Syllabus Template

School for New Learning

Program Identifier: DCM Leadership Studies

DCM 302: Project Management: Design and Assessment - Fall 2017

Instructor: Loop Walter Adams

Course Dates: Tuesdays
Course Location: Loop

Course Description
Project Management is a very important business discipline that can benefit students in their careers as well as personal life. Project Management allows companies to develop high quality new products or services on time and within budget. However, it can become very complicated to apply if one doesn’t have a firm grasp of the basics. There are numerous Project Management methodologies, and all of them share common steps and tools. The purpose of this course is to demystify Project Management by presenting its basic framework and tools for designing a project and controlling or assessing its status. The course translates Project Management theory into a practical and effective methodology the student will be able to apply on the job. Starting with working definitions of Project and Project Management, the course describes how projects are initiated, evaluated and organized with analytic techniques. Project execution and control are covered next, along with the documentation and communications skills that are needed to keep a project on track. The course concludes with an overview of project management applied to a group project chosen with classmates.

Students will learn Project Management via course lectures, collaborative discussions, team project participation, textbook reading, Internet searches and research at the company they work for. The class will be divided into teams whose course assignment is to apply the course material to a project of their own choosing. Their grade will be determined by class participation and by how well they apply the course material to their project, as summarized in their project presentation. Individual assignments will also be given which will require the student to research topics via the Internet or their company.

Learning Outcomes, Competences, and/or Objectives

Course Outcomes:
Upon completion of this course, it is expected that students will have a basic understanding and ability to apply the following skills:

- Learning in a team setting and contributing to a team’s work output.
- Recognizing personal skills that contribute to a high performance team.
- Communicating effectively in a business setting.
- Recognizing different roles required in a successful project team.
- Establishing a Project Communications Plan to keep a project on track.
- Recognizing how innovation and technology drive project economics.
- Using computer software and the Internet for project documentation, control and information research.
- Identifying the basic steps and tools found in all modern project management methodologies.
- Estimating project risk and formulating contingency plans to minimize it.
- Assessing project status via Gantt Charting.
- Documenting and tabulating all project details.
- Understanding how project management applies to information systems.

**Competences Offered** (not applicable for students in the DCM programs):

**H2X, FX** (Can be taken for one or two competences. Each competence is 2 credit hours)

**H-2-X:** Understands different organizational roles and is able to build/coordinate a team.
1. Understands important team member traits and is able to build high-performance team.
2. Can coordinate activity by managing tasks assigned to team members.
3. Can establish a communications plan for keeping the organization apprised of activity status.
4. Knows and practices effective communications skills.

Students will learn via all the learning modalities the important traits that are needed to be part of an effective team, and will practice controlling the tasks that make up a project.

They will also develop communications documents and skills for keeping a project on track.

**F-X:** Understands and can apply the quantitative tools and communications/people skills for managing a project.
1. Understands the different steps and phases common to all Project Management methodologies.
2. Able to apply risk management and contingency planning in Project Management.
3. Able to create documentation for evaluating and tracking a project.
4. Knows how to apply effective communications skills in a corporate Project Management setting.

**Learning Strategies & Resources**
The course utilizes these learning modalities: classroom lecture and discussion; assigned readings; collaborative learning within a team setting; Internet searches on specific topics; field research at the students’ companies. They reinforce one another and facilitate understanding all aspects of Project Management.

**Required Textbook:**
Learning Deliverables
Students will learn via lectures, textbook assignments and research at their own company the basic steps and tools common to all modern Project Management methodologies. They will practice them on a project of their team’s choosing, for which they will evaluate its economic impact and apply risk management and contingency planning.

They will also maintain a communications plan for project tracking and assessment.

Each week’s class will devote some time to a discussion of previous week’s material.

Reading assignments must be read before the corresponding lecture. Homework assignments are due as specified in the schedule.

Assessment of Student Learning

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 two thirds of assignments and have a signed copy of the Incomplete Contract form. Work not submitted by the due date must be submitted within 2 weeks, and will be assessed on a P/F basis only.

Evidence Students will submit:
Each Student can accumulate 100 points for individual work as follows:
- Six Research Memos each worth 10 points **60**
- Ten Weeks Class Participation each worth 1 point **10**
- Group Presentation **10**
- Team Evaluations **10**
- Article **10**

**Grading Criteria & Scale**
To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline. In addition, you may be required to 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.

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<tr>
<th>Course Grading Scale</th>
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<tbody>
<tr>
<td>A = 95 to 100</td>
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<tr>
<td>A- = 91 to 94</td>
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<td>B+ = 88 to 90</td>
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<tr>
<td>B = 85 to 87</td>
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<tr>
<td>B- = 81 to 84</td>
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<tr>
<td>C+ = 77 to 80</td>
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<tr>
<td>C = 73 to 76</td>
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<tr>
<td>C- = 70 to 72</td>
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<tr>
<td>D+ = 65 to 69</td>
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<tr>
<td>D = 61 to 64</td>
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<td>F = 60 or below</td>
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Grades lower than a C- do not earn credit at the School for New Learning.

**General Assessment Criteria for All Writing Assignments**
*All writing assignments are expected to conform to basic college-level standards of mechanics and presentation.*

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback–by–Email and IM conferencing (with or without a webcam). All writing center services are *free*.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email. Obviously, the tutors won’t necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.
Schedule your appointments with enough time to think about and use the feedback you’ll receive. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit www.depaul.edu/writing.

**Description of Pass/Fail Grading Options**

Students may have the option of taking all SNL undergraduate courses as Pass/Fail even if a class is initially structured for a letter grade assessment. In these cases a Pass is awarded when student work is completed at a level that would otherwise earn a grade of C- or higher.

If a student wishes to switch the method of assessment, either to or from the Pass/Fail option, **this must be requested from the instructor in writing during the first two weeks of the quarter.** The assessment style may not be changed after this period, with no exceptions.

**Course Schedule**

This course consists of 11 sessions. The following table outlines the course:

<table>
<thead>
<tr>
<th>Week, Session # and Title</th>
<th>Readings and in-class activities</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Session 1</td>
<td>Introductions and Course guidelines</td>
<td>Read Chapter 1.</td>
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<td>Overview of Project Management</td>
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<td></td>
<td>What is a Project?</td>
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<td></td>
<td>What is Project Management?</td>
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<tr>
<td></td>
<td>What is a project Manager?</td>
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<td></td>
<td>Discussion of all course elements and possible project subjects.</td>
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<tr>
<td>Session 2</td>
<td>Lecture on all material in reading assignment (Chapters1)</td>
<td>Read Chapters 2 and 3.</td>
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<td>Explanation of memos and material needed for each.</td>
<td>Prepare a Research Memo summarizing your company’s Project Management methodology. The memo should include these sections: Purpose; Company background; Company project examples; Project Management methodology used; Organizational structure used for Project Management.</td>
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<td></td>
<td>Class divides into Project Teams and selects a project to manage.</td>
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<tr>
<td>Week, Session # and Title</td>
<td>Readings and in-class activities</td>
<td>Assignments</td>
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<td>Project teams prepare draft of project proposal.</td>
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<td>Session 3</td>
<td>Lecture on all material in reading Assignment (Chapters 2 and 3).</td>
<td>Read Chapters 4 and 5. Prepare a Research Memo summarizing how your company organizes project tasks, and what software you use for it. The memo should include these sections: Purpose; Company’s planning model for developing the Tasks Network; Project Management software company uses.</td>
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<td>Session 4</td>
<td>Lecture on all material in reading assignment (Chapters 4 and 5).</td>
<td>Read Chapter 6. Prepare a Research Memo summarizing how your company initiates a project. The memo should include these sections: Purpose; How the company kicks off a project; How the company selects Project Manager and Project Team.</td>
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<td>Session 5</td>
<td>Lecture on all material in reading assignment (Chapters 6). All teams work together in class to prepare for next week’s in-class presentation of their Project Proposal, Statement of work, Gantt Chart and Communication plan.</td>
<td>Prepare for presentations.</td>
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<tr>
<td>Session 6</td>
<td>Team Update Presentations: Each team presents a summary of their Project Proposal, Statement of work, Gantt Chart and Communication plan.</td>
<td>Read Chapter 7. Prepare a Research Memo summarizing how your company controls a project and its expenses, and wraps it up. The memo should include these sections: Purpose; How company tracks costs; How the company tracks the schedule; Communication Plan and How the Company wraps up a project.</td>
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<tr>
<td>Session 7</td>
<td>Lecture on all material in reading</td>
<td>Read Chapters 8 and 9.</td>
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<tr>
<td>Week, Session # and Title</td>
<td>Readings and in-class activities</td>
<td>Assignments</td>
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<td>assignment (Chapter 7).</td>
<td>Prepare a Research Memo summarizing Project Manager and Team Member skills your company looks for, and what your company does to encourage high performance teamwork. The memo should include these sections: Purpose; What the company looks for in a Project Manager and Team Members; What the company considers to be a high performance team; How does the company encourage high performance teams. Search the Internet and bring to class one reference article on writing, listening or speaking that is appropriate for Project Management.</td>
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<td>Session 8</td>
<td>Lecture on all material in reading assignment (Chapters 8 and 9).</td>
<td>Read Chapters 10 and 11. Prepare a “Communications Articles Reference Summary” for the article found. Summary to include a brief description of the article and how to find it on the Internet. Bring enough copies of the “Reference Summary” to distribute to EACH classmate at the next class.</td>
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<td>Session 9</td>
<td>Lecture on all material in reading assignment (Chapters 10 and 11). Each student presents their article summary to the class.</td>
<td>Read Chapter 12.</td>
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<tr>
<td>Session 10</td>
<td>Lecture on all material in reading assignment (Chapter 12).</td>
<td>Prepare for presentations.</td>
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</tbody>
</table>
| Session 11               | Group Presentations. Course Wrap-up. | Prepare a Research Memo summarizing how well the course met its objectives. Identify what aspects of the course you found particularly helpful. This memo is to be emailed to the instructor no later than Saturday (following the last
**Course Policies**

**Class Participation:**

*It is highly suggested that students do NOT miss the first session as the groundwork will be set during this class meeting. Students who do not attend session #1 and who do not communicate directly with the instructor will be asked to drop the class.*

DePaul University anticipates that all students will attend all classes. Since the course builds on participants’ active contributions, the instructor will evaluate classroom activity. In addition, self-evaluation and peer evaluation will be taken into consideration.

Both individual activity level and the quality of contributions are important. For a good class participation score, students should mobilize not only the respective textbook chapters and required readings, but knowledge originating from other courses as well as personal practical experiences, is also important. Reading summaries/chartings will be turned in for points each week after they are used for class discussions.

In the event of an absence, it is imperative that student(s) (1) let the instructor know in advance so that make-up assignment(s) will be given, and (2) contact a classmate ahead of time who would collect handouts and share the learning experience for the session missed. Always consult the course schedule of the syllabus for the future assignments. *Students missing more than two classes of our ten week course will not have met the requirements for a passing grade.*

This course includes and adheres to the college and university policies described in the links below:

- [Academic Integrity Policy](#)
- [Incomplete Policy](#)
- [Course Withdrawal Timelines and Grade/Fee Consequences](#)
- [Accommodations Based on the Impact of a Disability](#)
- [Protection of Human Research Participants](#)

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**Course Resources**

- [University Center for Writing-based Learning](#)
- [SNL Writing Guide](#)
- [Dean of Students Office](#)