INLS 685 FALL 2023 SYLLABUS

COURSE OVERVIEW

This course is designed to prepare students for leadership roles in project management. It is built around the PMI (Project Management Institute) framework for successful project management while incorporating other practices and ideas from the broader field. We will cover strategies, principles, and tools used across a variety of industries, project types, and project sizes.

COURSE GOALS

By the end of this course, you will be able to

- Demonstrate an understanding of the project life cycle, phases, and process groups
- Understand the role, value, and impact of a project manager
- Understand and apply ethical guidelines for project managers
- Describe the differences between several major project management methodologies
- Operationalize best practices for successful project management

YOUR INSTRUCTOR

Instructor: Jason Casden - casden@email.unc.edu

REQUIRED MATERIALS

TEXTBOOKS

There are no required textbooks for this course. All readings are embedded in the appropriate Lesson pages.

LIBRARY SERVICES AND COURSE RESERVES

Students enrolled in this course 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 you to log in with your Onyen and password.** If you have any trouble finding the resource that you need or logging in to a resource, you can contact the library through the contact information at Distance Education Library Services. You can chat live about your problem or send an email to request assistance.

TECHNOLOGY

No special technology is required for this course. It is delivered through Sakai which is an open source platform used at UNC Chapel Hill. [Mozilla Firefox](#) is the preferred browser for use with Sakai. Use of other browsers can result in the auto-downloading of some files.

If this is your first online course, you may find helpful information [here](#).

Contact the [UNC Helpdesk](#) for technical assistance.

ASSIGNMENTS AND EXAMS

Each lesson includes reading assignments, discussion topics, and other associated materials such as videos and articles. Assignments are due throughout the semester as listed below, on the Schedule section in Sakai, and on each lesson page.

The following components of this course will contribute to your grade.

ASSIGNMENT 1: 7% PERCENT OF FINAL GRADE

Ethics in Project Management: 1-2 double spaced pages.

ASSIGNMENT 2: 7% PERCENT OF FINAL GRADE

Team Meeting: 5-7 minute recorded video presentation.

ASSIGNMENT 3: 7% PERCENT OF FINAL GRADE

Work Breakdown Structure (WBS): Diagrams and 1-2 page project charter, including a short project scope statement.

ASSIGNMENT 4: 14% PERCENT OF FINAL GRADE

Project Manager Interview: Prepare, conduct, and document an interview of a real project manager who you have identified.

ASSIGNMENT 5: 7% PERCENT OF FINAL GRADE

Key Performance Indicator/Metrics Dashboard document.

ASSIGNMENT 6: 7% PERCENT OF FINAL GRADE

Project retrospective plan document: 1-2 pages.

CLASS PARTICIPATION: 30% PERCENT OF FINAL GRADE

Forum discussions. Each discussion is worth 10 points: 5 points for making a thoughtful post based on the guidelines for the discussion, and 5 points for reading at least 3 posts from your class colleagues and responding thoughtfully to at least 1 of them. There will be two discussions for each two-to-three-week lesson (12 total). Posts should be completed in the first week of the lesson, and responses should be completed by the end of the second week of the lesson. There are some small extensions for the first lesson as well as to accommodate holidays. All deadlines are listed on the Sakai calendar. At the end of the semester, my evaluation of any borderline grades will also be influenced by your record of supporting your course colleagues' learning through active participation.

FINAL EXAM: 21% PERCENT OF FINAL GRADE

Multiple choice exam.

% are rounded - these components are 100% of the grading rubric.

GRADING SCALE

Letter Grade	Percentage	Meaning
A	95–100%	Excellent: Far exceeds standard
A-	90–94%	
B+	87–89%	Good: Exceeds standard
B	83–86%	
B-	80–82%	
C+	77–79%	Fair: Meets standard
C	73–76%	
C-	70–72%	
D+	67–69%	Poor: Shows growth but falls below standard
D	60–66%	
F	0–59%	Failing: Deficient

COURSE POLICIES

COMMUNICATION

My preferred communication method is email. My address is casden@email.unc.edu. I will respond to requests within 24 hours. I am happy to arrange both individual and group video calls and will schedule optional drop-in sessions.

FLEXIBILITY AND ACCOUNTABILITY

We all come to this course with a variety of experiences, responsibilities, needs, and feelings. This means we have much to learn from each other, but it also means that we may all learn differently and at different paces. I practice a "whole learner" approach to instruction. This means that all learners in our classroom (myself included) are not just students/instructors, but people with outside lives that will both inform and possibly sometimes interfere with this course. As such, the course policies below offer options for seeking extensions, making up missed activities, and taking an incomplete (IN grade) in the course. All of these policies offer flexibility, but also ask for accountability. Both are integral to creating a productive learning experience for our entire classroom community.

Adapted from https://keepteaching.unc.edu/flexibility-with-boundaries/

VALUING AND RECOGNIZING DIVERSITY

I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve. I appreciate any suggestions.

CLASS PARTICIPATION

This is an asynchronous course, which means that we won't be meeting together at the same time. As a result, participation in the discussion forums is especially important to cultivate the type of community of learning that will support your performance in this course. This performance is measured not just in grades, but in the ability to integrate the content of this course into your professional thinking and practice in ways that will have a lasting positive impact on your career.

There will be 12 discussion forum posts required during the semester. This means that there are two for each (two to three week long) module. I will use the Sakai calendar as a reminder, but the expectation is that you make one thoughtful post in each discussion forum during the first week of each module. Then, in the second week of the module, you will read at least three posts in each discussion forum and respond thoughtfully to at least one of them. The post and the response are each worth half of the points for the discussion. At the end of the semester, my evaluation of any borderline grades will also be influenced by your record of supporting your classmates' learning through active participation.

LATE SUBMISSIONS

I assign due dates for class assignments because they afford the course structure and become natural milestones for course progress. Assignments will be accepted up to four days late, with a 10% penalty for each day late. If you know something will be late, or are otherwise struggling, please let me know you need an extension at least 24 hours before it is due. It can be as simple as "Would it be possible to submit this assignment on Thursday instead of Wednesday?" I don't need proof that you "need" extra time, and chances are, I will give you the extension.

Adapted from https://keepteaching.unc.edu/flexibility-with-boundaries/

GRADE APPEAL PROCESS

If you have any concerns with grading and/or feel you have been awarded an incorrect grade, please discuss with me as soon as possible. If we cannot resolve the issue, you may talk to our assistant director of graduate programs or department chair.

INCOMPLETE (IN) GRADES

Wrapping up a course on time at the end of a semester is a satisfying feeling; it's also often necessary for graduation or other academic progress requirements. However, I realize that circumstances may make this on-time finish unrealistic. Therefore, I'm willing to give an incomplete grade (IN) for students who:

- Have completed at least 50% of the course assignments (by number, not weight).
- Submit an incomplete request as an email to me with a detailed work plan and timeline for completing all outstanding work. This work plan should accompany the incomplete request unless extenuating circumstances prevent it.
- Provide email documentation of communication with an academic advisor regarding the student's intention to take an IN and any potential academic eligibility impact thereof.

Adapted from https://keepteaching.unc.edu/flexibility-with-boundaries/

SYLLABUS CHANGES

The instructor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

ACADEMIC POLICIES AND SERVICES

- [Honor Code](#)
- [IT Acceptable Use Policy](#)
- [Accessibility Resources and Services](#)
- [Student Support](#)

HONOR CODE

The University of North Carolina at Chapel Hill has had a student-led honor system for over 100 years. Academic integrity is at the heart of Carolina and we all are responsible for upholding the ideals of honor and integrity. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the Honor System. Information, including your responsibilities as a student, is outlined in the Instrument of Student Judicial Governance. Your full participation and observance of the Honor Code are expected.

You can read more about the honor system at https://studentconduct.unc.edu/

Generative AI

Generative AI is extremely useful; however, it has the following limitations:

- How output is arrived at is not clear as the internal processes used to produce a particular output within the generative AI cannot be determined.
- The output is based on existing data (often scraped from online sources) and may reflect biases that should be acknowledged; it may also be inaccurate or entirely fabricated, even if it appears reliable or factual.
- AI evokes a range of intellectual property concerns; sourcing and ownership of information is unclear, and the status of AI output raises numerous questions—e.g., is output equivalent to a published resource? What citational responsibilities are in place for various AI interactions?

The following sections provide the philosophy and specific guidelines for using these tools and features (increasingly, generative AI capabilities will be integrated with everyday applications). **Unless I provide other guidelines for an assignment or exam, you should follow these guidelines.**

Usage Philosophy

Use of generative AI in your coursework is based on the following principles:

1. **AI should help you think.** Not think for you.
   Use these tools to give you ideas, perform research (in compliance with point 2 below), and analyze problems. Do not use them to do your work for you, e.g., do not enter an assignment question into ChatGPT and copy & paste the response as your answer.
2. **Engage with AI Responsibly and Ethically:** Engage with AI technologies responsibly, critically evaluating AI-generated outputs and considering potential biases, limitations, and ethical implications in your analysis and discussions. Utilize AI technologies ethically, respecting privacy, confidentiality, and intellectual property rights. Ensure that the data used for AI applications is obtained and shared responsibly and in compliance with relevant regulations.
3. **You are 100% responsible for your final product.**
   You are the user. If the AI makes a mistake, and you use it, it's your mistake. If you don't know whether a statement about any item in the output is true, then your responsibility is to research it. If you cannot verify it as factual, you should delete it. You hold full responsibility for AI-generated content as if you had produced the materials yourself. This means ideas must be attributed, facts are true, and sources must be verified.
4. **The use of AI must be open and documented.**
   The use of any AI in the creation of your work must be declared in your submission and explained. Details on how to source your AI usage are explained below.
5. **These guidelines are in effect unless I give you specific guidelines for an assignment or exam.** It is your responsibility to ensure you are following the correct guidelines.
6. **Data that are confidential or personal should not be entered into generative AI tools.**
   Putting confidential or personal data (e.g., your One Card details) into these tools exposes you and others to the loss of important information. Therefore, do not do so.

The following sections provide the philosophy and specific guidelines for using these tools and features (increasingly, generative AI capabilities will be integrated with everyday applications). **Unless I provide other guidelines for an assignment or exam, you should follow these guidelines.**

Guideline Specifics

Not following these guidelines may be a reportable violation to the UNC Honor Court.

- Writing and Presentation: In principle, you may submit material that contains AI-generated content, or is based on or derived from it, if this use is properly documented. This may include drafting an outline, preparing individual sections, combining elements, removing redundant parts, and compiling and annotating references. Your documentation must make the process transparent – the submission itself must meet the relevant standards of attribution and validation.
- Readings and Discussions: Generative AI can be used to analyze readings. However, you must also do the readings. Generative AI analysis is not a substitute for reading the works themselves. Similarly, participating in online discussions of readings requires that you provide your own contributions. Unless I specifically allow it, do not generate responses to readings using AI.
- Research: If you use AI to support your research, you must account for and document your use. Possibilities include topic brainstorming, search assistance, source evaluation, and summaries and source documentation. Track your use of AI throughout these stages, and then document this assistance as you submit the project. Any material generated through AI in your projects should also be documented in your citations.
- Written & Oral Exams: Unless I explicitly grant permission, the utilization of AI tools is prohibited and could potentially constitute a reportable violation to the UNC Honor Court. If the use of AI tools is explicitly permitted, you are required to adhere to the guidelines concerning AI citation, verification, and clarity as outlined below.

Sourcing Use of AI

- Accuracy: Generative AI may invent both facts and sources for those facts. Verification is your responsibility, whether the source of the error is you or the AI makes no difference. You need to check the facts, the quotes, the arguments, and the logic, and document what you did to validate your material.
- Attribution: All ideas that are not originally your own have a source and that source must be attributed. Please be aware that generative AI tends to invent sources. You have a two-fold obligation with respect to attribution:
  - (1) If a source is identified, find and attribute the original source of the idea, identify the location of the text within the source, and provide a working link to the location (if the source is available online). If you are not able to locate the source, delete that content.
  - (2) Document the process by explaining how you used generative AI in a work statement that will accompany your submission of major projects in the class. As you submit a project, develop, and include an appropriate version of the below statements:
    - ○ "I attest that this project did not use AI at any stage in its development or in the creation of any of its components."

- ○ "I attest that this project made use of AI in the following ways:"
  - ○ You must then use the following form to document your usage.

Usage	Tool Used (e.g., ChatGPT-4)	How you edited the output, if at all	Conversation Link (If available)
Topic selection			
Brainstorming and idea generation			
Research			
Source valuation			
Outlining/planning			
Drafting			
Media creation			
Peer review			
Revising			
Polishing			
Other			

Adapted from https://provost.unc.edu/student-generative-ai-usage-guidance/

Plagiarism

Plagiarism is a serious violation of the Honor Code. To become more familiar with the issues surrounding plagiarism, and how to best avoid this academic issue, view this brief Plagiarism Tutorial created by the librarians of UNC-Chapel Hill, Duke University, NC State University, and NC Central University. If you have any questions about what constitutes plagiarism or how to properly cite a source, please contact your instructor.

IT ACCEPTABLE USE POLICY

By attending the University of North Carolina at Chapel Hill, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of IT systems and services. The Acceptable Use Policy (AUP) sets the expectation that you will use the University's technology resources responsibly, consistent with the University's mission.

In the context of a class, it's quite likely you will participate in online activities that could include personal information about you or your peers, and the AUP addresses your obligations to protect the privacy of class participants. In addition, the AUP addresses matters of others' intellectual property, including copyright. These are only a couple of typical examples, so you should consult the full [Information Technology Acceptable Use Policy](#), which covers topics related to using digital resources, such as privacy, confidentiality, and intellectual property.

Additionally, consult the [Safe Computing at UNC](#) website for information about data security policies, updates, and tips on keeping your identity, information, and devices safe.

ACCESSIBILITY RESOURCES AND SERVICES

[Accessibility Resources and Service](#) (ARS – ars@unc.edu) receives requests for accommodations, and through the Student and Applicant Accommodations Policy determines eligibility and identifies reasonable accommodations for students with disabilities and/or chronic medical conditions to mitigate or remove the barriers experienced in accessing University courses, programs and activities.

ARS also offers its Testing Center resources to students and instructors to facilitate the implementation of testing accommodations.

Faculty and instructors with any concerns or questions about accommodations and/or their implementation, are invited to [reach out to ARS](#) to discuss.

University and LMS Accessibility Statements

- [UNC-Chapel Hill Accessibility Statement](#)
- [Sakai Voluntary Product Accessibility Statement](#)

External Applications integrated into the LMS Accessibility Statements

- [VoiceThread](#)
- [Panopto](#)

Supporting Sites and Technologies Accessibility Statements

- [Adobe Accessibility Statement](#)
- [LinkedIn Learning Accessibility](#)
- [Microsoft Office Accessibility Statement](#)
- [YouTube Accessibility Statement](#)

STUDENT SUPPORT

Cancellation, Withdrawal, and Suspension

A registered student may terminate registration in three possible ways: cancellation, withdrawal, and suspension, depending on the circumstances. For definitions of these terms and the steps necessary to process each of them, see the University Policy Memorandum.

Policy on Non-Discrimination

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's Policy Statement on Non-Discrimination offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered, and that equitable and consistent standards of conduct and performance are applied.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (email reportandresponse@unc.edu or see additional contact info at safe.unc.edu) or the Equal Opportunity and Compliance Office at https://eoc.unc.edu/report-an-incident/.

Title IX Resources

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at https://eoc.unc.edu/report-an-incident/ or by contacting the University's Title IX Coordinator (Elizabeth Hall, titleixcoordinator@unc.edu) or the Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu). Confidential resources include Counseling and Psychological Services and the Gender Violence Services Coordinators (gvsc@unc.edu). Additional resources are available at safe.unc.edu.

Source: *https://eoc.unc.edu/our-policies/state-and-federal-laws/title-ix-and-vawa/;*

Counseling and Psychological Services

UNC-Chapel Hill is strongly committed to addressing the mental health needs of a diverse student body. The [Heels Care Network](#) website is a place to access the many mental health resources at Carolina. CAPS is the primary mental health provider for students, offering timely access to consultation and connection to clinically appropriate services. Go to their website https://caps.unc.edu/ or visit their facilities on the third floor of the Campus Health building for an initial evaluation to learn more. Students can also call CAPS 24/7 at 919-966-3658 for immediate assistance.

Source: *Student Safety and Wellness Proposal for EPC, Sep 2018*

Student Support Email and Phone Numbers

- To report acceptable use problems at UNC-Chapel Hill, call **919-962-HELP** or email: abuse@unc.edu.
- For issues involving copyrights or other policy concerns, call **919-445-9393** or email: copyright@unc.edu.
- For issues involving system security, call **919-962-HELP** email: security@unc.edu.
- For any other issues, please send email to abuse@unc.edu.