College of Management

LTU'S College of Management prepares students for the challenges and opportunities of the global economy through interdisciplinary educational programs that emphasize the multiple business, ethical, social, and technological dimensions of leadership and management.

Course Syllabus*

*Students may want to **print** this syllabus in order to have all key course information available off-line.

Course Information:	Course Number: / Course Name: **1526 - Project. Management in IT Environments** CRN: 1526 Course Location: / Classroom: Online Course
Instructor Contact Information:	Name: **Howard D. Ellison** Title: Adjunct Instructor Telephone: (248) 408-1466 E-mail: howard_llsn@yahoo.com Office Location / Hours: Monday , Tuesday, Thursday, and Friday; most weeks 5:00 pm to 10:00 pm
Meeting Dates:	This is an Online Class. There are no meeting dates. *Note*: **Refer to http://www.ltu.edu/management/academic_calendar.asp for the last date to withdrawal and other important registration related information.**
Course Prerequisites:	Undergraduate Degree / 3 semester credit hours INT3023 Minimum Grade of C-.
Course Text Books and Other Materials	Required Text(s): Required Text(s): Information Technology Project Management (Sixth Edition) ISBN: 9780324786927d Author: Kathy Schwalbe Available for online purchase through LTU Bookstore at: http://lawrence-tech1.bkstore.com/bkstore/TextbookSelection.do?st=489
Course Description	This course covers the factors necessary for successful management of information technology development and/or enhancement projects. Both technical and behavioral aspects of project management are applied within the context of an IT development/enhancement project. Topics include, but not limited to: • Requirements determination, design, and implementation • Project tracking, metrics, and system performance evaluation • Managing expectations of managers, clients, team members, and others • Determine skill requirements and staffing • Cost-effectiveness analysis • Project Management Body of Knowledge • Reporting and presentation techniques • Management of behavioral and technical aspects of the project • Change management This course focuses on engaging in and completing a system development project. Within the project context management of IT, systems integration is an explicit requirement for students to address. The project is a team effort and allows final opportunity to practice personal and interdependence skills to ensure team member empowerment and success. Project management tools will be employed by the team to ensure tracking of the project and communication of project goals and accomplishments to the client (the instructor). On-going presentation of project planning, analysis, design, conversion plan, and other

	documentation will be done by the team. Each team member should play a significant role in some aspect of the presentation.
Course Objectives	- Develop skills needed to design a project development/implementation plan - Develop and practice essential project management skills - Develop skills in the use of project management tools and methods within the context of an IT project - Select appropriate project management tools and demonstrate their use - Initiate, design, implement, and discuss project close down - Determine and analyze a significant problem using the systems approach to problem solving and project management - Develop requirements and specifications for a multi-user IT system - Present and explain the evolving leadership role of IT project management in organizations - Examine the process for development of IT policies, procedures, and standards in organizations - Discuss outsourcing and alternative implementations of the IT function and managing those situations
Technical Support:	For software, hardware or Blackboard issues, contact the LTU Help Desk Telephone: 248-204-2330 E-mail: helpdesk@ltu.edu
Academic Support:	Library Telephone: 248-204-3000 Library Website: http://www.ltu.edu/library/index1.asp E-mail: refdesk@ltu.edu Academic Achievement Center Telephone: 248-204-4120 AAC Website: http://www.ltu.edu/aac E-mail: aac@ltu.edu
Student Services Support:	Office of Student Affairs Telephone: 248-204-4100 Website: http://www.ltu.edu/student_affairs/index.asp LTU Hotline: To check for school closing, Blackboard/Banner availability, or other issues call the LTU Hotline at 248-204-2222. Campus Safety Services 248-204-3945
Course Policies	1. Assistance - Students are encouraged to contact the instructor during office hours, after class or at home if they are having difficulties in the course. 2. Conduct - Students are expected to conduct themselves in a professional manner at all times and to be courteous to their classmates. The use of objectionable language is strictly prohibited. Additionally, cell phones, pagers, and other personal electronics should be set to silent mode. Additional information covering the Student Code of Conduct can be accessed at http://www.ltu.edu/student_affairs/student_conduct.asp 3. Academic Integrity - Students are expected to do their own work at all times. While it is acceptable to discuss homework and case assignments with others, students should first attempt to solve assigned work themselves. In no case will copied work from another be considered acceptable. With respect to papers, students must submit original work done

	specifically for this course by the student. Any cheating on exams or papers will result in a score of zero and, potentially, a referral to the Dean. For more information visit Academic Honor Code at http://www.ltu.edu/currentstudents/honor_code.asp
	4. Absences – This is an Online course. However, weekly Blackboard participation and keeping up with assignments that are due is mandatory.
	5. Late Work – Any work turned in late will have points deducted.
Student Evaluation	

Percentage	Letter Grade
96 and above	A
90 – 95	A-
87 – 89	B+
83 – 86	B
80 – 82	B-*
77 – 79	C+
73 – 76	C
70 – 72	C-
61 – 70	D (Undergrad Only)
60 and below	F**

*__NOTE__**:** Grades lower than a "B" fall below the LTU graduate standard

__NOTE__:** If a graduate student's final grade is lower than a C-, then the student will receive an F grade (there are no D+, D, or D- grades for graduate students)

Course Schedule
(Note: Subject to Change with Advance Notice)

Session or Module	Date(s)	Topics/Readings	Assignments Due
0	Sept 5 thru Sept 8	Overview of textbook Online Learning Orientation Course Orientation and group formation	Groups will be assigned. Case Studies Identified
1	Sept 9 thru Sept 15	Chapter 1 – Introduction to Project Management	Weekly Chapter Quiz Homework: Chapter 1 Discussion Questions 3 and 5. Respond to one of the instructor's questions and two of your classmates responses.
2	Sept 16 thru Sept 22	Chapter 2 – The Project Management and Information Technology Context	Weekly Chapter Quiz Homework: Chapter 2 Discussion Questions 1 and 3. Respond to one of the instructor's questions and two of your classmates responses.
3	Sept 23 thru Sept 29	Chapter 3 – The Project Management Process Groups: A Case Study	Weekly Chapter Quiz Homework: Chapter 3 Discussion Questions 1 and 3. Respond to one of the instructor's questions and two of your classmates responses.
4	Sept 30 thru Oct 6	Chapter 4 – Project Integration Management	Weekly Chapter Quiz Homework: Chapter 4 Exercise 1 and Exercise 4. Respond to one of the instructor's questions and two of your classmates responses.
5	Oct 7 thru Oct 13	Chapter 5 – Project Scope Management	Weekly Chapter Quiz Homework: Chapter 5 Exercise 2 and Exercise 4. Respond to one of the instructor's questions and two of your classmates

			responses.
6	Oct 14 thru Oct 20	Chapter 6 – Project Time Management	Weekly Chapter Quiz Homework: Chapter 6 Discussion Questions 5 and 6. Respond to one of the instructor's questions and two of your classmates responses.
7	Oct 21 thru Oct 27	Chapter 9 – Project Human Resource Management	Weekly Chapter Quiz Homework: Chapter 9 Discussion Questions 2 and 5. Respond to one of the instructor's questions and two of your classmates responses.
8	Oct 28 thru Nov 3	Chapter 7 – Project Cost Management	Weekly Chapter Quiz Homework: Chapter 7 Discussion Questions 3 and 6. Respond to one of the instructor's questions and two of your classmates responses.
9	Nov 4 thru Nov 10	Chapter 10 – Project Communications Management	Weekly Chapter Quiz Homework: Chapter 10 Discussion Questions 3 and 7. Respond to one of the instructor's questions and two of your classmates responses.
10	Nov 11 thru Nov 17	Chapter 8 – Project Quality Management	Weekly Chapter Quiz Homework: Chapter 8 Discussion Questions 2 and 4. Respond to one of the instructor's questions and two of your classmates responses. Microsoft Project WBS Due
11	Nov 18 thru Nov 24	Chapter 11 – Project Risk Management	Weekly Chapter Quiz Homework: Chapter 11 Discussion Questions 2 and 6.

			Respond to one of the instructor's questions and two of your classmates responses.
12	Nov 25 thru Dec 1	Chapter 12 – Project Procurement Management	Weekly Chapter Quiz Homework: Chapter 12 Discussion Questions 2 and 4. Respond to one of the instructor's questions and two of your classmates responses.
13	Dec 2 thru Dec 8	Case Study Analysis	Case Study Analysis Paper Due
14	Dec 9 thru Dec 15	End of Course Course Summary	Reflective Observation Paper Due

Description of Assignments

Online Participation
This is an online class, meaning that the entire class will be an online instruction and dialog. **As such the online portion of this course is worth 20% your grade**.

Technologies in the News/PodCasts
This assignment is quite often the most popular assignment in my classes. Simply the goal of this assignment is for each student to locate information (online, in print, on the news, in the paper, etc.) on some technology that solved a social or business problem and can be tied back to the current chapters we are covering. _Each student will generate a post that summarizes the news item (tell us about the technology), connect it to our chapters (make the connection) and asks an open-ended question of the class regarding the technology_. During this course there will be six of these posts, each worth 10 points for a total of 60 points towards the final grade. **This portion is worth 10% of your grade**.

Chapter Quizzes
Each chapter will have an online quiz. Each quiz will consist of 10 questions selected at random from a pool of questions that include true/false, multiple choice, essay, and short answer. Students may take the exam twice (2), exams cannot be saved and then resumed, and retaking the exam will generate an entirely new question set from the pool. If a student needs to take the exam a third time, the quiz will be paper based, 30 questions, randomly generated and supervised. **Chapter quizzes are worth 20% of your grade**.

Papers/Projects and Presentations
Greater detail is provided in Attachment C of this document.

Individual Paper

> Prepare a 5-page (double-spaced) opinion paper on a technology issue of your choice (5 pages equals about 2000 words). The paper is designed to be an opinion paper like you would see on a newspaper Op-Ed page. A numerical grade will be assigned. This paper will be worth 100 points or 16.67% of your final grade.

Group Paper

> Prepare a 6-8 page (double-spaced) opinion paper on a technology issue of your choice (8 pages equals about 3200 words). The paper is designed to be a group consensus paper. A numerical grade will be assigned. This paper will be worth 100 points or 16.67% of your final grade.

Group Presentation

> The team will prepare a Powerpoint presentation that covers the group consensus paper (above). The team may cover material that was not included in their paper. Every member of the team must participate/present in the live presentation on July 22, 2012. The length of the presentation is 30 minutes (20 minute presentation and 10 minute Q&A). The presentation will be worth 50 points or 8.33% of the final grade.

Reflective Consolidation Paper

> Prepare an 8 page (double-spaced), minimum, reflective consolidation paper based on your key concepts and principles learned from this course, and how this _learning may add value to your future learning or professional objectives_. Your paper will be evaluated to a maximum of 50 points based on the depth of your assessment, your linkage to course content, and your overall organization and writing quality. _I recommend connecting with 8 or more concepts and principles and writing a minimum of 1 page per concept or principle...take notes throughout the course to make this easier for you_.

In-Class & On-Line Participation Rubric

The following rubric or guidelines will be employed when grading both in-class and on-line or BlackBoard participation points.

In Class Participation: (N/A)

This will be based on class discussion, exercises, in-class assignments, etc. Students who miss class will have to work with the instructor on how to make up in-class participation points. Showing up for class does not guarantee points! Participation is rewarded by points. Students are encouraged to bring in articles, web site URL's, etc. for discussion purposes.

On-line Participation Points

Students will be graded for their on-line participation using BlackBoard. Students will be asked to respond not only to those posts by the instructor but to their peer posts as well. This will be completed during the on-line weeks where the student is to post on a regular basis.   Specifically:

➢   Each student is expected to respond to instructor postings. The instructor will not post every week, but activities will be monitored. It is the student's responsibility to check BlackBoard on a regular basis (at least two to three times a week).

➢   Each student must start discussion treads concerning pertinent leadership issues. Articles, websites, etc., can be attached from a reputable source.

➢   Each student is required to lead and facilitate his or her own postings. The student is also required to respond to posts from their peers on a regular basis.

➢   Postings submitted the final week of class will not be counted.

➢   **Quality of posts -** when grading a student's posts, the instructor will use the following as a guideline. High quality posts receive the maximum number of points.

Posting Quality Rating	Examples
High	• Original thoughts not already contained in the threaded discussion • Cited examples/ideas from the Internet – please list the URL that you have referenced • Agreement/Disagreement with other postings and including a strong reason why
Fair	• Some original thoughts/some repeat of what has already been listed in the threaded discussion.

A Paper (Exemplary):

1. Complies fully with the assignment. Information clearly and effectively supports a central purpose or thesis and displays a thoughtful, in-depth analysis of a sufficiently limited topic. The reader gains insights.

2. Is directed towards and meets the needs of a defined audience (is persuasive or argumentative).

3. Begins, flows, and ends effectively. The introduction, body and conclusion of the paper are sound.

4. Provides compelling supporting arguments, evidence, examples and details. The use of supporting detail is embedded in a context of discussion.

5. Is well-organized and unified with ideas and sentences that relate to the main topic. The ideas are arranged logically to support the thesis.

6. Uses appropriate, direct language: the writing is compelling; the sentences are well-phrased and varied in length and structure. Paragraphs are well-structured, use of headings is excellent, and the paper shows strong organization.

7. Correctly acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.).

8. Is free of errors in grammar, punctuation, word choice, spelling, and format.

9. Maintains a level of excellence throughout, and shows originality and creativity in realizing 1-6.

B Paper (Proficient):

1. Complies in a competent manner with the assignment. Information provides firm support for a central purpose or thesis, and displays evidence of a basic analysis of a sufficiently limited topic. The paper demonstrates overall competency. It shows some originality, creativity, and/or genuine engagement with issues at hand.

2. Is directed towards and meets the needs of a defined audience (is persuasive, argumentative or informational).

3. Begins, flows, and ends effectively. The introduction, body and conclusion of the paper are adequate.

4. Provides adequate supporting arguments, evidence, examples and details. The use of supporting detail is embedded in a context of discussion.

5. Is well-organized and unified with sentences that relate to the main topic. The ideas are arranged logically to support the thesis. Paragraphs are well-structured, use of headings is good, and the paper shows general organization and flow.

6. Is comprised of well-phrased sentences which are varied in length and structure. There are occasional violations in the writing, but they don't present a major distraction or obscure the meaning.

7. Correctly acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.).

8. Contains minimal errors in grammar, punctuation, word choice, spelling, and format.

C Paper (Marginal):

1. Complies adequately with the assignment. Information supports the thesis at times. Analysis is basic or general. The purpose is not always clear. The paper completes (rather than engages in) the assignment.

2. Presents an unclear (either persuasive or argumentative) rhetorical position.

3. Has partial or inadequate introduction and conclusion.

4. Does not provide adequate supporting arguments, evidence, examples and/or details.

5. Is not arranged logically. Ideas fail to make sense and are not expressed clearly. The reader can figure out what the writer probably intends, but may not be motivated to do so.

6. Contains some awkwardly constructed sentences which present an occasional distraction for the reader. Paragraphs are unstructured, headings are missing, and general organization and flow is lacking.

7. Incorrectly or partially acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.). Although occasional references are provided, the writer relies on unsubstantiated statements. The reader is confused about the source of ideas.

8. Contains numerous errors in grammar, punctuation, word choice, spelling, and format, which is distracting to the reader.

F Paper (Unacceptable):

Does not adequately comply with the assignment. The paper does not successfully identify the thesis. Analysis is vague or not evident.

1. Has no rhetorical position.

2. Has an inadequate introduction and conclusion.

3. Does not provide adequate supporting arguments, evidence, examples and/or details. Paragraphs may "string together" quotations without a context of discussion.

4. Is not arranged logically. Frequently, ideas fail to make sense and are not expressed clearly. The reader cannot identify a line of reasoning.

5. Contains frequent errors in sentence structure, which present a major distraction to the reader. Paragraphs are unstructured, headings are missing, and the paper lacks general organization and flow.

6. Incorrectly or partially acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.). Although occasional references are provided, the writer relies on unsubstantiated statements. The reader is confused about the source of ideas.

7. Contains numerous errors in grammar, punctuation, word choice, spelling, and format, which obscure the meaning of the passage. The reader is confused and stops reading.

Team Member(s)   _____

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Score	Criteria
100% - 90%	Clear, succinct and complete. Concepts described fully and communicated effectively. Strong preparation. Held audience attention. Visually acceptable. Showed ability to persuade audience. Strong organization and flow. Presented in a rational, logical order—used and followed an agenda. Provided appropriate solutions for defined problems. No spelling or grammatical errors. Excellent incorporation of sources and references into presentation. Met time requirements for presentation. Fielded audience questions very effectively.
89% - 80%	Mostly clear, succinct and complete. Concepts described and communicated fairly well. Adequate preparation. Held audience attention. Visually acceptable. Showed ability to persuade audience. Good organization and flow. Presented in a rational, logical order—used and followed an agenda. Provided adequate solutions for defined problems. Very few spelling or grammatical errors. Good incorporation of sources and references into presentation. Met time requirements for presentation. Fielded audience questions well.
79% - 70%	Information presented not always clear or succinct. Concepts not described fully or communicated effectively. Did not hold audience attention. Weak preparation. Lacked ability to persuade audience. Weak organization and flow. Many spelling or grammatical errors. Sources and references not always used or cited properly in presentation. Did not meet time requirements for presentation. Did not respond effectively to audience questions.
69% - 60%	Information presented not clear or succinct. Concepts not described or communicated effectively. Did not hold audience attention. Weak preparation. Lacked ability to persuade audience. Weak organization and flow. Unacceptable number of spelling or grammatical errors. Sources and references not cited properly or used at all in presentation. Did not meet time requirements for presentation. Did not respond adequately to audience questions.

Comments:

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Grade: _____

Verbal Presentation Rubric