



Carleton
UNIVERSITY

Department of
**Systems and
Computer Engineering**

SYSC 3120 Software Requirements Engineering Fall 2023

Instructor

TA name(s)

Course Description and requirements

1) Course description

Current techniques, notations, methods, processes and tools used in Requirements Engineering. Requirements elicitation, negotiation, modeling requirements, management, validation. Skills needed for Requirements Engineering and the many disciplines on which it draws. Requirements analysis: domain modeling, modeling object interactions; UML modeling. Introduction to software development processes.

Lectures three hours a week, laboratory three hours alternate weeks.

<http://calendar.carleton.ca/undergrad/courses/SYSC/>

2) Prerequisites

SYSC 2004 and enrolment in Software Engineering.

Precludes additional credit for SYSC 3020 and COMP 3004.

3) Prior Knowledge

Students should have knowledge of:

- Software development concepts.
- Discrete mathematics and logic (propositions, predicates, etc.).

4) Course Objectives

Requirements engineering is a branch of software engineering concerned with discovering, analyzing, modeling, validating, testing, and writing the real-world goals for, functions of, and constraints on software systems. It is also concerned with the relationship of these factors to precise specifications of software behaviour, and to their evolution over time, and across software families.

As more and more features are being defined for software systems, requirements engineering is becoming increasingly important to help manage the development and evolution of features throughout the product lifecycle. Requirements engineering has proven to be one of the most difficult and critical activities for the successful development of software and software-intensive systems. Contrary to common belief, software rarely fails. More often than not, software behaves exactly as it was designed to, but it was the requirements that were flawed. Some sources assert that over 90% of software issues result from deficient requirements. For example, if requirements are missing from a specification, then even the most careful implementation of a system will not result in a product that is complete or useful. Moreover, if requirements are included in the specification that are not actually valid, then the product or system becomes unnecessarily expensive. Therefore, experience teaches us that getting requirements right, and precisely specifying them, is essential for the establishment of safe, secure, and effective systems. As a result, solid requirements engineering has been recognized as the key to improved, on-time, and on-budget delivery of software and systems projects.

This course examines current software requirements engineering techniques, notations, methods, processes, and tools. It will cover informal, semi-formal, and formal approaches, while striking a balance between theory and practice. This course will involve building models of both software engineering processes and products, concerning both functional and non-functional goals, requirements, and specifications. It will provide students with the skills needed for software requirements engineering, as well as a foundation that can be used to systematically establish, define, and manage the requirements for large, complex, and changing software-intensive systems, from technical, organizational, and management perspectives.

5) Accreditation Units

For more information about Accreditation Units, please visit:

<https://engineerscanada.ca/>.

The course has 46 AUs divided into:

Math	Natural Science	Complementary Studies	Engineering Science	Engineering Design
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			100%	
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6) Learning outcomes / Graduate Attributes

By the end of this course, students should know and understand:

- The role of, and need for, requirements engineering for the development of software systems.
- The breadth of skills needed for requirements engineering, and the many disciplines upon which it relies.
- The main principles that underlie requirements elicitation, evaluation, documentation, and quality assurance.
- How to elicit and document high-quality requirements.
- How to effectively use visual models, diagrams and notations in requirements analysis.
- Critical issues affecting the success of various approaches in requirements engineering.

By the end of this course, students should be able to:

- Explain and identify the different types of requirements.
- Conduct requirements elicitation to describe the visible behaviour of a software system.
- Conduct requirements evaluation activities to make decisions based on multiple criteria.
- Specify and analyze scenarios using consistent diagrammatic (or graphical) notations and/or appropriate formal methods.
- Prepare well-organized, and maintainable software requirements documentation that can be reviewed, corrected, and (eventually) accepted by clients and stakeholders.
- Describe and participate in requirements verification, validation, and traceability activities.

The Canadian Engineering Accreditation Board requires graduates of undergraduate engineering programs to possess 12 attributes. Courses in all four years of our programs evaluate students' progress towards acquiring these attributes. Aggregate data (typically, the data collected in all sections of a course during an academic year) is used for accreditation purposes and to guide improvements to our programs. Some of the assessments used to measure GAs may also contribute to final grades; however, the GA measurements for individual students are not used to determine the student's year-to-year progression through the program or eligibility to graduate.

This following list provides the GAs that will be measured in this course, along with the learning outcomes that are intended to develop abilities related to these attributes.

GA - Indicator	Assessment Tool
1.8.S: Knowledge Base: Developed: Software Engineering	1-7
2.1: Problem Analysis: Developed: Problem definition	8
2.2: Problem Analysis: Introduced: Approach to the problem	10, 11, 12
3.1: Investigation: Developed: Complex problem assessment	9
5.1: Use of Engineering Tools: Developed: Diagrams and engineering sketches	10

7) Texts

required, supplementary, other

8) List of Topics

- Introduction to Requirements Engineering:
 - Software Engineering Processes
 - Definition, Role, and Importance of Requirements Engineering
 - Requirements Engineering Activities and Processes
 - Types of Requirements (Functional vs. Non-Functional)
 - Techniques for Writing High-Quality Requirements
- Requirements Inception, Elicitation, Evaluation, and Documentation:
 - Domain Understanding, Product Vision, and Scope
 - Elicitation Approaches and Techniques
 - Business Events, Viewpoints, and Stakeholders
 - Requirements Evaluation and Risk Management
 - Software Requirements Specification (SRS) Documentation Standards and Templates
- Requirements Analysis, Modeling, and Specification:
 - Description vs. Specification
 - Modeling Techniques and Diagrammatic Notations
 - Use Case Modeling and Scenario Descriptions
 - Analysis for Understanding the Domain and Requirements
 - Formal Specification
- Requirements Verification and Validation:

- Verification vs. Validation
- Techniques for Inspection, Verification, and Validation
- Detection of Conflicts, Inconsistencies, and Completeness
- Requirements Evolution and Management:
 - Requirements Traceability
 - Priorities, Changes, Baselines
 - Reusing Requirements
- Advanced Topics:
 - Hazard Analysis and Safety-Critical System Requirements
 - Threat Modeling and Security-Critical System Requirements
 - Tool Support for Requirements Engineering
 - Open Research Problems in Requirements Engineering

9) Course Schedule

Topics, (assignments, lab report, project report) due dates, exam/test dates, lab/PA schedule

10) Evaluation and Marking Scheme

All the elements that will contribute to the cumulative grade earned and the overall approximate grade breakdown for the course.

a) Final Exam:

i) Include the following statement

Final exams are for evaluation purpose and will not be returned to students.

ii) Include any exam condition (eg. Closed-book, type of calculator ...) and requirement (eg. Minimum grade on final exam to pass the course)

iii) Final exam weight [Fall 2022/Winter 2023/Summer 2023]

1 - In any course that assigns less than 50% to a proctored final exam, the professor will notify the department of the revised grading scheme with a description of how the marking scheme ensures that the final grade is reflective of each individual student's abilities and understandings.

2 - The proctored exam (except where an exception has been granted) will be worth a minimum of 25% of the final grade.

3 - A minimum of 50% of the final grade will be justifiably based on individual student work

iv) Deferred Final Examinations

Students who are unable to write the final examination because of a serious illness/emergency or other circumstances beyond their control may apply for accommodation by contact the Registrar's office. Consult the Section 4.3 of the University Calendar (<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/examinations/>)

c) Additional requirement(s):

Please consult Section 5 of the undergraduate regulations (<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/grading/>)

If additional requirements beyond the cumulative grade earned in the course (for example, a requirement that students complete/pass certain assignments, examinations, lab, project components, or attend a minimal number of lab/PA sessions in order to pass the course), this should be clearly identified in the course outline.

d) Exam format and e-proctoring statement

Engineering Courses shall have on campus and proctored final examinations. The final exam may be in electronic format (ie. Student will write the exam on campus and use either their computer or a university-owned computer).

If you intend to have the electronic format exam, then it must use an e-proctoring option provided by the university and the following note must be added to the course outline:

e-Proctoring: Please note that tests and examinations in this course will use a remote proctoring service provided by Scheduling and Examination Services. You can find more information at <https://carleton.ca/ses/e-proctoring/>.

e) Self-Declaration form and Deferred Term work

Calendar language (Section 4.4

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/examinations/#deferred-term-work>):

Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor and in all cases this must occur no later than three (3) days after the term work was due. The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule.

Instructors can require (or not) the student to submit the self-declaration form. Include the following statement if you require the student to submit a completed self-declaration form:

Consult with the instructor no later then 3 days after any missed course work or midterm examination.

or

Contact the instructor with the completed self-declaration form no later than 3 days after the date/deadline of term work including test/midterm, labs, assignments.

Copyright

The materials (including the course outline and any slides, posted notes, videos, labs, project, assignments, quizzes, exams and solutions) created for this course and posted on this web site are intended for personal use and may not be reproduced or redistributed or posted on any web site without prior written permission from the author(s).

Advising and Counselling services

a) Engineering Academic Advising

The Engineering Academic Support Service : <https://carleton.ca/engineering-design/current-students/undergrad-academic-support/> assists undergraduate engineering students with course selection, registration, and learning support from first-year through to graduation.

Academic Advisors Contact : <https://carleton.ca/engineering-design/current-students/undergrad-academic-support/undergraduate-advisors/>

b) Student Mental Health Service

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. Carleton's Wellness Services Navigator <https://wellness.carleton.ca/navigator/> is designed to help students connect with mental health and wellness resources. If you need to talk to someone, please reach out for assistance: <https://carleton.ca/health/emergencies-and-crisis/>.

Learning and Working Environment

The University and all members of the University community share responsibility for ensuring that the University's educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the Department of Equity and Inclusive Communities at equity@carleton.ca

We will strive to create an environment of mutual respect for all through equity, diversity, and inclusion within this course. The space which we work in will be safe for everyone. Please be considerate of everyone's personal beliefs, choices, and opinions.

Academic Integrity and Plagiarism

a) Please consult the Faculty of Engineering and Design information page about the Academic Integrity policy and our procedures: <https://carleton.ca/engineering-design/current-students/fed-academic-integrity> Violations of the Academic Integrity Policy will result in the assignment of a penalty such as reduced grades, the assignment of an F in a course, a suspension or, expulsion.

b) One of the main objectives of the Academic Integrity Policy is to ensure that the work you submit is your own. As a result, it is important to write your own solutions when studying and preparing with other students and to avoid plagiarism in your submissions. The University Academic Integrity Policy defines plagiarism as "presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own." This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source.

Examples of violations of the policy include, but are not limited to:

- any submission prepared in whole or in part, by someone else;

- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own;
- failing to acknowledge sources of information through the use of proper citations when using another's work and/or failing to use quotations marks; and
- unless explicitly permitted by the instructor in a specific course, the use of generative AI and similar tools to produce assessed content (such as text, code, equations, images, summaries, videos, etc.).

Academic Accommodations

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence: As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy.

For more information about the services available at the university and to obtain information about sexual violence and/or support, visit:
<https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>