MGMT 3361 – Project Management

Course Description/Overview

This course provides the student with an introduction to the project management process. The course focuses on both the common body of knowledge associated with project management as well as the art of managing projects. Students will be introduced to current project management software and will complete a series of project exercises and a major project. Some assignments will be in teams. This course provides students with a foundation to facilitate a career and professional certification in project management.

Prerequisite Knowledge

Junior Standing

Course Technology

- Access to and familiarity with MS Office (Word, PowerPoint, Excel)
- ASU BlackBoard
- Access to and familiarity with a web browser

Class Meeting Times

Online

Technical Support

The Technology Service Center (TSC) may be contacted by calling (325) 942-2911 or 1-866-942-2911 or by email at helpdesk@angelo.edu

Faculty/Instructor Information

Brian Kulik

Associate Professor

Office: Rassman 247

Phone: 425-749-8192 (Cell)

E-Mail: bkulik@angelo.edu

Office Hours: By appointment: If you need to meet, please send me an email and we can set up a meeting time. Facebook, email and texts work, too!

Course Objectives

Learning Objectives:

Upon successful completion of this course, you will be able to:
- define the terms project and project management;
• describe the project life cycle, project selection, project environment, and approval process;
• identify the project management process groups, including:
  o initiating,
  o planning,
  o executing,
  o monitoring and controlling, and
  o closing;
• explain the role of the project manager in initiating and completing a project;
• explain knowledge areas, including:
  o project integration management
  o project scope management
  o project time management
  o project cost management
  o project quality management
  o project human resource management
  o project communications management
  o project risk management, and
  o project procurement management;
• identify and apply the steps that must be taken to complete projects on time and on budget;
• identify and apply human-resources skills in forming and developing a team;
• describe how to organize the organizational structure for a project;
• identify tools and techniques for planning and tracking a project;
• develop methods for motivating teams and keeping them focused;
• explain how to make leadership decisions concerning organizational structure and the role of project resources on a project’s team; and
• identify project risks.

Throughout this course, you’ll also see related learning outcomes identified in each unit. You can use the learning outcomes to help organize your learning and gauge your progress.

Assessment Methods

Exams (individual effort), Written assignments (individual effort)

Time Commitment

While learning styles can vary considerably and any particular student will take more or less time to learn or read, we estimate that the "average" student will take **114 hours** to complete this course. Each overall unit, resource, and activity within the course is similarly tagged with an estimated time advisory. We recommend that you work through the course at a pace that is comfortable for you and allows you to make regular (daily, or
at least weekly) progress. It's a good idea to also schedule your study time in advance and try as best as you can to stick to that schedule.

It may be useful to take a look at these time advisories, to determine how much time you have over the next few weeks to complete each unit, and then to set goals for yourself. Perhaps you can sit down with your calendar and decide to complete Subunit 1.1 (a total of 3.25 hours) on Monday; Subunit 1.2 (1.75 hours) on Tuesday; Subunit 1.3 (3 hours) on Wednesday; the readings for Subunit 1.4 (a total of 3.25 hours) on Thursday; etc.

**Tips/Suggestions**

Learning new material can be challenging, so below we've compiled a few suggested study strategies to help you succeed.

Take notes on the various terms, practices, and theories as you read. This can help you differentiate and contextualize concepts and later provide you with a refresher as you study.

As you progress through the materials, take time to test yourself on what you have retained and how well you understand the concepts. The process of reflection is important for creating a memory of the materials you learn; it will increase the probability that you ultimately retain the information.

Pay special attention to Unit 1, as it will lay the ground work for understanding the more advanced, explanatory material presented in the latter units.

**Course Textbook and Required Readings**

*Project Management from Simple to Complex* (v. 1.1)
by: Russel W. Darnall & John M. Preston

The textbook is free and available here: [https://saylordotorg.github.io/text_project-management-from-simple-to-complex-v1.1/](https://saylordotorg.github.io/text_project-management-from-simple-to-complex-v1.1/)

Other readings are assigned and will be provided to you in PDF or WORD format, or will link you directly to the web site of interest.

**Grading Policies**

**Assignments, Discussions & Quizzes**

**Assignments**
Assignments require short answers. Please upload your assignment to Blackboard before deadline specified in the schedule below and in the START HERE web page for the course.
Please do NOT submit your assignment in the Comments window! Submit by clicking on the Submit Here button, or submit by attaching an MS Word file. If you don’t know how to submit an assignment, then please watch this video: https://www.youtube.com/watch?v=S4NuYAKZd_E&feature=youtu.be.

**Scoring Basis of Each Assignment Component**

<table>
<thead>
<tr>
<th>Score Value</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Not complete, unclear, unconcise, not grammatically correct, didn’t follow instructions, or didn’t answered question</td>
</tr>
<tr>
<td>2</td>
<td>Complete, clear, concise, grammatically correct, followed instructions, and answered question</td>
</tr>
<tr>
<td>3</td>
<td>Excellent answer, exceeded expectations</td>
</tr>
</tbody>
</table>

Note: only two 1-point posts will be acceptable for score per module. I expect most students to post 2-point comments.

**Exams**

Each module exam consists of 20 true/false questions *per module*. You are allowed an unlimited number of attempts; Blackboard with choose the attempt with the highest score.

**Grading distribution**

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments (5 @ 8 to 14 pts. each) x 5</td>
<td>250</td>
</tr>
<tr>
<td>Module 1-4 Exams (4 @ 40 pts. per module, 20 questions each)</td>
<td>160</td>
</tr>
<tr>
<td>Module #5 Exam (15 questions, 2 points each)</td>
<td>30</td>
</tr>
<tr>
<td>(that’s 2 points per exam question)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>440 pts</td>
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</tbody>
</table>

**Grading scale**

Letter Grades will be awarded based on a standard according to the number of points earned:

- A: 90-100 points
- B: 80-89.9 points
- C: 70-79.9 points
- D: 60-69.9 points
- F: below 60.0 points

**Response Time**

48 hours

**Missed/Late Work**

None accepted

**Participation/Absenteeism**

Online participation in discussions
Final Exam
Exams not cumulative

Course Policies

Classroom Etiquette

(adapted from http://madisoncollege.edu/online-etiquette-guide)

A key distinguishing feature of an online course is that communication occurs solely via the written word. Because of this the body language, voice tone, and instantaneous listener feedback of the traditional classroom are all absent. These facts need to be taken into consideration both when contributing messages to a discussion and when reading them. Keep in mind the following points:

- **Respect others and their opinions.** In online learning students from various backgrounds come together to learn. It is important to respect their feelings and opinions though they may differ from your own.
- **Tone Down Your Language.** Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.
- **Pick the right tone.** Since we depend on the written word in online learning, it is especially important to choose the right words to get your meaning across. For example, sarcasm is harder to detect when you read the words rather than hearing them.
- **Keep a Straight Face.** In general, avoid humor and sarcasm. These frequently depend either on facial or tone of voice cues absent in text communication or on familiarity with the reader.
- **Consider others’ privacy.** Ask for permission if you want to forward someone’s email messages to third parties. Keep in mind that all private email mail is considered copyrighted by the original author.
- **Avoid inappropriate material.**
- **Be forgiving.** If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion might be new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.
- **Think before you hit the send button.** Think carefully about the content of your message before contributing it. Once sent to the group there is no taking it back. Grammar and spelling errors reflect on you and your audience might not be able to decode misspelled words or poorly constructed sentences.
- **Test for Clarity.** Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.
- **Brevity is best.** Be as concise as possible when contributing to a discussion. Your points might be missed if hidden in a flood of text.
- **Stick to the point.** Contributions to a discussion should stick to the subject. Don’t waste others’ time by going off on irrelevant tangents.
- **Frivolous email.** Don’t forward jokes, chain letters or unimportant email to other students without their permission. Not only does it fill up their mailboxes but may offend people who do not share the same sense of humor or who are tired of these types of email.
- **Read First, Write Later.** Don’t add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to. Doing so is tantamount to ignoring your
fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.

- **Netspeak.** Although electronic communication is still young, many conventions have already been established. **DO NOT TYPE IN ALL CAPS.** This is regarded as shouting and is out of place in a classroom. Acronyms and emoticons (arrangements of symbols to express emotions) are popular, but excessive use of them can make your message difficult to read. Some common ones include:

  Acronyms & Emoticons: FYI = for your information :-( = smiley face: happiness, pleasure B/C = because :-( = frowning face: displeasure W/ = with ;( = wink BTW = by the way :-0 = shock, surprise F2F = face to face :/- = skepticism, unease, apologetic FAQ = frequently asked questions

  **Professionalism is expected in class.**

**Academic Honesty and Integrity**

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university Academic Honor Code, which is in both print and web versions of the ASU Student Handbook.

Academic integrity is expected. This includes, but is not limited to, any form of cheating, plagiarism, unauthorized sharing of work, or unauthorized possession of course materials. The professor assumes that all students can be trusted. Please do no violate this trust. Violation of academic integrity will result in a failing grade for the course.

It is the professor’s intention to be as fair and impartial as is humanly possible. Therefore, all students will be asked to adhere to the same set of guidelines and rules UNLESS there are disabilities or documented extenuating circumstances that have been discussed with the professor and the Student Life Office. Please make sure you inform the professor as soon as any situation arises. Do NOT wait until the problem is compounded by poor class performance, poor attendance, etc.

**Code of Ethics**

Students, faculty, administrators and professional staff of the College of Business should always:

- Be forthright and truthful in dealings with all stakeholders
- Take responsibility for one’s actions and decisions
- Serve as an example of ethical decision-making and behavior to others
- Admit errors when they occur, without trying to conceal them
- Respect the basic dignity of others by treating them as one would wish to be treated

**Courtesy and Respect**

Courtesy and respect are essential ingredients to this course. We respect each other's opinions and respect others points of view at all times while in our class sessions. The use of profanity and harassment of any form is strictly prohibited (Zero Tolerance), as are those remarks concerning one's ethnicity, life style, religion, etc., violations of these rules will result in appropriate disciplinary actions.

**Accommodations for Disability**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with
Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by emailing studentservices@angelo.edu, or by contacting:

Mrs. Dallas Swafford  
Director of Student Development  
Office of Student Affairs  
University Center, Suite 112  
325-942-2047 Office  
325-942-2211 FAX  
Dallas.Swafford@angelo.edu

**Student absence for religious holidays**

As stated in the Angelo State University Operating Policy and Procedures (OP 10.19 Student Absence for Observance of Religious Holy Day), a student who intends to miss class to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

**Course Drop**

To view information about how to drop this course or to calculate important dates relevant to dropping this course, you can visit [http://www.angelo.edu/services/registrar_office/course_drop_provisions.php](http://www.angelo.edu/services/registrar_office/course_drop_provisions.php).

**Incomplete as a Course grade**

As stated in the Angelo State University Operating Policy and Procedure (OP 10.11 Grading Procedures), the grade "I" is given when the student is unable to complete the course because of illness or personal misfortune. For undergraduates, an "I" that is not removed before the end of the next long semester automatically becomes an "F". A graduate student will be allowed one year to remove a grade of "I" before it automatically becomes an "F". To graduate from ASU, a student must complete all "I's".

**Grade Appeal Process**

As stated in the Angelo State University Operating Policy and Procedures (OP 10.03 Student Grade Grievances), a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, has experienced inequitable evaluation procedures, or inappropriate grading practices, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the grade appeal process and the number of days allowed for completing the steps in the process, see Operating Procedure 10.03 at: [http://www.angelo.edu/content/files/14196-op-1003-grade-grievance](http://www.angelo.edu/content/files/14196-op-1003-grade-grievance).
## Course Outline

<table>
<thead>
<tr>
<th>Deadline Date</th>
<th>Deliverables</th>
<th>Chapters Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:59 p.m., Sept. 8</td>
<td>Module #1 (PM Defined): Assignment #1, Exam #1</td>
<td>1, 2, 11.1, 11.3</td>
</tr>
<tr>
<td>11:59 p.m., Sept. 22</td>
<td>Module #2 (Project Life Cycle): Assignment #2, Exam #2</td>
<td>3</td>
</tr>
<tr>
<td>11:59 p.m., Oct. 13</td>
<td>Module #3 (Org. Design): Assignment #3, Exam #3</td>
<td>3.2, 5.1-2, 6, 4.3</td>
</tr>
<tr>
<td>11:59 p.m., Nov. 10</td>
<td>Module #4 (Proj Initiation &amp; Planning): Assignment #4, Exam #4</td>
<td>7.2, 8</td>
</tr>
<tr>
<td>11:59 p.m., Dec. 15</td>
<td>Module #5 (Proj. Execution): Assignment #5, Exam #5</td>
<td>10, 11.1-4</td>
</tr>
</tbody>
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