

Essentials of Project Management

Course Syllabus

Course Information

Assessment

Policies

Course Expectations

Course Information

Course Description

This 5–week course consists of 5 modules and provides an overview of the fundamentals of Project Management for non–Project Managers. It introduces the four phases of the project management process (Initiating, Planning, Controlling and Closing), the role of the Project Manager, tools, techniques and deliverables associated with successful project management, & troubleshooting techniques.

Course Learning Goals

After completing this course, you will be able to:

- Articulate the role and qualities of a successful Project Manager
- Recognize selected Project Management terminology
- Identify the key elements of a Project Charter, Work Breakdown Structure Outline, and Project Plan and complete a sample of each document
- List the requirements and three steps for a successful Project close
- Complete the Lessons Learned document
- Describe the considerations and components in hosting a successful Project Kick Off meeting
- Identify, articulate and form strategies to manage project risks and variances during execution of the project and manage the project team
- Identify the requirements for a successful Project Close

Course Resources

To buy your books, go to <http://www.mbsdirect.net>.

Hint: type DePaul for name of the school.

Text: Cook, Curtis R. *Just Enough Project Management*

Planning Templates (to be provided)

Case Studies: Office Move, Conference (to be provided)

Videos:

- Movie: *Ocean's Eleven* (2001) either rent or purchase
- YouTube Clip describing the Benedict Job (1 minute) <http://www.youtube.com/watch?v=rIDdx7NPJgo>

Articles:

- Alexandrou, Marios. Project Manager Job_Descriptions Adapted from: <http://www.mariosalexandrou.com/free-job-descriptions/project-manager.asp>
- James P. Lewis, *Fundamentals of Project Management*, Third Edition Chapter 10: Managing the Project Team, pp. 128-139 (available in the course e-reserves site).

Optional articles:

- Synopsis of the movie *Ocean's Eleven* <http://www.imdb.com/title/tt0240772/synopsis>
- Kartha, Deepa. Top 10 Qualities of a Project Manager <http://www.buzzle.com/articles/project-manager-job-description.html>
- *16 Project Management Tools That Make Juggling Easy* and *15 Useful Project Management Tools* (see links below) for a sampling of Project Management software.
<http://www.sitepoint.com/blogs/2009/03/26/16-project-management-tools-that-make-juggling-easy/> and
<http://www.smashingmagazine.com/2008/11/13/15-useful-project-management-tools/>

Course Competences

In this course, you will develop the following competences:

Competence	Competence Statement and Facets
H-2-X	Can describe the components and considerations involved in developing and managing a business project.
FX	Can articulate the circumstances in which project management would relate to the focus area and describe how it would be applied

How the Competences Will Be Demonstrated in this Course

Students will demonstrate competence by analyzing a model project and applying their knowledge/observations to complete a set of templates related to a sample project (provided). Students will participate in discussion forums related to project management principles, mechanics, tools and troubleshooting techniques. They will also write course reflections on how what they learned about Project Management can be applied to current and future projects.

Course Structure

This course consists of 5 modules. The estimated time to complete each module is one week.

To view the course schedule, click on the **Schedule** link on the left-hand navigation bar. This page contains the most recently updated listing of the topics and assignments due for each week of the course.

[Top](#)

Assessment

Course Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

For SNL courses taken for Pass/Fail, a "Pass" represents a grade of "A" for purposes of financial aid and employer reimbursement.

Students wishing to declare a Pass/Fail option must do so before the end of the 2nd week of the quarter.

Assessment of Learning

Percentage distribution of Assessments

Forums: 35%
Project Charter: 10%
Work Breakdown Structure: 15%
Project Plan: 20%
Lessons Learned Checklist: 10%
Final Reflections: 10%

Grading Policies and Practices

To complete the course, you must complete each of the assignments as described in the course study guide and in the workbook and submit them to your instructor by the assigned deadline. In addition, you must participate in the course discussion forum by responding to all instructor requests and by interacting with fellow classmates as necessary.

Points are deducted for late work.

General Assessment Criteria for All Writing Assignments

All writing is expected to be well organized, grammatically correct, correctly spelled, with citations as necessary.

Assessment Criteria for your Final Paper or Project by Competence

Each Project document is expected to be clearly identified, adhere to the template provided, and include all relevant information.

Online Discussion

Assessment Criteria for Online Discussion Participation

Your contributions to the required discussions will be graded on whether you:

- Contribute to the online discussions in a collegial fashion, beginning your contributions by addressing your peers, maintaining a kind and collegial tone, and closing with your signature.
- Contribute your own original ideas to the online discussion in ways that facilitate learning for other people.
- Demonstrate good "listening" skills and active inquiry skills. This means that you are open to the ideas of others and you offer constructive responses, whether in the form of questions or statements. You might provide your own experiences, challenge ideas of others, or expand an idea further.
- Connect to the course on a regular basis. This is not an independent study course, but a paced online group learning experience. Six to eleven hours per week of your time should be spent on the course.
- Post your response to the discussion in the first part of the week. In the second part of the week, post comments to the other students' entries. Responses should be at least three sentences in length and extend an idea raised in the original posting, pose a question, or develop a new (related) idea.

Discussion Boards

Discussion Boards are a forum for discussion and sharing information among students. Your instructor may create one or more discussion boards related to the topics you are studying each week.

At the beginning of the quarter, your instructor will set up four discussion boards. These four discussions will help you and your classmates get off to an immediate start on the course, by providing conversational spaces for necessary, ongoing social and administrative activities. These discussions are:

- Introductions
- Course Q&A
- Chat – a social meeting space for discussion that is not directly related to course content.

The Q&A discussion is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers. You will also find the schedule of specific dates for your course in this discussion.

The Chat discussion can be used freely for your own conversation (like setting up groups or teams, if these are used in the course).

Your instructor will add additional discussion boards as you move through the modules.

[Top](#)

Policies

Academic Integrity

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for

oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

Plagiarism: Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If a instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

Disability Accommodations

Reasonable accommodations will be provided for students with disabilities on an individualized and flexible basis. The Office of Students with Disabilities (OSD) determines appropriate accommodations through consultation with the student. For certain learning disabilities and/or attention deficit disorders, the Productive Learning Strategies Program (PLuS) determines the appropriate accommodations. See the instructor for more information or call OSD at 773-325-7290 (phone) or 773-325-7296 (TTY); or call PLuS at 773-325-1677.

Incomplete Grades

The intent of the Incomplete grade is to allow students extra time to complete their final assignments. This need arises because, in the closing weeks of the course, they have an event of significant magnitude that adversely affects their ability to complete the course, e.g. serious illness, death in the family, overseas deployment, or natural disaster.

You must request an incomplete grade in writing two weeks before the end of the quarter. Incomplete grades will be considered only after you have satisfactorily completed at least 75 percent of the coursework, and you have such an unexpected, uncontrollable event that prevents you from completing your course. Do not assume that you will qualify for an incomplete. Students who are failing the course at the point where they request an incomplete will not receive one, nor will they be granted after

the end of the quarter. Incomplete grades are given at the discretion of the instructor.

If you do receive permission from the instructor to take an incomplete in the course, you will be required to complete a contract with the instructor, specifying how you will finish the missing work within the next two quarters (excluding summer). Incompletes not finished by the end of the second quarter (excluding summer) will automatically become an F grade on your transcript.

Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee.

NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

Protection of Human Subjects

For more information see: <http://research.depaul.edu/>.

Demonstrating the acquisition of competences in this course can involve "interactions" – interviewing and or observing other people – discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as "research" with "human subjects" and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning's Local Review Board only under the following conditions:

1. The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.
2. You assess and ensure that no "harm" – physical, mental, or social – does or could result from either your interviews and/or observations or your discussion and/or reports.
3. The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.
 - a. If you want to use real names and relationships, they must sign an "informed consent" document. For information on creating an "informed consent document" see, for example, <http://www.research.umn.edu/consent>.

[Top](#)

Course Expectations

Time Management and Attendance

SNL's online courses are not self-paced and require a regular time commitment EACH week throughout the quarter.

You are required to log in to your course at least four times a week so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than "face to face" courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour "face to face" course at SNL involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

The instructor should be notified if your life events do not allow you to participate in the course and the online discussions for more than one week. This is particularly important when there are group discussions or you are working as part of a team.

If you find yourself getting behind, please contact the instructor immediately.

Your Instructor's Role

Your instructor's role in this course is that of a discussion facilitator and learning advisor. It is not their responsibility to make sure you log in regularly and submit your assignments. As instructor, s/he will read all postings to the general discussion forums on a daily basis but may not choose to respond to each posting. You will receive feedback to assignments.

The instructor may choose to designate "office hours" when s/he will be online and available and will immediately respond to questions. Depending on the instructor, this response may be by e-mail, instant messenger or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.

Your Role as a Student

As an online student, you will be taking a proactive approach to your learning. As the course instructor's role is that of a learning guide, your role is that of the leader in your own learning.

You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.

Credits

This course was designed and produced by Norene Trondsen and Lynn Royster and staff of SNL Online at DePaul University.

©2009 School for New Learning, DePaul University. All Rights Reserved by SNL during contractual interval with the Author.

Printed in the USA.

[Top](#)