**INLS 690-03W: Project Management: Strategy and Applications**

**Instructor:**
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**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.
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**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, budgeting/cost estimation 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.
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**Course Objectives**

•    Understand the project 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
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**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.
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**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.

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**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](http://library.unc.edu/services/distance-education/) 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](http://its.unc.edu/onyen-services/) and password. For help, [contact Library Services](http://library.unc.edu/services/distance-education/).

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**Schedule & Assignments (***DRAFT***)**

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| --- | --- | --- | --- |
| **Lesson Dates** |   | **Topic** | **Assignments** |
| Jan 9 – Jan 15 | Overview and Lesson 1  | Introduction to Project Management | Forum DiscussionsPre QuizShort Paper Assignment 1 |
| Jan 16 – Jan 22 | Lesson 2 | Project Failures | Forum DiscussionsShort Paper Assignment 2 |
| Jan 23 – Jan 29 | Lesson 3 | Leadership and Ethics | Forum DiscussionsShort Paper Assignment 3 |
| Jan 30 – Feb 5 | Lesson 4 | Cognitive Biases | Forum DiscussionsShort Paper Assignment 4 |
| Feb 6 – Feb 12 | Lesson 5  | Teams | Forum DiscussionsApplied Assignment 1 |
| Feb 13 – Feb 19 | Lesson 6   | Stakeholders | Forum DiscussionsApplied Assignment 2 |
| Feb 20 – Feb 26 | Lesson 7  | Definition and Initiation | Forum DiscussionsApplied Assignment 3 |
| Feb 27 – Mar 5 | Lesson 8   | Planning | Forum DiscussionsApplied Assignment 4 |
| Mar 6 – Mar 19 | Lesson 9 and Break | Project Costs | Forum DiscussionsLesson Quiz |
| Mar 20 – Mar 26 | Lesson 10 | Software | Forum DiscussionsApplied Assignment 5 |
| Mar 27 – Apr 2 | Lesson 11 | WBS | Forum DiscussionsApplied Assignment 6 |
| Apr 3 – Apr 9 | Lesson 12 | Networks and critical paths | Forum DiscussionsApplied Assignment 7 |
| Apr 10 – Apr 16 | Lesson 13 | Execution, Monitoring, Control | Forum DiscussionsShort Paper Assignment 5 |
| Apr 17 – Apr 23 | Lesson 14 | Closeout | Forum Discussions |
| Apr 24 – Apr 26 |   |   | Final Exam due |

**Assignments & Evaluation**

[Standard SILS and UNC grading breakdowns](https://sils.unc.edu/current-students/doctoral-students/policies) 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.

**Penalty for Late Assignments**

Assignments are expected to be submitted on time. This is important for at least two reasons:

* the need to meet deadlines is a reality of professional life, and
* giving some people more time for an assignment than others in the class is not equitable.

Late assignments will receive a 5% grade reduction for each day late and will not be accepted after 4 days (20%) past due date. However, life happens to all of us at one time or another. If you cannot meet an assignment deadline, please tell us why prior to the due date. We will negotiate a new deadline with anyone who has a valid reason for needing this (i.e., not “I just did not get it done.”).

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| **Activity** | **Points** |   |
| Short Paper Assignments | 80 | 20 pts each.  (4 of 5 required) |
| Applied Assignments | 350 | 50 pts each. |
| Pre Quiz | 0 |   |
| Lesson 9 Quiz | 25 |   |
| Final Exam | 100 |   |
| **Total** | 555\* |   |
| **Plus 5 extra credit points available in Lesson 5** |   |   |

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\*The purpose of the forum discussions is to help you think critically about issues brought up in that lesson.  Points will be assigned based on the quality of your posts rather than the length.  For each forum discussion question, you should make an original by Monday of each week, and respond to at least one of your peers' posts by Wednesday (a minimum of 4 posts per Lesson).

I encourage you to treat the forum discussions as you would a classroom discussion.  Revisit your forum posts to see how others have responded.  Sometimes there are questions or requests for more information about your posts which keep the discussions moving.  As instructor, I do not plan to interrupt your discussions unless there seems to be misunderstandings or there just needs to be a bit of prompting.

**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. |
| Responses |  2.25 | At least 1 response per forum question to peer posts are made. These are substantive and help further the conversation. | Fewer than 1 response per forum question is posted, or responses consist primarily of trivial content such as, “I agree,” or “Good point.” |
| 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 |

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**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.

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**Turning in Assignments**

Submit all assignments through the Assignment Tool. Individual assignment instructions will be provided on the corresponding Lesson page.

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**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.

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**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/>.

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**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.

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**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.

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**Welcome to class!**