

**School for New Learning
DePaul University
Course Syllabus: FA 311 Building Quality into Project Management
Spring, 2009**

I. General Information

Faculty: Mary Lou Lockerby
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Location: Naperville Campus

Dates/Time: Mondays 3/30/09 – 6/1/09 – 6:30 – 9:30 p.m.

Credit Hours: Three

Text: *Visualizing Project Management*. Kevin Forsberg, Hal Mooz,
Howard Cotterman, 3rd edition. John Wiley & Sons, Inc., 2005.

2. Course Description and Faculty Biographical Sketch

Today's business environment is time based and cost conscious with expectations for quality and excellence. An understanding of project management processes and developing the essential skills and tools can optimize time, cost and quality. This course will provide an introduction to the theories and concepts of project management and how those theories and concepts apply to today's business practices.

Faculty Information

Mary Lou Lockerby, Ed.D. Mary Lou Lockerby has a B.S. in Management, a M.S. in Business Education, and an Ed.D. in Adult Learning. Her focus in delivering a course is to develop interest and offer opportunities to explore a subject area and to encourage an interactive learning environment that makes students excited about continuing to learn.

3. Competencies

H-1-X Can understand and analyze changes in managerial methods which have led to the development and design of new methods and theories for the completion of business tasks.

You will achieve this competence by explaining the importance of today's use of methods and theories which are different from those in history which were designed specifically for the completion of organizational tasks.

H-2-X Can identify and analyze those aspects of project management which contribute to an organization's search for efficiency and effectiveness.

You will achieve this competence by identifying and illustrating an understanding of those theories and models which could provide the basis for improving an organization's efficiency and effectiveness.

S-3-F – Can analyze the integration of new technology into specific field of human endeavor from at least two perspectives.

You will achieve this competency by identifying and comparing the effects of technology on project management from two different perspectives.

FX – Can investigate, design and incorporate project management principles and techniques into a timely and relevant project management proposal

Your work for this competence will parallel what is being discussed in the competencies. In this case, you will make much more specific application of the elements of project management to a specific work situation.

4. Outcomes

At the end of this course you will understand the concepts and theories of project management, master the terminology, examine the tools and functions of project management and develop a group project which indicates your understanding and ability to apply the processes of project management.

5. Learning Experience

All students will be asked to

1. Read all material assigned for each class
2. Participate in class discussions/group work
3. Complete all course exercises
4. Submit a written assignment for competencies
5. Participate in group presentation

Learning strategies will include discussion, lecture, individual readings, collaborative learning and research. Attendance and participation are essential. In the event of an absence, it is imperative that you let me know ahead of time and contact a classmate ahead of time to collect materials, etc., for the missed session.

Attendance and participation are essential. In the event of an absence it is imperative that you (1) let me know ahead of time, and (2) contact a classmate ahead of time to be your “tutor” for the missed session. Always consult our Blackboard for handouts and assignments.

6. Evidences

H-1-X You will demonstrate this competence through your class participation and exercises, your presentation and your written paper describing new methods and theories in management which are designed for the completion of specific tasks. (3-5 pages)

H-2-X You will demonstrate this competence through your class participation and exercises, your presentation and your written paper describing those specific aspects of project management which are focused on improving efficiency and effectiveness in an organization. (3-5 pages)

S-3-F You will demonstrate this competence through your class participation and exercises, your presentation and your written paper explaining and analyzing from at least two perspectives the effects of technology on project management. (3-5 pages)

FX You will demonstrate this competence through your class participation and exercises, your presentation and your written paper which will focus on a specific application of project management that illustrates the current practices and concentrates on particular focus area. (3-5 pages).

ACADEMIC INTEGRITY

All University guidelines on academic integrity will be followed – specifically plagiarism. See below.

The DePaul Student Handbook defines plagiarism as follows: “Plagiarism includes but is not limited to the following: (a) 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 in part, without proper acknowledgement that it is someone else’s. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one’s own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another’s work or ideas without proper.

7. Criteria for Assessment

Grading will be based on

1.	Class participation	10 pts	2 pts per session
2.	Written project	30 pts	
	Information/facts		
	Use of resources		
	Terminology		
	Conclusions and recommendations		
3.	Class Exercises	20 pts	
4.	Presentation	20 pts	(Team project)
5.	Team evaluation	20 pts	

NOTE – Group project does **NOT** require a paper. Individual competencies require individual papers. See explanation of competencies and evidences.

A – 100 – 90

B – 89 – 80

C – 79 – 70

D – 69 – 60

F – Below 60

Written Work Will be Evaluated As Follows

A= designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.

B= designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

C= designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

D= designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly

Unfinished work or work requiring revision will be given an Incomplete (IN) grade. In order to qualify for the IN, students must have regularly attended class, and must have completed three-fourths of assignments.

In order for a student to have an incomplete (IN) grade granted in this course, there must be a significant extenuating circumstance evidenced by the student (e.g., medical and/or significant personal issues). The student will need to initiate and file an SNL Incomplete grade contract before the final session of the course to receive an incomplete grade. Students are strongly advised to review the university deadlines for withdrawal without tuition refund and the implications for financial aid and grades.

8. Class Schedule

Session 1	3/30/09	Introduction, Overview, Course Requirements Expectations Discussion of Chapter 1 Reading Assignment – Chapters 2,3,4
Session 2	4/6/09	Discussion of reading assignment Project discussion Group work Reading assignment – Chapters 5,6,7,8
Session 3	4/13/09	Discussion of reading assignment Final decision on projects Group work Reading assignment – Chapters 9,10,11 Written proposal for project due 4/20/09

Session 4	4/20/09	Discussion of reading assignment Written proposal due Group work Reading assignment – Chapters 12,13,14,15
Session 5	4/27/09	Discussion on reading assignment Return proposals Group work Reading assignment – Chapters 16,17,18
Session 6	5/4/09	Individual research on projects
Session 7	5/11/09	Discussion on reading assignment Group work Reading assignment – Chapters 19,20,21
Session 8	5/18/09	Discussion of reading assignment Group work Presentations
Session 9	6/1/09	Presentations
	6/4/09	<u>All work due</u>

Addenda

DePaul University Academic Integrity Policy

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.

DePaul University Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F"

grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. 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.

The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

Protection of Human Research Participants

This course may involve research activities intended solely for classroom learning outcomes. Collecting data from human beings for such activities do not require institutional review if there is no intent to generalize, publish, or otherwise disseminate the findings. However, students must still abide by federally-mandated guidelines for the protection of human beings who may be the sources of such data. These include, but are not limited to, keeping persons' identifiable characteristics confidential and taking care to minimize or entirely remove the possibility of mental, social, financial, or physical harm. If findings from your research activities may be disseminated beyond classroom discussion, your activities carry risk of harm to the participants, or the identities of the participants are ascertainable, students must obtain approval from the SNL Local Review Board and DePaul Institutional Review Board. Please consult with the course instructor and visit the website of the Office of Research Protections at DePaul University (<http://research.depaul.edu>) for additional information and guidance.

For Students Who Need Accommodations Based on the Impact of a Disability

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:

- PLS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.

Chronic Illness Initiative

The Chronic Illness Initiative (CII) provides access to higher education for students disabled by chronic illnesses that unpredictably increase and decrease in severity such as chronic fatigue syndrome, rheumatoid arthritis, lupus or illnesses requiring frequent hospitalizations. At SNL, staff and faculty are compassionate and committed to helping CII students achieve their educational goals. Contact CII at CII@depaul.edu.

Writing Help

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the [Writing Guide for SNL Students](http://snl.depaul.edu/writing/index.html) at <http://snl.depaul.edu/writing/index.html>. For on-campus and online tutoring, see the [DePaul University Writing Centers](http://condor.depaul.edu/~writing/) at <http://condor.depaul.edu/~writing/>.