

COURSE TITLE BLACKBOARD SITE	Course Number and Name: MTG6153 Project Management Fall 2012 – http://my.ltu.edu and select CRN 1507
INSTRUCTOR	Faculty Name: Kioumars Paryani, Ph.D. Title and Organization: Adjunct Professor, College of Management Contact Information: kparyani@ltu.edu Personal cell phone number will be provided if necessary Office hours: by appointment (you may request one-on-one appointments if needed and obviously you can always send me emails). I expect that you take this opportunity to discuss your course work issues and ask questions on the lectures or the assignments.
SCHEDULE	Semester start and end dates: Sep. 05 - Dec. 15 See http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp for LTU academic calendar information.
LEVEL/ HOURS PREREQUISITE	Graduate Degree / 3 credit hours Admission / prerequisite requirements: Basic knowledge of probability and statistics. Ability to work with Word and Excel.
REQUIRED TEXT (See Blackboard for additional resources)	Project Management: A Managerial Approach (8th ed.), by J. Meredith & S. Mantel. Wiley, 2012. ISBN 978-0470533024 Available for online purchase through LTU Bookstore at: http://lawrence-tech1.bkstore.com/bkstore/TextbookSelection.do?st=489 Supplementary Readings: Will be assigned
ADDITIONAL RESOURCES	LTU Online student resources: http://www.ltu.edu/ltuonline/
TECHNICAL SUPPORT	Technical support for using Blackboard is provided by the LTU Help Desk, 248.204.2330 or helpdesk@ltu.edu . Send the Help Desk a form detailing any issues by clicking here http://tinyurl.com/3yqrvne .

COURSE SCHEDULE FOR COLLEGE OF MANAGEMENT (GRAD) SEMESTER COURSES

This fully online course begins with a partial week online course orientation period (Sep.05 – Sep.09) to familiarize yourself with the online learning environment and to meet online or via the phone with your instructor. **Each subsequent week starts on a Monday and ends on a Sunday.**

Dates	Modules	Topics / Readings	Assignments Due on Sunday by 11:59 PM
Prior to Semester Start Sep 05 – Sep 09	Module 0	Overview of the textbook Access Blackboard, review course content, complete review of syllabus, Module 0 Discussion Forum and Module Content	Course Orientation Discussion Forum – 1. Meet and Greet 2. Questions? Course Syllabus Course pre-assessment test Course Requirements
Week of Sep 10 – Sep 16	Module 1	Chapter 1 – Projects in Contemporary Organizations	Quiz 1 (Ch. 1) Bb Discussion Board Forums
Week of Sep 17 – Sep 23	Module 2	Chapter 2 – Strategic Management and Project Selection	Quiz 2 (Ch. 2) Bb Discussion Board Forums
Week of Sep 24 – Sep 30	Module 3	Chapter 3 – The Project Manager	Quiz 3 (Ch. 3) Bb Discussion Board Forums
Week of Oct 01 – Oct 07	Module 4	Chapter 4 – Managing Conflict and the Art of Negotiation	Quiz 4 (Ch. 4) Bb Discussion Board Forums
Week of Oct 08 – Oct 14	Module 5	Chapter 5 – The Project in the Organizational Structure	Quiz 5 (Ch. 5) Bb Discussion Board Forums
Week of Oct 15 – Oct 21	Module 6	Chapter 6 – Project Activity and Risk Planning	Quiz 6 (Ch. 6) Bb Discussion Board Forums
Week of Oct 22 – Oct 28	Module 7	Chapter 7 – Budgeting: Estimating Costs and Risks	Quiz 7 (Ch. 7) Bb Discussion Board Forums)
Week of Oct 29 – Nov 04	Module 8	Chapter 8 – Scheduling	Quiz 8 (Ch. 8) Bb Discussion Board Forums
Week of Nov 05 – Nov 11	Module 9	Chapter 9 – Resource Allocation	Quiz 9 (Ch. 9) Bb Discussion Board Forums
Week of Nov 12 – Nov 18	Module 10	Chapter 10 – Monitoring and Information Systems	Quiz 10 (Ch. 10) Bb Discussion Board Forums
Campus Wedding Project: DUE Nov 18th, Midnight			
Week of Nov 19 – Nov 25 Short Week	Module 11	Chapter 11 – Project Control	Quiz 11 (Ch. 11) Bb Discussion Board Forums
Thanksgiving Recess (Nov 21-Nov 25)			
Week of Nov 26 – Dec 02	Module 12	Chapters 12 AND 13 - Project Auditing Project Termination	Quiz 12 (Chs. 12 and 13) Bb Discussion Board Forums
Week of Dec 03 – Dec 09	Module 13	Semester Project Final Report Assignment: DUE Dec 5th, Midnight	
Week of Dec 10 – Dec 16	Final Exam Week	Final Post – Exam Reflection Paper DUE No later than Dec 16th, Midnight	

STUDENT EVALUATION

Letter grades are awarded based on the total number of points achieved. Points are deducted for late assignments. That is, 50% of points are deducted for late (up to a week) assignments. **After one week, assignments receive zero points. No exception.**

The following table shows various assignments and percentage of grade for the course:

Assignments	% of Grade
Discussion Forum (attendance, feedback, discussions – total of 13)	20
Weekly Quiz (total of 12 quizzes)	20
The Campus Wedding Project	10
Semester Project: Weekly Report (starting with Module 2)	20
Final Semester Project Report	20
Final Post-Exam	5
Reflection Paper	5
Total	100

Class Points	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	E

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

EDUCATIONAL GOALS

This course provides an approach to management of projects from a *managerial* perspective. That is, it addresses project management from the perspective of what the project manager will encounter, both chronologically during the project "life cycle" as well as practically, in the sense of what the project manager needs to know and why. The content deals with initiating, planning, scheduling, executing, controlling, and implementing or closing projects. Project examples include product development, building constructions, movie productions, information systems, new business, and special events. Primary class emphasis is on the project management process and tools. Today, more and more companies are realizing the methodology and skill of managing project is a vital part of everyone's jobs. Mastery of key tools and concepts could give you a significant competitive advantage in the marketplace.

STUDENT LEARNING OBJECTIVES/OUTCOMES

- To Gain knowledge of key concepts, techniques, and decision tools used by project managers.
- To identify the basic nature of managing all types of projects – public, business, engineering, information systems and so on.
- To understand the specific techniques and insights required to carry out the managerial perspective.
- To understand how to develop and use computer-based information system for managing projects.
- To pursue the course objectives effectively, students will engage in the following activities:
 - Attend each session prepared by reading assigned course material
 - Complete course assignments
 - Submit assignments on time
 - Contribute to course discussions on Discussion Forums and
 - Have the opportunity to develop and improve their presentation and communication skills.

PREREQUISITE SKILLS

It is assumed that students have taken an elementary course in management or have had equivalent experience, and are familiar with some basic principles of probability and statistics (Appendix A on the Web site (<http://www.wiley.com.college/meredith>) can serve as an initial tutorial on the subject or a reference for rusty knowledge.) This Appendix is also made available in Module 0 plus additional files on basic probability and statistics that I have prepared for you.

Modest skill in Microsoft Office software tools such as PowerPoint, Word and Excel. In particular, the ability to utilize Excel for solving problems and Microsoft Equation 3 (see bottom of this syllabus for instructions) for creating formulas in either Word or Excel or PowerPoint, this becomes very handy in presenting the given assignments.

Available Software that comes with your textbook:

1. **Crystal Ball** – This software can be downloaded online by students by using the registration cards packaged with the textbook. Although the use of this software is not required for the course, but it is recommended that you take of the opportunity and its free availability to you to familiarize with it.
2. **Microsoft Project** – Professors may get their students access to the full version of through Wiley's "DreamSpark Premium," which is the new name for MSDN Academic Alliance.
Note: Microsoft Project is available on all LTU computers, and if you use your own computer by sending an email to LTU Help Desk at helpdesk@ltu.edu they will obtain help you get access to the Microsoft Project through DreamSpark Premium.

Microsoft Project has become the dominant application software in the field, outselling its closest competitor about 4 to 1. The textbook's coverage of software tends, therefore, to be centered on Microsoft Project (and on Crystal Ball), but includes a brief discussion of the many "add-ons" that are now available to supplement Microsoft Project and its competitors. Because the various versions of Microsoft Project are quite similar in the way that they perform most of the basic tasks of project management, we generally do not differentiate between the versions, referring to any and all simply as Microsoft Project (MSP). We have also added some exercises to the end-of-chapter material that can utilize computer software. Similar materials are also available on the Web site.

INSTRUCTIONAL METHODS AND COURSE ORGANIZATION

Introduction:

My teaching philosophy is that learning is best done actively, not passively. It is something that **YOU** do, not something that is done to you. For my part, instruction in the course will rely primarily on leading discussion, providing lectures, readings, assist in problem solving, and projects or cases. But the learning that occurs – what you eventually take away from the course – is a function of what you put into the course. Active involvement through your active participation in the Semester Project assignments, problem solving, and Bb Discussion Forums discussions is essential for you, and your classmates, to get the maximum benefit from this course. My goal is to **challenge** you to learn and exercise **critical thinking** and as such gain as much as you can about operations management.

Critical Thinking: Critical thinking is the art and skill of analyzing and evaluating thinking with a view to improving it. We all are thinking beings; it is our nature to do so. But most of our thinking, left to itself, is biased, prejudiced, distorted, partial, uninformed, conditioned, or down-right mechanistic in the sense that we tend to act as a machine and follow algorithmic (step-by-step or cookbook) instructions. Yet the quality of our decision making in both private and public life and that of what we produce, make, or build depends precisely on the quality of our thought. Shoddy and mechanistic thinking is costly, professionally, monetarily and in quality of problem solving. Excellence in thought, however, must be systematically cultivated. Therefore, as I challenge you with the various assignments, exams, lectures discussions and or problem solving that is not cookbook approach or step-by-step fashion is precisely because I want to help you with this systematic task of creating the skill and art of critical thinking ability. In this era of extreme competitiveness in seeking a decent profession you must be able to stand on your own and be able to lead in problem solving.

What is Reflection?

One of your assignments is to write a Reflection Paper.

Most people who are involved in education are familiar with the term "reflection." In fact, we are all familiar with reflection... every time we look in the mirror. The term "reflection" is derived from the Latin term reflectere - meaning "to bend back or refold." A mirror does precisely this; bends back the light, making visible what is apparent to others, but a mystery to us -- namely, what our faces look like. Reflection suggests that attention be turned inward so it can then be turned outward, to see a familiar thing in a different way.

In the College of Management, we look to develop processes that allow students to bend the metaphorical light of their experiences back onto their minds - to make careful considerations about what they learn and how it relates to their personal and professional experiences.

Have the topics in the course discussed changed your point of view in any way?

Has another student in the class clarified something that was previously misunderstood by you about other companies, countries, or other societies?

Did the coursework inspire you to change your personal or professional goals?

Have you handled or will you handle certain managerial challenges differently now that you have learned from the authors, instructor, researchers, and other students?

Etc.

The act of reflection, therefore, becomes crucial to your education. It serves as the **bridge between experiences and learning**.

Method of Instruction:

This is an online class. Instructional methods are for most part asynchronous. As project management requires collaborative skills, the course requires you to make arrangements for team collaboration.

Key instructional medium include:

- Weekly Blackboard posting of classroom postings
- Weekly Discussions
- Project Management Assignments
- Quizzes
- Project Report submissions
- 1~1 student participation

Blackboard Learning Environment – Blackboard at my.ltu.edu contains the syllabus, all assignments, reading materials, streaming videos, narrated PowerPoint mini-lectures, podcasts, written lecture notes, chapter quizzes, links to Web resources, and discussion forums. You will submit all assignments via Blackboard, and are expected to participate regularly in discussion topics. Please take time to familiarize yourself with the organization of the

Blackboard site. You will want to check the site frequently for announcements reminding you of new resources and upcoming assignments.

Student/Instructor Conversations – Students keep in touch with the instructor via e-mail messages, telephone conference calls, and IM conversations.

Self-Assessments – Pre- and post- self-assessment tools will help students measure their entering skills and progress during the course.

Required Reading – Textbook chapters should be read according to the schedule outlined in the syllabus. Chapters will be discussed online.

Publisher Web Site – A publisher web site at <http://www.wiley.com/college/meredith> includes additional instructional materials (not required), PowerPoint slides, case studies, application exercises, and practice quizzes. You should make use of as many of these resources as you need to be successful.

Assignments – Complete overview of assignment requirements is listed in the Blackboard course material, in the Assignment Section. **Assignments include:** Weekly Discussion Forum, Weekly Quiz, Campus Wedding Project Management Assignment, Semester Project (piece-by-piece report and final total report), Reflection Paper, Final Post-Exam

CLASS POLICIES AND EXPECTATIONS

I plan to offer you a valuable learning experience, and expect us to work together to achieve this goal.

Please keep in mind that like any other task as we move forward we may encounter issues that we may have not anticipated, in such cases I will do my best to resolve these issues and I expect your friendly and courteous relationship in helping me to cope with these issues.

Remember, we are all into this journey together, let's make it an exciting and fun journey.

Here are some general expectations regarding this course:

Each student has a LTU email account. If you wish to use a different email address for this course, please **change your email address in Blackboard under “Blackboard Tools”, then “Personal Information”**.

Readings, discussion forum participation, and written assignments must be completed according to the class schedule and the due dates given both in the syllabus and in each assignment in the corresponding module. If business travel will take you away from regular participation, please clear the dates with me in advance. In this age of electronic revelation, you should have no issue accessing the Bb from anywhere in the world, and as such even if you go away for a business trip or pleasure please comply with the given assignment schedules. It is important to contact the instructor as needed to discuss personal needs regarding course requirements and assignments.

It is essential that all students actively contribute to the course objectives through their experiences and working knowledge.

All assignments must be submitted on schedule, via Blackboard, and using Microsoft Office compatible software. You will submit all assignments **typed and saved in a separate file using either Microsoft Word or Excel** posted on the Blackboard. See Microsoft Equation 3 section at the end of this syllabus for instruction on how to use that feature for typing formulas and equations. Please do not email your assignments and if for any unforeseeable reason you need to submit an assignment via email, contact the instructor in advance. 50% of points are deducted for late (up to a week) assignments. After one week, assignments receive zero points. **No exception.**

All assignments are to be completed at a graduate, business professional and high level. Consider the quality of work you would plan to submit to your business superiors.

Plan your week accordingly to participate fully in the class and completion of assignments. Be prepared to log into Blackboard at least once each day. Please focus your online correspondence within the appropriate Blackboard discussion forums so that your colleagues, your fellow students and I, can learn from you.

At midterm and at the end of the course, you will be invited to participate in a University evaluation of this course. Your feedback is important to the University, to LTU Online, and to me as an instructor, and I strongly encourage all of you to please participate in the evaluation process and please provide constructive comments. Do not let only a few of you speak for you; you all need to participate in these evaluations; let your voices be heard.

It is also important for you as students to know what to expect from me as your instructor:

- I will be available to you via e-mail, and will reply to your messages between 24 and 48 hours (and occasionally 72 hours, if over a weekend and in case of Internet access issues or Bb disruptions).
- I will be available to you for face-to-face appointments if requested and scheduled in advance.
- I will maintain the Blackboard web site with current materials, and will resolve any content-related problems promptly as they are reported to me.
- I will send out a weekly e-mail update to all class members to guide upcoming work and remind you of various assignments due dates.
- I will return all assignments reviewed and graded to you promptly and, if needed, will include individualized comments and suggestions appropriately with each assignment.
- I will hold our personal written or verbal communications in confidence. I will not post any of your individual assignments for viewing by the class without requesting your approval in advance.
- I will treat all members of the class fairly, and will do my best to accommodate individual learning styles and special needs. Please do not hesitate to share with me your personal issues regarding the course, especially if these issues get in the way of your progress and learning.
- If any of these points need clarification, or when special circumstances arise that require my assistance, please contact me so that we can discuss the matter personally and one-on-one.

PRACTICAL GUIDELINES FOR CLASS LOAD EXPECTATIONS

A three-credit course generally requires at least nine hours per week of time commitment. Here are some practical guidelines to help schedule your time commitments for this online course:

- A 14-week semester (the Summer semester is compressed into 10 weeks) would require at least 126 hours of time commitment to successfully complete all readings, activities, assignments, and texts as described in this syllabus.
- You should reserve at least 6 hours per week to read the required textbook chapters and resources, participate in online discussions, review presentation materials, and work through online quizzes. This effort will total at least 84 hours over the course of the semester.
- You should organize your remaining time to roughly correspond with the point value of each major assignment. This means that you should plan to spend at least:
 - 8-9 hours preparing your case study review;
 - 24-40 hours working (with your group if and when allowed) on the three parts of your semester-long project;
 - 8-9 hours working on the various components of your reflective consolidation (and final exam).

These guidelines may not reflect the actual amount of outside time that you – as a unique individual with your own learning style – will need to complete the course requirements. The number of hours each week will vary based on assignment due dates, so please plan ahead to insure that you schedule your academic, work, and personal time effectively. The following graphic may be used to guide you in planning your weekly course work to remain on schedule: *This is an example*

Online Learning Schedule						
MON	TUES	WED	THU	FRI	SAT	SUN
Read Textbook Chapter						
		Take Online Chapter Quiz				
		Participate in Weekly Blackboard Discussions				
Individual and Group Project Work - Coordinate With Colleagues						
Instructor Communication - As Needed						

SYLLABUS ADDENDA

Please see the LTU Online “Current Students” web site <http://www.ltu.edu/ltuonline/> for comprehensive information about Lawrence Tech’s academic services, library services, student services, and academic integrity standards. The content of this web site is explicitly included as syllabus requirements.

The LTU Online “Current Students” web site also includes grading rubrics used by your instructor to evaluate written assignments, discussion forum participation, and group assignments. Please note that the SafeAssign anti-plagiarism product will be used for written assignments submitted for this course. Please see the instructions included on the LTU Online web site regarding the use of the SafeAssign product.

Written Assignments Rubric

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):

1. Does not adequately comply with the assignment. The paper does not successfully identify the thesis. Analysis is vague or not evident.
2. Has no rhetorical position.
3. Has an inadequate introduction and conclusion.
4. Does not provide adequate supporting arguments, evidence, examples and/or details. Paragraphs may “string together” quotations without a context of discussion.
5. Is not arranged logically. Frequently, ideas fail to make sense and are not expressed clearly. The reader cannot identify a line of reasoning.
6. 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.
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 obscure the meaning of the passage. The reader is confused and stops reading.

Microsoft Equation 3

You can use Microsoft Equation 3 which is available in Word, Excel and PowerPoint to type equations and formulas. This would be very useful in assisting you to prepare your assignments. To get at this feature follow the steps below:

1. Select "Insert"
2. Click on the downward arrow next to "Object"
3. Click on the "Object"
4. From the object menu scroll down to "Microsoft Equation 3"
5. Double click on "Microsoft Equation 3"
6. Equation toolbox will appear.
7. Start typing and use the Equation toolbox for selecting and using various symbols, subscripts, superscripts, summations, Greek letters, etc.

When using PowerPoint, you may have to select "Toolbar" from the "View" for the Equation toolbox to show.