Project Management – Strategy and Applications
INLS 690-01 Summer II 2018
3 credit hours

Instructor:
Tammy Cox
Manning 104
UNC School of Information and Library Science
Phone: 919-962-8365
E-Mail: tlcox@email.unc.edu

Office Hours:
The best way to schedule a meeting is to send an email. We can work out a convenient time to meet. I am generally available by email between 7am and 7pm for questions.

Course Description

This course is a broad introduction to project management principles, tools, and strategies intended for use in a variety of applications. Topics include project planning tools, project life cycle, risk assessment, and team management. Through the use of readings, videos, assignments, and forum discussions, students will have the opportunity to demonstrate knowledge and understanding of the strategy behind successful project management and problem resolution.

Course Objectives

- Understand the project management life cycle
- Define and use appropriate project management terminology
- Develop a working knowledge of project management tools
- Identify and address project stakeholders and their requirements
- Explore the human side of projects

Instructional Method

This is an online class using the UNC Sakai online learning management system (https://sakai.unc.edu). Mozilla Firefox is the preferred browser for Sakai.

Textbook

There is no one textbook that covers all the information needed for this course. As such, there is no need to purchase the several books used in this course. The readings are all fully accessible online and are listed in each lesson.

Library Services for E-Learners and Distance Learners

Students enrolled in Carolina Courses Online have access to the UNC Library System. Visit Distance Education Library Services to access a wide array of online services and resources including course reserves, online databases, online journals, online books, and live help with research and library access. Most online resources require your ONYEN and password. For help, contact Library Services.

Schedule & Assignments

Due Date		Topic	Coursework
June 27		Overview	Forum Discussions
June 28	Lesson 1	Introduction to Project Management	Forum Discussions Pre Quiz Written Assignment 1
June 30	Lesson 2	Leadership and Ethics	Forum Discussions Written Assignment 2
July 3	Lesson 3	Stakeholders	Forum Discussions Written Assignment 3
July 7	Lesson 4	Teams	Forum Discussions PowerPoint Assignment 1
July 9	Lesson 5	Cost Estimates	Forum Discussions Lesson Quiz
July 12	Lesson 6	Definition and Initiation	Forum Discussions Written Assignment 4
July 14	Lesson 7	Planning and Procurement	Forum Discussions Project Manager Interview
July 17	Lesson 8	Planning Software	Forum Discussions Written Assignment 5

July 20	Lesson 9	WBS and Networks	Forum Discussions Tools Assignment A
July 23	Lesson 10	Execution, Monitoring/Control	Forum Discussions Tools Assignment B
July 26	Lesson 11	Closeout and Reflection	Forum Discussions Final Quiz

Assignments & Evaluation

Standard SILS and UNC grading breakdowns apply. Doing only what is required for each item will get a **P** for graduates or a **B** for undergraduates. To get an **H** or an **A**, a student's projects must demonstrate that he/she has gone beyond the minimum requirements for the course and that the student has gone over and above the presented material.

Activity	Points	
Written Assignments	80	20 pts each. (4 of 5 required)
Narrated PowerPoint	75	
Forum*	99	9 pts per lesson discussion
Tool Assignment 1	50	
Tool Assignment 2	50	
Pre Quiz	0	
Quiz	50	
Final Quiz	50	
Total	454	

*The objective of forum discussions is to help you to think critically about each week's lesson. By answering questions and reading the comments by others in the class, you have the opportunity to view project management ideas and experiences through the lenses of others. Since this is an online course, class participation takes place through forum posts.

Discussion Rubric

Components	Points	Full credit	No credit
Uniqueness	2.25	Responds to the prompt(s) as defined in the lesson	Does not fully respond to prompt(s) or is missing substantive content.

		At least 2 responses to peer posts are made. These are substantive and help further the conversation.	Fewer than 2 responses are posted, or responses consist primarily of trivial content such as, "I agree," or "Good point."
Responses	2.25		
Timing	4.50	Posts and both responses are made on or before the due date listed in the course schedule.	Post and or responses were added after the due date.
Total	**9**		

The graduate grading scale is as follows:

H High Pass - **Clear Excellence** – Student performance demonstrates full command of the course materials that surpasses course expectations. This means that the student has contributed on a regular basis to online discussion forums with insightful comments supported by professional literature beyond that provided by required readings. Command and understanding of the subject is demonstrated in written forums, case study and portfolio.

P Pass - **Entirely Satisfactory Graduate Work** – Student performance meets designated course expectations, demonstrates understanding of the topics across the semester and supports this understanding with the required readings. The student participates in online discussion forums with relevant comments

L Low Pass - **Unsatisfactory Work** – Student performance demonstrates incomplete or inadequate understanding of course material and/or frequently does not participate in online discussion forums.

F Fail – **Student may continue in program only with the permission of the dean.**

A successful online course depends on timely participation from all class members. Assignment grades will be posted to the Sakai grade book. Semester grades are based on your cumulative total of points awarded for all assignments, which are then converted to letter grades or HPL grades as follows:

Grade Scale

Grade	Grade*	Percentage
A	H	95-100
A-	P	90-94
B+	P	87-89
B	P	84-86
B-	P	80-83
C+	L	77-79
C	L	74-76
C-	L	70-73

D	L	60-66
F	F	59 and below

Due Dates and Incompletes

All work is due by the day assigned unless an extension is arranged in consultation with the instructor beforehand. Assignments turned in late without prior permission will automatically receive a lower grade. Extensions are only granted in emergency situations. A grade of incomplete may be taken only because of illness or special circumstances and only with the permission of the instructor.

Turning in Assignments

Submit all assignments to the Drop Box. Individual assignment instructions will be provided on the corresponding Lesson page.

General Flow of the Course

This is an online course. It is not an independent study. The course schedule is set up so that assignments are due based on the course schedule document. These due dates are not flexible and you must keep up with weekly assignments.

Statement on Academic Integrity

Students are expected to conform to the Honor Code in all academic manners. For more information about the Honor Code, please visit the following URL: http://honor.unc.edu/.

Class Expectations

- You are expected to abide by the Honor Code of the University, and violations are subject to severe penalties
- Participation is expected
- Take responsibility for your own learning. If there is something you do not understand, ask questions.
- SILS requires the use of UNC email accounts for academic course communications. It is the responsibility of students to access UNC email accounts frequently in order to receive timely information about assignments and deadlines.

UNIVERSITY-WIDE POLICIES

Student Religious Observance Policy: UNC recognizes the diverse faith traditions represented and supports the rights of faculty, staff, and students to observe according to these. A more detailed student policy can be found at http://equalopportunity-ada.unc.edu/accommodations/religious-accommodations/ . Under this policy, students are provided an opportunity to make up examination, study, or work requirements that may be missed due to religious observance. Please notify the instructor before the end of the second week of class.

UNC Honor System: The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. Because academic honesty and the development and nurturing of trust and trustworthiness are important to all of us as individuals, and are encouraged and promoted by the honor system, this is a most significant University tradition. More information is available at http://www.unc.edu/depts/honor/honor.html. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility and readily commit to its ideals. If you have questions about your responsibility under the honor code, please bring them to me or consult with the Office of the Dean of Students. The web site identified above contains all policies and procedures pertaining to the student honor system. We encourage your full participation and observance of this important aspect.

Diversity Statement: If you feel you may need an accommodation based on the impact of a disability, please contact us privately to discuss your specific needs. Also, please contact UNC Disability Services at (919) 962-8300 or disabilityservices@unc.edu at the Student and Academic Services Buildings, located in Suite 2126, 450 Ridge Road, to formally coordinate accommodations and services.

In support of the University's diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation, and physical and learning ability. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

- Ensure inclusive leadership, policies and practices;
- Integrate diversity into the curriculum and research;
- Foster a mutually respectful intellectual environment in which diverse opinions are valued;
- Recruit traditionally underrepresented groups of students, faculty and staff; and
- Participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective and committed to the concepts of equity and fairness.

Welcome to class!