

OGL 320: Foundations of Project Management
Spring 2017 (A Session)
Online Accelerated Course (3/13/2017- 4/28/2017)
College of Integrative Sciences and Arts
Arizona State University

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BIO: I earned a Bachelor of Science in Industrial Engineering from Clarkson University, a Masters in Science in Engineering with emphasis in Quality Control and Reliability from Arizona State University and a Doctor of Philosophy from Northcentral University in Business and Technology Management with emphasis in Project Management. My dissertation topic is *Overcoming Project Management Obstacles: The Impact of Volunteerism on Faith-Based Organizations*. I have been a Project Management Professional (PMP) since 2002 and was certified in Production and Inventory Management (CPIM) by APICS. I have 28 years experience as an adjunct faculty professor at Maricopa Community Colleges and was the lead curriculum developer for the Project Management certification program. I also was the subject matter expert in the development of Grand Canyon University's *IT Project Management* online MBA course. I led a *Business and Project Management Workshop* for Scottsdale Community College Center for Civic and Global Engagement. I have taught Project Management, Introduction to Business, Quantitative Business Methods, Business Statistics and Introductory and Intermediate Algebra, and College Mathematics. I was awarded the Outstanding Mentor recognition by Phi Theta Kappa in 2012. I retired after 30 years with Intel Corporation in 2014 and my work history spans Supply Chain Management, Engineering, Manufacturing, Marketing, Business and Project Management. I have been married for 31 years and have two young adults enrolled at NAU Global Engineering Science Program and ASU Graduate School in Non-Profit Studies.

Course Description: This course will offer key insights into the project management process by examining the knowledge areas, project phases, and how they all fit together.

Project management skills are highly desirable across professions and through an examination of various theoretical approaches, illustrated by case studies and examples of best practices, we will learn techniques in successfully planning, organizing, managing, closing, and evaluating projects.

Course Objectives:

- Demonstrate an understanding of the knowledge areas and phases of project management and how they are applied
- Define and recognize basic project management terminology
- Identify different theoretical approaches, tools and best practices to project management
- Identify cultural and organizational influences on projects
- Demonstrate competency in developing a project plan and schedule

- Demonstrate competency in responding to project challenges as posed through case study examples
- Demonstrate the ability to synthesize the principles and practices of effectively managing projects
- Demonstrate awareness of the competencies needed to effectively manage projects

REQUIRED READINGS:

- *Managing Projects Large and Small: The Fundamental Skills for Delivering on Budget and on Time*, Harvard Business Review Press, ISBN 978-1-59139-321-4
- *HBR Guide to Project Management*, Harvard Business Review Press, 978-1-4221-8729-6
 - *Note: These books can be purchased through the ASU Bookstore or any other book store or distributor.*
- There are multiple other resources used in this class; however, they will be available within the course site itself. It is highly encouraged to do external research on the pertinent topics.

COURSE EXPECTATIONS: Online instruction offers scheduling flexibility that we all appreciate; however, in some ways student performance expectations are higher in an online environment than in a live class. To be successful in this class, students must do the following:

1) **Make sure to always have access to a functioning computer.** If, for example, your home computer experiences problems, it is your responsibility to find another computer (on campus, at any public library, a friend's house, etc.) to log onto the course site and complete your assignments on time. It is also important that you have access to a computer with audio capabilities for many of the course activities.

Plug-ins for Software for Students – if you need a Word viewer, Adobe, etc.

<http://asuonline.asu.edu/student-resources/student-plug-ins>

For 24/7 phone support call toll-free 1-855-278-5080, option 3

2) **Check email frequently.** ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. All instructor correspondence will be sent to your ASU email account. **I respond in less than 48 hours.**

3) **Demonstrate good time management skills.** The modules are NOT set up to be completed at the last minute. You will be more successful if you pace yourself and give yourself enough time to produce quality work. **Late writing assignments will be penalized 10% for each day that they are late (this policy doesn't apply to quizzes or discussion boards that are subject to a "no late" policy).** Only with medical or legal documentation will the late penalty be waived. Please refer to the university's list of examples of what constitutes supporting documentation

in the cases of personal crisis, death in the family, personal illness or injury at <https://students.asu.edu/forms/sap-review>. The list can be found in the “Satisfactory Academic Progress Review” site under “Examples of Supporting Documentation.” **No late assignments will be accepted after the last day of class.**

The Arizona Board of Regents, the governing board for ASU, NAU, and the U of A, has a policy for how much time students should invest in their courses: "A minimum of 45 hours of work by each student is required for each unit of credit.... Off-campus courses, regardless of mode of delivery, may be assigned credit based on competencies or learning outcomes that are acquired through coursework and are equivalent to those of students in a traditional classroom setting." (<http://azregents.asu.edu/rrc/Policy%20Manual/2-224-Academic%20Credit.pdf>).

Therefore, in a 3-credit course, students should expect to invest 45 hours in class meetings (or the online equivalent), as well as 90 hours doing homework and assignments—a total of **135 hours** in any given session (A, B, or C). In this course and in other courses in your degree program, your faculty are committed to this standard because it promotes the breadth and depth of learning required in a first-rate university education. As you register for courses, keep this 135-hour standard in mind because during some semesters your work and/or family commitments may prevent you from taking a full load of classes.

4) **Always read and follow directions.** It is extremely important that before you complete any of the assignments that you first make sure to understand what the instructions are telling you to do. In many cases, you will be asked to either meet a word or page minimum; please make sure to do so.

5) **Reread, edit and revise every piece of writing before submitting it.** The grades for each assignment will reflect both the command of class content, as well as the quality of writing.

6) **ALWAYS cite material that you use from other sources that are either direct quotes or paraphrasing.** Members of this class are expected to submit their own written work. Plagiarism is defined as presenting someone else's writings or ideas as if they were your own. A student who commits an act of cheating or plagiarism will fail the course. Any citation format is acceptable (APA, MLA, Chicago, etc.).

- *Academic Integrity*—see the Student Affairs web page at <http://www.asu.edu/studentaffairs/studentlife/judicial/> and <http://provost.asu.edu/academicintegrity>, as well as the College of Letters and Sciences web page https://cls.asu.edu/sites/default/files/cls_academic_dishonesty_procedure.pdf for policies to which we adhere.
- *Plagiarism*—complete the quiz found at this link if you have questions about what constitutes plagiarism: http://library.umf.maine.edu/plagiarism/is_it.html. This web site is from the University of Maine and has some excellent links.
- *Citing Sources*—the following online sources are useful if you have any questions on how to properly cite a source:

http://www.wisc.edu/writing/Handbook/DocAPACitations_Def.html
http://www.lib.duke.edu/libguide/cite/works_cited.htm

7) **All assignments should be written in formal Standard English.** In the digital age that we live in, it is easy to revert into short-handed, colloquial ways of communicating. The classroom (even in an online format) is a professional environment and our communication styles should reflect this.

8) **Finally, students are also expected to treat each other and the instructor with respect.** Please understand that some of the content of this course may be considered sensitive or controversial. Students are not required to agree with the authors, other students, or the instructor. Students are required, however, to communicate disagreement with thoughtful and reasoned arguments that are informed and respectful. Your maturity, sensitivity, and respect for your classmates are imperative. It is also expected that you will respect the confidentiality of any shared information.

GRADING SYSTEM & POINT DISTRIBUTION:

990-1000 points	A+
930-989	A
900-929	A-
870-899	B+
830-869	B
800-829	B-
770-799	C+
700-769	C
600-699	D
0-599	E

MODULE SCHEDULE:

<u>Dates</u>	<u>Module Topics</u>
Module 1 3/13 thru 3/19	Project Management Fundamentals Intro. Discussion Board due Friday, 3/15 (11:59 pm AZ time) (30 points) **Focus on interacting with your Groups (Module 3 & 4) Quiz 1 due 3/17 (11:59 pm AZ time) (30 points) Paper 1 due 3/19 (11:59 pm AZ time) (60 points)
Module 2 3/20 thru 3/26	Setting a Project Up For Success: Identifying Influencing Factors Module 2 Discussion Board closes on 3/22 (11:59 pm AZ time) (70 points) **Please start your posts at the beginning of the module. Quiz 2 due 3/24 (11:59 pm AZ time) (30 points) Paper 2 due 3/26 (11:59 pm AZ time) (50 points)
Module 3 3/27 thru 4/2	Project Planning, Scope, and Cost Management Module 3 Discussion Board closes on 3/29 (11:59 pm AZ time) (70 points) **Please start your posts at the beginning of the module. Quiz 3 due 3/31 (11:59 pm AZ time) (30 points) Paper 3 due 4/2 (11:59 pm AZ time) (50 points)
Module 4 4/3 thru 4/9	Work Breakdown and Time Management Module 4 Discussion Board closes on 4/5 (11:59 pm AZ time) (70 points) **Please start your posts at the beginning of the module. Quiz 4 due 4/7 (11:59 pm AZ time) (30 points) Paper 4 due 4/9 (11:59 pm AZ time) (50 points)
Module 5 4/10 thru 4/16	Executing a Project: Managing People and Creating Accountability Module 5 Discussion Board closes on 4/12/15 (11:59 pm AZ time) (70 points) **Please start your posts at the beginning of the module. Quiz 5 due 4/14 (11:59 pm AZ time) (30 points) Paper 5 due 4/16 (11:59 pm AZ time) (50 points)
Module 6 4/17 thru 4/23	Making Adjustments, Managing Risk and Controlling Quality Module 6 Discussion Board closes on 4/19 (11:59 pm AZ time) (70 points) **Please start your posts at the beginning of the module. Quiz 6 due 4/21(11:59 pm AZ time) (30 points) Paper 6 due 4/23 (11:59 pm AZ time) (50 points)
Module 7 4/24 thru 4/28	Close-out & Best Practices Module 7 Discussion Board closes on 4/26 (11:59 pm AZ time) (60 points) **Please start your posts at the beginning of the module. Paper 7 due 4/28 (11:59 pm AZ time) (70 points)

Discussion Boards:

Each module will contain a discussion board prompt, which will allow you to work through problems, devise strategies, or simply debate an issue with your classmates. Since each discussion board assignment will require an initial entry, followed by several responses to your

classmates, **please be sure to begin posting as soon as the new module begins.** DBs have a similar writing style expectation as the essays in the quizzes.

All DBs will be graded using the following guidelines:

A = Excellent = Exceptional DB	<ul style="list-style-type: none"> -In-depth understanding of relevant concepts issues related to topic addressed/assigned -A virtually flawless mastery of all aspects of grammar, structure, spelling, & style. -Timely submission and academic integrity -Main post is 500 words or greater (N.A. for Project) -All 4 Responses are 250 words or greater
B = Good = Above Average DB	<ul style="list-style-type: none"> -Good grasp of subject matter is demonstrated -A good grasp of grammar, structure, spelling, & style -Timely submission and academic integrity -Main post is 300 words or greater (N.A. for Project) -All 4 Responses are 150 words or greater
C = Satisfactory = Competent DB	<ul style="list-style-type: none"> -Basic grasp of subject matter is demonstrated -A basics grasp of grammar, structure, spelling & style -Timely submission and academic integrity -Main post is 300 words or greater (N.A. for Project) -All Responses are 150 words or greater -Missing 1 response
D = Poor = Marginally Acceptable DB	<ul style="list-style-type: none"> -Confusion of subject matter is demonstrated -A basic grasp of grammar, structure, spelling, & style -Submission was late - Missing more than 1 response -Missing word counts
E = Failing = An Unacceptable DB	<ul style="list-style-type: none"> -All items are not included -Written expression is disorganized and poorly expressed -Serious errors in grammar, sentence structure, and spelling -Academic integrity questionable - Missing main post

DB Group Projects: Groups are assigned for the first four modules. It is expected that you norm as a team in DB 1 & 2 so your team is performing in DB 3 & 4. It is mission critical that you are viewing Discussion Board daily during module 3 and 4 to be successful. Team roles and assignments will need to be constructed and commits met. At the end of DB 4 a retrospective of what went well, issues you encountered and a summary of your contributions is required to be emailed to the instructor.

Quizzes:

Each module (with the exception of the last one) will be accompanied by a quiz that will be a combination of multiple choice, true/false, fill in, and short answer responses.

Please keep in mind that the quizzes are set on a timer, in which you will have **1 hour** to complete them once you begin. So, please be sure to review all of the module content PRIOR to beginning the quizzes. For the short answer responses, I provide you with the questions ahead of time so that you can prepare your responses and then paste them into the quizzes once you begin. See paper grading expectations listed below and be mindful of minimum word counts in each quiz essay portion.

Papers:

Each module will also contain a paper assignment that will offer you the opportunity to further explore the content. In these papers, you will be asked to describe your reactions, perceptions and significant insights gained from the readings and activities. I will be doing readability tests to give feedback on your university level writing as provided by this and/or other free online services. https://www.online-utility.org/english/readability_test_and_improve.jsp

All papers will be graded using the following guidelines:

<p>A = Excellent = Exceptional Paper</p>	<ul style="list-style-type: none"> -All items requested in the assignment details are included, exceptionally outlined -Comprehensive grasp of subject matter is demonstrated -In-depth understanding of relevant concepts issues related to topic addressed/assigned -Profound analytical critique, synthesis, & evaluation of information -Insight in thought and contribution of something new -A clear, concise, and fluent style highlighting a well-written & logically structured essay. -A virtually flawless mastery of all aspects of grammar, structure, spelling, & style. -Timely submission and academic integrity
<p>B = Good = Above Average Paper</p>	<ul style="list-style-type: none"> -All items are included: meets all requirements -Good grasp of subject matter is demonstrated -Basic understanding of relevant concepts & issues related to topic addressed -Some in depth analytical critique, synthesis, & evaluation of information -A clear, concise, and fluent style highlighting a well-written & logically structured essay. -A good grasp of grammar, structure, spelling, & style -Timely submission and academic integrity

<p>C = Satisfactory = Competent Paper</p>	<ul style="list-style-type: none"> -All items are not included: one key area weak or missing -Basic grasp of subject matter is demonstrated -Some understanding of relevant concepts & issues related to topic addressed -Adequate attempt for analytical critique, more reporting than analyzing -Essay with an acceptable style and structure -Basics of grammar, structure, and spelling -Timely submission and academic integrity
<p>D = Poor = Marginally Acceptable Paper</p>	<ul style="list-style-type: none"> -All items are not included: more than one key item missing or very weak -Confusion of subject matter is demonstrated -Understanding of relevant concepts & issues related to topic addressed is weak -Just reporting events -A basic grasp of grammar, structure, spelling, & style -Timely submission and academic integrity
<p>E = Failing = An Unacceptable Paper</p>	<ul style="list-style-type: none"> -All items are not included -A basic lack of understanding of the subject matter -No attempt to go beyond description -Written expression is disorganized and poorly expressed -Serious errors in grammar, sentence structure, and spelling -Timely submission & Academic integrity questionable -Standard format not followed

Drop and Add Dates/Withdrawals

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course. Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal, and a Grade of Incomplete.

UNIVERSITY SERVICES:

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Students who feel they may need a disability accommodation(s) in class must provide documentation from the [Disability Resource Center](#) to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate.

Students who desire accommodations for a disability should contact DRC as early as possible (i.e., before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the [DRC](#).

As ASU students, you have access to an array of both academic and personal support services. I encourage you to tap into these resources when necessary.

- *ASU Libraries* - offers 24/7 access to librarians through "Ask a Librarian" online chat and help by librarians in person at the Reference Desk during most hours the libraries are open. <https://www.asu.edu/lib/>
- *E-mail Issues*—be sure you are checking ASU email or have it forwarded properly to a different account. Problems? Check these sites and then call one of the numbers below if you aren't sure. <http://help.asu.edu/> and <http://help.asu.edu/node/99> and email to email-q@asu.edu
- *Counseling and Consultation* – provides confidential mental health and career counseling services for all ASU students. <http://students.asu.edu/counseling>
- *Student Success Centers* – the Student Success Center (SSC) on each ASU campus (and services online!) to provide an array of support services that promote students' academic success. The SSC supports classroom instruction by helping students become better learners and gain the confidence and skills to achieve their greatest possible academic success. <http://studentsuccess.asu.edu/>
- *Career Services* – offers assistance to students in choosing a major, setting career goals, interviewing, resume building, search options and job hunting strategies. <http://students.asu.edu/career>
- *Student Financial Aid Office* – offers information and applications for student funding such as grants, loans, scholarships and student employment. <http://students.asu.edu/financialaid>
- *Student Health and Wellness Center* – provides non-emergency medical health care to all ASU students regardless of insurance status. Most visits with a physician or nurse practitioner are free of charge, but fees will be incurred for x-rays, lab results, etc. www.asu.edu/health/
- *Student Recreational Center* – offers individual and group fitness opportunities, as well as information on nutrition and wellness, and massages. Use of the general facilities (weights, circuit training and cardio machines) are free, other services (yoga classes, massages) are fee-based. www.asu.edu/src/
- *Student Legal Assistance* – provides legal advice and counsel free of charge to all ASU students in areas such as landlord-tenant law, credit reports and collection issues, taxability of scholarships and grants, etc. Notary service is also available at no charge. <http://www.asu.edu/studentaffairs/mu/legal/>

- *Help Wiki* – provides a frequently asked questions resource for technology users at ASU. <http://wiki.asu.edu/help/>
- *EMPACT Crisis Hotline* – offers free 24-hour support for mental health crises. Call (480) 784-1500 in the Phoenix area, (866) 205-5229 for the toll-free number outside of Phoenix, and (480) 736-4949 for the sexual assault hotline. All services are free and confidential. <http://www.empact-spc.com/>
- Title IX Statement: Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/student>

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

This course is offered by the College of Letters and Sciences. For more information about the College, visit our website: <https://cls.asu.edu/>.