

OGL 324: Resources in Project Management

Summer 2021 (B Session: 10/12/22—11/27/22) Online Instructor:

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in person or via Zoom or phone—just ask!

Courses Overview

Course Description:

This course is offered by ASU's [College of Integrative Sciences and Arts](#). This course explores major elements of project resource management as well as the broader context of this critical planning function. Students learn that sound resource management is an important part of developing a sustainable competitive advantage in the emerging global marketplace. Primarily focuses on operations and productivity, resources in project management, product design, process strategy, layout strategy, human resources and job design, supply chain, inventory management and scheduling.

Credits: 3

Prerequisites: OGL 240 or 320; minimum 56 hours or Visiting University Student

College Contact: This course is offered by the College of Integrative Sciences and Arts (CISA). For more information about the college, visit our website: <https://cisa.asu.edu>. If you have questions about this course, please speak with your instructor. If your instructor is unable to address your questions, please send your inquiry to cisa@asu.edu.

Course Objectives

At the completion of this course, students will be able to:

- Define the role of a project manager and analyze ways in which they coordinate a wide array of resources, including human resources, financial resources, production resources, and inventory resources.
- Identify the processes and terminology of project management resources.
- Demonstrate how the process of resource management operates within a broader context, including product design, process strategy, layout strategy, job design, the supply chain, and inventory management.
- Identify how process strategy for optimal resource management is developed.
- Analyze the design of goods and services and how it affects resource management decisions.
- Identify how location and layout strategies affect resource management decisions.
- Assess how human resources and job design decisions impact project resource management.

Textbooks, Required Reading and Materials

There are no required textbooks for this course. All the content will be provided within the course site.

Course Access: Your ASU courses can be accessed by both my.asu.edu and asu.instructure.com; bookmark both in the event that one site is down.

Student Success:

Online instruction offers scheduling flexibility that we all appreciate since there are no face-to-face meetings. 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:

- check the course daily
- read announcements
- read and respond to course email messages as needed. 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.
- Always read and follow directions. It is extremely important that before you complete any of the quizzes or assignments that you first make sure to understand the instructions. The quizzes are set on a timer for 90 minutes and will automatically close once the time lapses. However, you will be given the opportunity to take each quiz TWICE, with the lowest score being dropped. Also, in many cases, you will be asked to meet a word or page minimum for assignments.
- complete assignments by the due dates specified. Don't fall behind, you may not be able to catch up. See the late policy for details on turning quizzes and writing assignments in late. Yellowdig discussions are built around specific earning periods, and those cannot be modified or extended.
- 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. 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.
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track. Good time management is critical. 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.
- access [ASU Online Student Resources](#) or [CISA Academic Resources](#)

Communicating with your Instructor and Classmates:

In order to build a course climate that is comfortable for all, it is important that students (1) display respect for all members of the class—including the instructor and students; (2) pay attention to and participate in all interactive student partner/instructor sessions and activities; and (3) observe the rules of appropriate online behavior (also known as netiquette). This term is defined by the instructor and includes keeping course discussion posts and oral communication with other students (or the instructor) focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion; in addition, they must avoid racist, sexist, homophobic, or other negative language that may unnecessarily

exclude course members. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the course environment.

Email questions of a personal nature to your instructor. You can expect a response within 24 hours.

Course Organization, Topics, Schedule, and Grading

Timing and Work Expectations:

Please note that taking a full-semester course in one session means a semester's worth of work in half the time! Essentially the workload for the next 6 weeks is the equivalent of 2 classes. Thus, you should expect to spend several hours a day working on the class.

Coursework includes all learning activities including reading, watching videos, studying, and completing assignments. Arizona Board of Regents (ABOR) requires 45 hours of coursework per credit for college-level courses, which translates to 135 total hours for a 3-credit class. In a six-week summer course, this means 22.5 hours per week.

Organization

The course is set out in 6 units. The module pages contain all necessary materials to complete the work, including readings, slides, videos, and assignments, except for the books that you can access online for free (see directions above). You should complete the work in the order it appears in the unit—the assignments build on one another.

Schedule

This brief schedule lists work assignments and major reading assignments. Please see the Canvas Course Schedule and each week's unit for full details, readings, slideshows, etc.!!

Module	Assignment	Due Date 11:59 pm AZ time	Points
1	Introduction to Resources in Project Management		
	Module 1 Quiz	Tue 10/18	50
	Yellowdig Participation (weekly; points added at end)		
	Case Study Worksheet	Tue 10/18	50
2	Plan Resource Management		
	Module 2 Quiz	Sat 10/22	50
	Yellowdig Participation		
	Creating a Resource Breakdown Structure	Sat 10/22	70

	Peer Critiques of RBS	Sun 10/23	30
3	Estimate Activity Resources		
	Module 3 Quiz	Sat 10/29	50
	Yellowdig Participation		
	Creating Bottom Up Estimation of Resources	Fri 10/28	70
	Peer Critiques of Bottom Up Estimation	Sat 10/30	30
4	Acquire Resources		
	Module 4 Quiz	Sat 11/5	50
	Resource Acquisition Plan	Sat 11/5	100
	Yellowdig Participation		
5	Develop and Manage a Team		
	Module 5 Quiz	Sat 11/12	50
	Yellowdig Participation		
6	Control Resources		
	Module 6 Quiz	Fri 11/19	50
	Yellowdig Participation		250
7	Review and Paper		
	Final Exam	Sat 11/26	100
	Total		1050

Grading

Grade	Percentage
A+	99 – 100%

A	93 - 98%
A-	90 - 92%
B+	87 - 89%
B	83 - 86%
B-	80 - 82%
C+	77 - 79%
C	70 – 76%
D	60 – 69%
E	Below 60%

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. You can expect work to be graded and returned via the Gradebook within 3 days.

Quizzes (35%)

Each module is accompanied by a quiz that will be a combination of multiple choice, true/false, and fill in questions. Please keep in mind that the quizzes are set on a timer, in which you will have **90 minutes** to complete them once you begin. However, you will be given the opportunity to take each quiz *TWICE prior to the due date*, with the lowest score being dropped.

Although these assessments permit you to take them with open notes, it is highly recommended that you fully review all the module content **PRIOR** to beginning the quizzes.

Yellowdig Discussion Community (25%)

Yellowdig is a social media platform designed for higher education--it is our Discussion Community. You will be participating in conversations every week on a wide array of topics--ones I suggest and ones you want to bring up. You'll find my suggested topics and questions in each module. As you create Posts and make Comments in your community, and as other students read and react more to your thoughtful contributions, you will automatically receive more participation points.

The points you earn in Yellowdig accumulate to a total goal for the course—but please note that you cannot go back and earn for past periods. Although Yellowdig is a required part of the course, the hope is that you will find value in the community and want to participate regardless of the points!

To learn more about how points work and how many you can still earn, click on the links below your Points Earned in the point display. Each week you should strive to earn up to 1000 points of the 6000 required by the end of the course. There is a weekly maximum of points you can earn, which is set at 1300 points. Your total in Yellowdig will be turned into a percentage at the end of the course (i.e. 89% of possible points) and that will be used to determine your Yellowdig contribution to your course grade.

You are encouraged to participate weekly to earn points, but I wanted to give you some flexibility. Please see Canvas for the exact “roll-over” time each week, when the weekly maximum ends and the new earning period begins. At that point you'll see a new maximum. For example, week 1 will show 1300; when week 2 starts, it will show your previous total plus 1300) and you will be able to start earning points again. You'll have until the following rollover day/time to get up to your Period Maximum again. I have hidden the Yellowdig grade column in the Canvas grade book to avoid confusion. Track your progress on Yellowdig.

Because the Period Maximum of 1300 is a bit higher than the 1000 points you would actually need to get each week, it is possible to earn ahead or to catch up if you fall a little behind. If you are having a fun discussion you can always keep posting even after you have reached the maximum, but you will stop earning points toward the Total Goal until the next rollover period.

I really want you to read what other people are thinking and to have real discussions about course-relevant content. Therefore, I'd like everyone to pay attention to the fact that you will earn quite a few points when other people react to your Posts and Comments. Your Posts will also get more points if they get a good conversation started (i.e. if people comment on them). So, think about your audience when you are posting (i.e., your fellow classmates). Also, be sure to recognize good posts by reacting to them and talking about them.

It is also helpful to realize that you can't get points from people interacting with your posts if you don't have posts up for other students to see. Therefore, coming in earlier and getting good conversations started can actually save you work. I will also be dropping in occasionally to give Accolades to Posts that are exceptionally good or thoughtful. You'll definitely increase your odds of your posts receiving that recognition if you have them up and I can see you are contributing to a vibrant discussion.

Practical Application Assignments (30%), a worksheet (5%), and a Paper (10%)

Full details for each assignment can be found in Canvas. While each module contains a quiz and Yellowdig discussions, modules 2-7 will also contain a practical assignment, a question worksheet, or a paper that will offer you the opportunity to further explore the content. In these, you will be asked to apply certain concepts to create Project Management documents or describe your reactions, perceptions and significant insights gained from the readings and activities.

In a class of this size, peer input is critical for detailed feedback. For the Resource Breakdown Structure and Bottom Up Estimation assignments, you will post in group discussion boards of about 10-12 students and offer constructive feedback on your peers' submissions. To accomplish this, we will have an initial post deadline and a critique deadline.

Extra Credit: There is no extra credit for this class.

Late Work/Missed Assignments

Assignments turned in after the deadline will lose 10% credit per day late (including weekends, holidays, etc.). No work will be accepted after the final day of the session. Only under extraordinary and well-documented circumstances will the late penalty be waived. Such situations must be brought to the instructor's attention immediately after they occur. Official documentation must be provided soon thereafter. This late policy does NOT apply to Yellowdig—points in these discussions are earned or not earned each week

Follow the appropriate University policies to request an accommodation for religious practices (<http://www.asu.edu/aad/manuals/acd/acd304-04.html>) or to accommodate a missed assignment due to University-sanctioned activities (<http://www.asu.edu/aad/manuals/acd/acd304-02.html>).

Grade Appeals:

Students must first speak with the instructor of the class to discuss any disputed grades. If, after review, a resolution is not achieved students may proceed with the appeal process. Student grade appeals must be processed in the regular semester immediately following the issuance of the grade in dispute (by commencement for fall or spring), regardless whether the student is enrolled at the university. Complete details are available in the [ASU Grade Appeals policy](#).

Technology: This course requires the following technologies:

- Web browsers (Chrome, Mozilla Firefox, or Safari)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office (Microsoft 365 is free for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

Note: A smartphone, iPad, Chromebook, etc. will not be sufficient for completing your work in an online environment. Although you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes, and virtual labs completed in Canvas.

Course and University Policies

Email Communication/Questions

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.* For help with your email go to: MyASU > Service > Live Chat OR New Ticket. Conversely, you can expect a response from me within 24 hours. In all correspondence you must maintain a professional and academic tone. Failure to comply with these policies will result in an unreturned email.

This course uses a discussion board called "Hallway Conversations" for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates. Please email questions of a personal nature to your instructor.

Drop and Add Dates/Withdrawals

If you are unable to take this course for any reason, be aware that 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](#), [Withdrawing as a Financial Aid Recipient](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#)

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see provost.asu.edu/academicintegrity.

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, college, and/or dean. Academic dishonesty includes, but is not limited to, cheating on an academic evaluation or assignment, plagiarizing, academic deceit (such as fabricating data or information), or falsifying academic records. Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

If you have any questions about your work and the academic integrity policy, please discuss your assignment or concerns with your instructor, teaching assistant, or your college Academic Integrity Officer in advance of submitting an assignment. Student resources on Sun Devil Integrity and strategies for completing your work with integrity and avoiding plagiarism are available here: ASU Student Resources for Academic Integrity or provost.asu.edu/academicintegrity for more information.

Harassment Prohibited

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Students are encouraged to report harassment to instructors and the Dean of Students Office.

Student Conduct

ASU and the College of Integrative Sciences and Arts expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, ASU Student Academic Integrity Policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions. [Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#). The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Title IX

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 <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

Disability Accommodations

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to the instructor at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Disability Resource Center (eoss.asu.edu/drc)

Email: DRC@asu.edu

DRC Phone: 480-965-1234 DRC FAX:
480-965-0441

Statement on Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access, and have an impact on our community, state, nation, and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic, and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality, and intellectual perspective.

Mental Health

As a student, like anyone else, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating, and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same-day or future appointment to discuss any personal concern. Here is the website: <https://eoss.asu.edu/counseling>. After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

Establishing a Safe Environment

Learning takes place best when a safe environment is established in the classroom. In accordance with [SSM 104-02](#) of the Student Services Manual, students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to

share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others' intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or offcampus) must be reported to the ASU Police Department (ASU PD) and the [Office of the Dean of Students](#). If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Prohibition of Commercial Notetaking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available. The results are always anonymous and cannot be reviewed by the instructor/department until after final grades have been posted.

Trigger Warnings

Please note that some course content may be deemed offensive by some students, although it is not my intention to offend anyone. In addition, some materials that we link with online might also be considered offensive, troubling, or difficult to review in terms of language or graphics. I attempt to provide warnings when introducing this kind of material; yet, if I forget to do so, or if something else (in my materials or posts from fellow students) seems offensive, please contact me at sryan23@asu.edu, or the faculty head, Denise Bates at denise.bates@asu.edu.

Academic Affairs Manual

For a complete guide to Arizona State University course policies, please refer to the [Academic Affairs Manual \(ACD\)](#).

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. Remember to check your ASU email and the course site often.