# DOANE
## UNIVERSITY

# SYLLABUS
**As of 7/2/2018**

| Course Title | Initiating and Planning Projects |
|---|---|
| **Course Number** | BUS 637 |
| **Number of Credits** | 3 |
| **Course Dates** | AUTM 18 (Aug 13- Oct 13, 2018) |
| | |
| **Instructor** | Dr. Kathie L. Court |
| **Email Address** | kathie.court@doane.edu (This is my preferred contact method) |
| **Office Hours/Availability** | Email to arrange meetings |
| **Phone Number** | Office: 402-466-4774 |
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| **Textbook Information:** (e.g. title, edition, publisher, ISBN) | **Required**<br>Chatfield, C. & Johnson, T. (2016). *Microsoft Project 2016: Step by step*. Redmond, WA: Microsoft Press. ISBN: 978-0-7356-9874-1<br>Hacker, D. & Sommers, N. (2016). *A pocket style manual: APA version* (7th ed.). Boston, MA: Bedford/St. Martin's. ISBN: 978-1-319-01113-0<br>Kerzner, H. (2017). *Project Management: A systems approach to planning, scheduling, and controlling.* (12th ed.). Hoboken, NJ: John Wiley & Sons ISBN: 978-1-119-16535-4<br>Project Management Institute. (2017). *A guide to the project management body of knowledge (PMBOK guide)* (6th ed.). Newtown Square, Pa: Project Management Institute.<br>Microsoft Project 2016 which can be purchased using the steps described in *Access the Microsoft Home Use Program website* found at this link: https://www.doane.edu/about-doane/offices/its/technology-discounts |
| **Additional Course Materials** | Other course material may include articles, documentaries, movies, audio clips, etc., which will be available in the Project Management Institute website or Blackboard. |
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| **Course Description** | This course will focus on the knowledge areas involved in the processes of initiating and planning projects. Upon completion of this course, students will understand the inputs and outputs of each knowledge area involved in these two processes. Those knowledge areas include Project Integration |

| | Management, Project Scope Management, Project Schedule Management, Project Cost Management, Project Quality Management, Project Resource Management, Project Communications Management, Project Risk Management, Project Procurement Management, and Project Stakeholder Management. |
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| **Program Outcomes** | |
| **Course Learning Outcomes/Objectives** | By the end of the course, students will:<br><br>1. Explain and differentiate among knowledge area inputs and outputs as well as tools and techniques that are associated with initiating and planning projects.<br>2. Summarize the project management concepts of:<br>   • Project Integration Management<br>     o Project Charter<br>     o Project Management Plan<br>   • Project Scope Management<br>     o Scope Definition and Management<br>     o Work Breakdown Structure (WBS)<br>   • Project Schedule Management<br>     o Estimate Activities and Activity Durations<br>     o Develop Schedule (Project Work Plan)<br>   • Project Cost Management<br>     o Estimate Costs<br>     o Determine Budget |
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| **Technology Requirements** | https://www.doane.edu/faq/minimum-computer-requirements |

## Course Schedule

| Week | Topic | Content | Assessments | Learning Objectives |
|---|---|---|---|---|
| 1 | Project Integration Management | • PMI (pp. 75-89)<br>• Kerzner (pp. 391-392) | 1. Video Introduction<br>2. Initial Reflective Essay<br>3. Analytical Essay – Process Steps 4.1 and 4.2 – initial posting<br>4. Analytical Essay – Process Steps 4.1 and 4.2 – response posting<br>5. Project Management Plan Sections 1.0-1.3 – initial posting<br>6. Project Management Plan Sections 1.0-1.3 – response posting<br>7. Concept Review | 1.<br>2.<br>3.  1<br>4.  1<br>5.  2<br>6.  2<br>7.  1, 2 |
| 2 | Project Scope Management | PMI (pp. 134-162) | 1. Analytical Essay – Process Steps 5.1, 5.2, 5.3, 5.4 – initial posting | 1.  1<br>2.  1<br>3.  2<br>4.  2 |

| Week | Topic | Content | Assessments | Learning Objectives |
|---|---|---|---|---|
| | | | 2. Analytical Essay – Process Steps 5.1, 5.2, 5.3, 5.4 – response posting<br>3. Project Management Plan Sections 2.0-5.3 – initial posting<br>4. Project Management Plan Sections 2.0-5.3 – response posting<br>5. Concept Review | 5. 1, 2 |
| 3 | Project Schedule Management | • PMI (pp. 179-221)<br>• Kerzner (pp. 392-395, 411-430, 432-435, 437-445, 453, 455-458, 643)<br>• Chatfield and Johnson Introduction, Chapters 1, 2, and 3 | 1. Chapters 2 and 3 practice tasks<br>2. Analytical Essay – Process Steps 6.1, 6.2, 6.3, 6.4, 6.5 – initial posting<br>3. Analytical Essay – Process Steps 6.1, 6.2, 6.3, 6.4, 6.5 – response posting<br>4. Project Management Plan Sections 7.1-7.3 and Appendix A – initial posting<br>5. Project Management Plan Sections 7.1-7.3 and Appendix A – response posting<br>6. Concept Review | 1. 2<br>2. 1<br>3. 1<br>4. 2<br>5. 2<br>6. 1, 2 |
| 4 | Project Cost Management | • PMI (pp. 235-256)<br>• Kerzner (pp. 455-458, 463-466, 474, 478-480, 484-486, 506-511, 529-531)<br>• Chatfield and Johnson Chapters 4-6 | 1. Chapters 4 through 6 practice tasks<br>2. Analytical Essay – Process Steps 7.1, 7.2, 7.3 – initial posting<br>3. Analytical Essay – Process Steps 7.1, 7.2, 7.3 – response posting<br>4. Project Management Plan Appendix E – initial posting<br>5. Project Management Plan Appendix E – response posting<br>6. Concept Review | 1. 2<br>2. 1<br>3. 1<br>4. 2<br>5. 2<br>6. 1, 2 |
| 5 | Project Quality and Resource Management | • PMI (pp. 277-287, 312-327)<br>• Kerzner (pp. 128-131, 703-709, 725-727)<br>• Chatfield and Johnson Chapters 7 and 8 | 1. Chapters 7 through 8 practice tasks<br>2. Analytical Essay – Process Steps 8.1, 9.1, 9.2 – initial posting<br>3. Analytical Essay – Process Steps 8.1, 9.1, 9.2 – response posting<br>4. Project Management Plan Sections 6.1 - 6.6 and 7.4 - 7.5 and Appendix G – initial posting<br>5. Project Management Plan Sections 6.1 - 6.6 and 7.4 - 7.5 and Appendix G – response posting<br>6. Concept Review | 1. 2<br>2. 1<br>3. 1<br>4. 2<br>5. 2<br>6. 1, 2 |

| Week | Topic | Content | Assessments | Learning Objectives |
|---|---|---|---|---|
| 6 | Project Risk Management | • PMI (pp. 409-418) (pp. 419-427) (pp. 428-437) (pp. 437-448)<br>• Kerzner (2017) (pp. 480-483); (603-618); (624-628) | 1. Analytical Essay – Process Steps 11.1, 11.2, 11.3, 11.4, 11.5 – initial posting<br>2. Analytical Essay – Process Steps 11.1, 11.2, 11.3, 11.4, 11.5 – response posting<br>3. Project Management Plan Appendix D – initial posting<br>4. Project Management Plan Appendix D – response posting<br>5. Concept Review | 1. 1<br>2. 1<br>3. 2<br>4. 2<br>5. 1, 2 |
| 7 | Project Procurement, Stakeholder, and Communication Management | • PMI (pp. 366-377) (pp. 466-481) (pp. 507-522)<br>• Kerzner (203-208); (214-215); (662-668)<br>• PMI Webinar – Abudi, G. (2018, April) Implementing Positive Organizational Change | 1. Analytical Essay – Process Steps 10.1, 12.1, 13.1, 13.2 – initial posting<br>2. Analytical Essay – Process Steps 10.1, 12.1, 13.1, 13.2 – response posting<br>3. Project Management Plan Section 7.6 – initial posting<br>4. Project Management Plan Section 7.6 – response posting<br>5. Concept Review | 1. 1<br>2. 1<br>3. 2<br>4. 2<br>5. 1, 2 |
| 8 | Project Management Plan | | 1. Final Project Management Plan – initial posting<br>2. Project Management Plan Presentation – initial posting<br>3. Final Project Management Plan – response posting<br>4. Project Management Plan Presentation – response posting<br>5. Final Reflective Essay | 1. 2<br>2. 2<br>3. 2<br>4. 2<br>5. |

## Grading Assessments

| Type of Assessment | Points per Type | Weighted Contribution to Total Grade | Learning Objective |
|---|---|---|---|
| Analytical Essay | 800 | 30% | 1, 2 |
| Project Management Plan | 950 | 30% | 1, 2 |
| Project Management Plan Presentation | 100 | 10% | 1, 2 |
| Project Work Plans | 30 | 10% | 2 |
| Concept Reviews | 800 | 10% | 1, 2 |
| Reflective Essays | 200 | 10% | |

1. **Analytical Essay**
   This class uses an Analytical Essay template, which includes the definitions and process steps that students will learn during the term.  Each week, students will add that week's assignment to their analytical essays, after having implemented all of the professor's previous feedback.  Students will cite the required textbooks as they explain the terminology and processes related to Initiating and Planning Process Groups.  Student should refer to Hacker and Sommers (2016) to ensure that their essays conform to APA format and style.

2. **Project Management Plan**
   Students will complete subsidiary management plan sections in the Project Management Plan template during the term.  Each week an additional section is completed so that at the end of the term students have created a final Project Management Plan.

3. **Project Management Plan Presentation**
   Students create a video presentation that includes the essential elements of their Project Management Plan.  Students will view their classmates' videos and play the role of a member of an organization's project review committee as they ask questions about the project.

4. **Project Work Plans**
   Students will read the assigned chapters and complete the assigned practice tasks in Chatfield and Johnson (2016).  Students will create a Project Work Plan for their chosen project for this class.

5. **Concept Reviews**
   Students will increase their knowledge of project management concepts by taking a series of online tests.

6. **Reflective Essays**
   Reflective Essays give students the opportunity to consider their own learning in a private forum and to engage in a one-to-one dialogue with the professor.   They will write two essays, one at the beginning of the term and one at the end.  Each essay should be four to six paragraphs long.

   In the first essay, students reflect on the questions they have about initiating and planning projects and what steps they plan to take to address those questions.  In addition, they will indicate how the answers to the questions might help them in the future.

   In the final essay, students consider their original questions and determine if those questions were answered.  If their questions were answered, were the answers what they expected?  How did the answers change their thinking about Initiating and Planning Process Groups in project management?  If their questions were not answered, what steps might they take to answer them?  Now that they know more about project management, what additional questions do they have?

**Additional Opportunities for Class Discussion**
Students may communicate with each other on a discussion board in Blackboard.  Some of the discussion forums are:
- *Student Questions*: This discussion forum will be available for students to ask questions.  The idea is that if one student has a question about the class, others will as well.  Posting questions and answers in this forum ensures that all students have access to the same information.

Students should email questions about individual grades or issues specific to kathie.court@doane.edu.

- *Discussion Board*: The discussion board will be available for ad hoc discussion and information sharing in addition to classroom activities.

**Grade Scale**

| A+ | 97-100% | B+ | 87-89.9% | C+ | 77-79.9% | D+ | 67-69.9% |
|----|---------|----|----------|----|----------|----|----------|
| A | 93-96.9% | B | 83-86.9% | C | 73-76.9% | D | 63-66.9% |
| A- | 90-92.9% | B- | 80-82.9% | C- | 70-72.9% | D- | 60-62.9% |
| | | | | | | F | Below 60% |

Check your grades as soon as they are available to make sure your score is correct. Contact me immediately if you suspect an error or if you would like to discuss any assignments and their scoring.

| Participation Policy | Students are required to complete all assignments on time. Your final grade will be impacted negatively by lack of engagement in class discussions. |
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| **Study Time** | Students should expect to spend approximately 12 hours a week preparing for and actively participating in this 8-week 3 credit hour course. The actual time for study varies depending on students' backgrounds. |
| **Late Work** | ALL assignments must be finished and posted in Blackboard to complete the course. I encourage students to complete their work ahead of time to prevent possible stress due to computer problems, work schedules, family demands, travel delays, illness and so on. At my discretion, and only in extreme circumstances, will I allow a student to make up missed or late assignments. Unless I have been notified BEFORE the assignment is due and have provided you the opportunity to submit your assignment late, I may deduct points for a late assignment. Any assignment submitted more than **48 hours past the due date will receive a 0.** |
| **Submitting Assignments** | All assignments, unless otherwise announced by the instructor, MUST be submitted via Blackboard. Each assignment will have a designated place to submit the assignment. |
| **Communication Policy including Assignment Feedback** | This course uses a "three before me" policy related to student/faculty communications. When questions arise during the course of this class, please remember to check these three sources for an answer before asking me to reply to your individual questions: <br> 1. Course syllabus <br> 2. Announcements in Blackboard <br> 3. The "Student Questions" discussion board <br> This process will help you find answers to your questions before I can get back to you and prevents duplication of questions, which is a time saver for all of us. <br><br> If you cannot find an answer to your question, please first post your question to the "Student Questions" discussion board. Here your question can be answered to the benefit of all students by either your fellow students who know the answer to your question or by me. You are encouraged to answer questions from other students in the discussion forum when you know the answer to a question in order to help provide timely assistance. |

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| | If you have questions of a personal nature such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, you are welcome to contact me via email. I will usually respond to email between the hours of 8am to 5pm on weekdays, please allow 24 hours for me to respond.<br><br>My goal is to grade submissions within 48 hours of the response posting deadline. If I cannot achieve that goal, I will notify students as soon as I can about the delay. |
| **Academic Integrity Policy** | Professor's Academic Integrity Policy:<br>If you are found guilty of academic dishonesty, your academic career could be finished.  The severity of the consequences is not worth taking the risk.  I will never knowingly allow any student to plagiarize or cheat.  Remember the following when writing for my classes:<br>● their idea, their words – in-text citation should include author(s), year, and page number.<br>● their idea, your words – in-text citation should include author(s) and year.<br>● your idea, your words – no citation required.<br>Anyone found cheating in any form will receive a grade of F in the course and the case will be referred to the Academic Integrity Committee for whatever action it deems advisable. Also, if you cheat in my course, you are not welcome to enroll in this or any other course I may teach in the future**.**<br><br>Add new University policy once final. |
| **Academic Support** | Please contact academicsupport@doane.edu<br>https://www.doane.edu/graduate-and-adult/academic-support |
| **Disability Services** | https://www.doane.edu/disability-services<br>Doane University supports reasonable accommodations to allow participation by individuals with disabilities.  Any request for accommodation must be initiated by the student as soon as possible.  Each student receiving accommodations is responsible for his or her educational and personal needs while enrolled at Doane University.  Please contact Chris Brady at chris.brady@doane.edu or 402-467-9031 for assistance. |
| **Military Services** | https://www.doane.edu/graduate-and-adult/military |
| **Anti-Harassment Policy** | http://catalog.doane.edu/content.php?catoid=5&navoid=452 |
| **Grade Appeal Process** | http://catalog.doane.edu/content.php?catoid=5&navoid=238 |
| **Credit Hour Definition** | Doane University follows the federal guideline defining a credit hour as one hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks (one semester), or the equivalent amount of work over a different time period (e.g., an 8-week term). This definition applies to courses regardless of delivery format, and thus includes in-person, online, and hybrid courses (combination of in-person and online).  It also applies to internship, laboratory, performance, practicum, research, student teaching, and studio courses, among other contexts. |
| **Syllabus Changes** | Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time**.** |