand full-stack development, architecture, backend framework, NoSQL data model, and REST APIs.
- Apply full-stack architecture to backend applications.
- Analyze full-stack architecture for backend applications.
- Evaluate full-stack technologies (backend framework, NoSQL database, and REST APIs) for backend applications.
- Create a backend application by using full-stack technologies.

## Grading Scale

The grades earned for the course will be calculated using City University of Seattle’s decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review each assignment’s rubric before completing their work to understand how it will be assessed.

OVERVIEW OF REQUIRED ASSIGNMENTS	% OF FINAL GRADE	POINTS
The Muddiest Point (MP)	5%	50 = 5 points * 10 modules
Concept Test (CT)	5%	50 = 5 points * 10 modules
Discussion Board (DB)	10%	100 = 10 points * 10 modules
Hands-On Skill (HOP)	20%	200 = 20 points * 10 modules
Programming Exercise (PE)	30%	300 = 30 points * 10 modules
Knowledge Check (KC)	10%	100 = 10 points * 10 modules
Team Project (TP)	20%	Proposal: 30 points Progress: 70 points Final Report: 70 points Final PPT: 30 points Subtotal: 200 points
<b>TOTAL</b>	<b>100%</b>	<b>1,000 points</b>

## Course Assignments and Grading

The instructor will provide grading rubrics that will explain how this assignment will be graded.

### The Muddiest Point (MP)

Before class, students are required to submit the Muddiest Point (MP) activity. The purpose of this activity is to stimulate student engagement. The instructor uses the MP to assess how students understood the required readings. The instructor also uses the MP to customize the lecture scope to implement Just-in-Time Teaching (JiTT). The MP consists of writing a brief reflective essay (<= 50 words) identifying the most confusing part (i.e., the MP) of the content covered in the upcoming module. If a student understood all concepts, the student needs to explain the most exciting aspect. There is one multiple-choice question from the required reading to demonstrate that the student understood the required readings.

<b>Criteria</b>	<b>% of Grade</b>
Participation	30%
Writing	40%
Citation	10%
Correctness	20%
<b>TOTAL</b>	<b>100%</b>

### **Concept Test (CT)**

The instructor poses a problem based on the key concepts of a lecture. After reflecting on the problem, students submit their responses, and the instructor reviews them without providing a correct answer. Students discuss their thought process and solution with a peer. Students then commit to an answer and re-submit their responses. Instructor reviews responses and thought processes with the correct answer.

<b>Criteria</b>	<b>% of Grade</b>
Engagement	100%
<b>TOTAL</b>	<b>100%</b>

### **Discussion Board (DB)**

All classes are required to use the Discussion Board. Participation through DB is an integral part of this course. It is defined as active engagement in a discussion or other activity. Instructors will determine the type of activities and their due dates; moreover, different DB activities will have different substance and length guidelines. The instructor will provide specific instructions to students.

A student posts an answer to a weekly discussion topic in Discussion Board. The student also posts a response to two other students' posts by the end of each module. Comments and questions should be clear and thoughtful, with correct grammar, spelling, and punctuation. The instructor will grade the quality of your discussion postings on both content and response.

Questions or comments specifically for the instructor should be emailed directly to the instructor or posted in the Question and Answer Forum. Students who want to talk with other students about issues unrelated to the discussion forums should use the Coffee Talk Forum.

Although your DB postings' tone can be informal, your instructor will expect the content to be on a professional level. Your comments and questions for discussion should be clear and thoughtful, with correct grammar, spelling, and punctuation. As with written assignments, your discussion postings' quality will be graded on both content and presentation.

<b>Criteria</b>	<b>% of Grade</b>
Participation	50%
Writing	50%
<b>TOTAL</b>	<b>100%</b>

### **Hands-on Skill (HOS)**

The instructor will assign hands-on skill exercises to a pair of students in class or individually online. Students pair up and practice exercises to learn specific programming languages, application programming interfaces (APIs), or tools related to the programming assignments or virtual labs. Two quizzes measure hands-on skills acquired.

<b>Criteria</b>	<b>% of Grade</b>
Skill Exercise	70%
Engagement	20%
Correctness	10%
<b>TOTAL</b>	<b>100%</b>

### **Programming Exercise (PE)**

The students must individually perform the programming exercise. Programs must be executable and robust. Non-executable programs will not receive any credits. Programs should deliver correct answers on all valid input and produce comprehensible error messages on invalid input. Programs also run correctly on all test data given within a reasonable amount of time. Students should write programs that are easy for other people to read.

<b>Criteria</b>	<b>% of Grade</b>
Program Execution	40%
User Requirement	40%
Program Documentation	20%
<b>TOTAL</b>	<b>100%</b>

### **Knowledge Check (KC)**

Weekly quizzes measure knowledge concepts acquired. Focus on the underlying principles and concepts rather than memorization to solve the quizzes.

<b>Criteria</b>	<b>% of Grade</b>
Correctness	100%
<b>TOTAL</b>	<b>100%</b>

### **Team Project (TP) - A Full-Stack Web Application**

Each team will develop an application by using what they learned through the hands-on practices and the programming exercises.

Each student can select his or her team that consists of three to four students. A group of fewer than three students requires the instructor's approval. Each team will use an instructor-approved topic relevant to the course.

The paper must be no less than 6-7 pages. We required students to use the paper template from [EDSIG/CONISAR](#), the international conference standard. *The instructor may recommend the best papers in this course to conferences with your team's approval. If*

*necessary, the instructor may require more revisions after the course is over. However, the paper submission is optional and has nothing to do with your course grade.*

The instructor will provide students three report templates and one presentation template. The file name consists of the team project number, team number, and the team members' list. For example, "TP01 T03 Sam John Mark."

- TP01 for the proposal - "TP01 T0X Author1 Author2 Author3.docx"
- TP02 for the progress report - "TP02 T0X Author1 Author2 Author3.docx"
- TP03 for the final report - "TP03 T0X Author1 Author2 Author3.docx"
- TP04 for the final presentation slide - "TP04 T0X Author1 Author2 Author3.pptx"

As in any scholarly writing, students should not merely copy information from another author. Students should use evidence to support the contentions they have drawn from their findings and critically analyze related literature. In essence, each paper needs to be an analytical paper, not a summary of readings.

In addition, a team presentation slide is required.

- The presentation consists of 15+4 slides: 15 slides for content and 4 slides for cover, agenda, key reference, and Q&A.
- The PPT template is provided. Your team can change design and color for your team's purpose.
- If necessary, a presentation video (15 minutes) may be requested.
- If necessary, a demo video (a maximum of 1-2 minutes) may be requested. Nevertheless, the demo time should be included in the total presentation time (15 minutes).

Four submissions are required according to the following schedule:

- Proposal (1 page; 30 points) - Starting (Module 1) & Ending (Module 3)
- Progress Report (3-4 pages; 70 points; graded after the proposal has been submitted) - Starting (Module 4) & Ending (Module 7)
- Final Report (6-7 pages; 70 points; graded after the progress has been submitted) - Starting (Module 8) & Ending (Module 10)
- Final PPT (15+4slides, 30 points; graded after the final report has been submitted) - Starting (Module 8) & Ending (Module 10)

Students are expected to use the assigned readings, videos, and other materials throughout the quarter. Students will need to utilize additional sources that were not assigned by the professor. While stylized after an industry report, nonetheless, students are expected to employ APA formatting of citations, footnotes, and bibliography. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, although the oversight is unintentional. To avoid plagiarism, check <https://library.cityu.edu/howto/apa-writing/avoid-plagiarism/>.

## **TP Report**

The student will provide a report formatted based on a template provided by the instructor. Students are required to improve the writing iteratively and incrementally every week. The revision will always happen during a quarter. Students will add new required sections to the existing paper every week.

The final report is the culmination of applied research and activities conducted throughout the quarter. The final report/paper provides a detailed problem and its solution likely to be encountered by a company or organization described in a case study supplied by the student.

### Rubric for TP01 and TP02

<b>Criteria</b>	<b>% of Grade</b>
Structure	20%
Content	30%
Writing	30%
Reference	10%
Collaboration	10%
<b>TOTAL</b>	<b>100%</b>

### Rubric for TP03

	<b>Criteria</b>	<b>Outcome</b>	<b>% of Grade</b>
<b>Full-Stack Development II Principles and Practices (20%)</b>			
1	Full-Stack Development II	Apply concepts, integration, and management of key components of full-stack development with emphasis on backend.	20%
<b>Critical Thinking (60%)</b>			
2	Issue	Issue is stated and described thoroughly so that it is understood fully.	20%
3	Evidence	Information is taken from source(s) appropriate to the scope with enough interpretation and evaluation to develop a comprehensive analysis or synthesis, and expert opinions are thoroughly scrutinized.	10%
4	Context and Awareness	Thoroughly analyzes assumptions and biases, carefully evaluating contextual relevance when presenting a position.	20%
5	Conclusions	Conclusions are logical and reflect an informed evaluation of evidence and perspectives in priority order.	10%
<b>Collaboration (20%)</b>			
6	Teamwork	Works effectively on diverse, global and/or distributed teams.	10%
7	Knowledge of Cultural Frameworks	Demonstrates sophisticated understanding of the complexity of elements important to members of	5%

		another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	
8	Openness to Cultural Differences	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	5%
	<b>TOTAL</b>		100%

### TP Presentation

The student will report the research outcomes, development, or other project efforts to an academically appropriate committee in a public forum. The nature of the presentation content will determine the specific makeup of the audience. The student will choose the format of the presentation in consultation with the advisor. The layout and design must be appropriate and adequate to represent the outcomes of the effort. While students must make some form of a visual presentation, the presentation of the results may include publishing in a refereed publication, publication in a trade or popular magazine or journal, broadcast in an appropriate medium, or, in exceptional cases, limited dissemination within a closed community.

Each presenter will have 15 minutes for presentation and 5 minutes for questions and answers. Each presenter must keep the total presentation time limit strictly.

<b>Criteria</b>	<b>% of Grade</b>
Structure	20%
Visual Presentation	30%
Verbal Quality & Engagement	30%
Collaboration	20%
<b>TOTAL</b>	100%

## Course Policies

Course policies on Late Assignments, Participation, and Professional Writing are found under Course Information in the online course menu. Students are responsible for reviewing and applying these policies while enrolled in this course.

## University Policies

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

## **Antidiscrimination**

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to Dr. Scott Carnz, Provost or to the Vice President of Student Affairs, Melissa Mecham.

## **Non-Discrimination & Prohibition of Sexual Misconduct**

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

## **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations

must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

### **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Academic Integrity Policy* under *Student Rights & Responsibilities*.

### **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

### **Final Assignments Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

## **Support Services**

### **Disability Services & Accommodations**

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

### **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

### **Smarthinking Tutoring**

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at [mycityusupport@cityu.edu](mailto:mycityusupport@cityu.edu) to request a username and password.