Syllabus - PJM 6205 Leading and Managing Technical Projects

Course Description and Contacts

PJM 6205 - Leading and Managing Technical Projects
Fall 2017 CPS Term B BOS
Boston - Thursdays, 5:50 PM to 8:00 PM
CRN 70858
October 30, 2017 to December 12, 2017

Instructor Contact Information
Instructor: George J. Patterson, MS, MBA, PMP
E-mail: g.patterson@northeastern.edu

Please contact me to set up an appointment. The best ways to contact me are:
1. Via “Ask the Instructor” in the Discussion Board
2. Via email

If you want to set up a specific meeting time, please send an email and we’ll find a mutually convenient time.

All email communication must be to my NEU Faculty Account (listed above) from YOUR NEU STUDENT account in accordance with University policy. Please contact the IS Help Desk if you need instructions about forwarding your email to another account.

In the event that some concern about the course arises and is not addressed by the instructor, please contact:
Dr. Joseph Griffin, PMP, PJM Faculty Director
Jo.Griffin@northeastern.edu
617.768.7532

Class materials and required online work are available online at NUOnline. You can access this course at http://nuonline.neu.edu by clicking on the course link under the "My Courses" tab.

Note: Courses you are enrolled in will not show up in CPS Blackboard (NUOnline) until the start date of the term and until you have completed the "I Am Here" process.

Academic Honesty and Integrity Statement

Not only does the University view academic dishonesty as one of the most serious offenses that a student can commit while in college, but, as your instructor, I want you to know that I also take this offense very seriously. In addition to abiding by the expectations of the University, as a future project manager, you will also need to abide by PMI’s Code of Ethics & Professional Conduct (http://www.pmi.org/About-Us/Ethics/Code-of-Ethics.aspx), which includes an honesty section very similar to the academic honesty principles outlined by NEU. PMI’s Code states: “As practitioners of project management, we are committed to doing what is right and honorable. We set high standards for ourselves and we aspire to meet these standards in all aspects of our lives.” (PMI Code of Ethics and Professional Conduct, Section 1.1)
Regarding honesty, this code reminds us that as project practitioners, we are obligated NOT to “engage in or condone behavior that is designed to deceive others...” but to “make commitments and promises, implied or explicit, in good faith”. (PMI Code of Ethics and Professional Conduct, Section 5.2 & 5.3)

Please understand that I will not tolerate any instances of academic dishonesty in this course. If I suspect a student of violating our academic policy, I will notify the student and give them a chance to review my concerns. If I am not completely satisfied that there was no violation of the policy, I will refer the student to the Office of Student Conduct & Conflict Resolution (OSCCR) and in most cases, the student will immediately be given a failing grade for the course. Students will not be allowed to repeat an assignment or in any way make up for the violation. There is no excuse for academic dishonesty.

Please make sure that you completely understand what is expected of you. Academic honesty means being truthful at all times in your communications and in your conduct. It also means letting your instructor know if you are aware of any
instances of academic dishonesty, even if you were not involved in the dishonest actions. While the following is not an all-inclusive list, I hope this will help you to understand some of the things instructors look for. The following is adapted from the University’s policy on academic honesty and integrity; the complete policy is available at http://www.northeastern.edu/osccr/academicintegrity/index.html

Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise of any type. This may include use of unauthorized aids (notes, texts), or copying from another student’s exam, paper, computer disk, etc.

Fabrication – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.

Plagiarism – intentionally representing the words or ideas of another as one’s own in any academic exercise without providing proper documentation of the source by way of a footnote, endnote, or inter-textual note. Self-plagiarism (resubmitting materials from another course or course section as new work) is also prohibited unless specifically authorized, in writing, by the instructor.

Unauthorized collaboration – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual’s alone. Note that if two students turn in the same paper, both students will be punished, regardless of which student did the work.

NOTE: Unauthorized collaboration also includes lending your work to another student directly or indirectly. You may help fellow students by explaining concepts to them or suggesting additional reading, but not by giving them your work, examples of your work, or answers to specific questions or exercises. You may NOT, for example, lend papers, discs, computers, flash drives, or any other version of your work to other students. If another student copies your work, even without your permission, you will also be charged with academic dishonesty. You are expected to safeguard your work. (Also see the section on “participation in academically dishonest activities below”.)

Participation in academically dishonest activities – Examples include stealing an exam; using a prewritten paper obtained through mail order or other services; selling, loaning or otherwise distributing materials that might facilitate cheating, plagiarism, or other academically dishonest acts; alteration, theft (including the unlawful use of copyright materials), forgery, or destruction of the academic work of others.

Facilitating academic dishonesty – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student, or uploading materials to websites that may be used to facilitate academic dishonesty.

Withholding information about dishonesty – not notifying your instructor immediately after observing a real or potential act of academic dishonesty. Examples include, but are not limited to: (1) seeing other students take an exam together in the library or elsewhere, even if you took the exam by yourself; (2) working with a team member who tells you that the part of the team report they submitted was written by someone not on the team; (3) knowing that a student or other individual has uploaded course materials to a website, blog, or other electronic storage location; or (4) knowing that a student has told the teacher they couldn’t come to class because they were sick when you know this isn’t true.

Course Description

This course provides an overview of leading and managing technical focused projects with specific emphasis on technical project definition, forming a project team and techniques in leading and managing the technical project.

Course Specific Information

Welcome to PJM 6205. This is a blended format class. Our class meets on Wednesdays during the weeks of April 10, 2017 to May 21, 2017 from 5:50 PM to 8:00 PM at NEU’s Boston Campus.

Course Prerequisites

PJM 6000
Student Competencies:

- Microsoft Word, Microsoft Excel and Microsoft Power Point are used throughout. Students are expected to already be proficient in the use of these programs.
- MS Project – steps for creating, planning and managing projects are taught in the PJM 5900 course. Demos will be provided to help you use this software but you will be expected to learn this on your own if you are not a competent user.
- If required, students will be expected to complete a report and present it in APA Paper Format 6th edition.

Learning Outcomes

In PJM6205, students will have the opportunity to learn how to:

1. Demonstrate and understand the basic elements of good project management within technical environments
2. Evaluate and apply project management principles to the unique requirements of technical projects
3. Identify appropriate leadership and management strategies for leading projects in the technical environment
4. Understand effective techniques in managing temporary subject matter experts (SME’s) in their project
5. Develop a personal approach to both leading and managing technical projects
6. Create technical and project successes by translating their technical skills through the technical project management system

Required Texts

The following texts are REQUIRED materials for this course:


2. Case Studies from Harvard Business School (Available at the NU Bookstore)
   a) ACME Medical Imaging (IVEY 808D04)
   b) Teradyne Corporation: The Jaguar Project (9-606-042)

The following book is recommended:


Required Software

The following software is REQUIRED for this course:

MS Office – This software includes MS Word, MS Excel and MS PowerPoint which will be used throughout this course and assignments should be submitted in the appropriate application.

MS Project 2010 or 2013 (if applicable) – There is no recent version available for the Mac, but you may use one of the campus computers which provide access to MS Project. This software may also be used in a Windows virtual environment on the Mac. MS Project 2013 is the recommended version.

NOTE - ALL students must use a working copy of MSP 2010 or 2013 to facilitate group work. “Knock off” or other non-standard versions of the product are NOT acceptable for use in the course.

Class Schedule/Topical Outline
### Reading Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Project Management and Project Managers</td>
<td>TH - Chapters 1, 2 and 3</td>
<td>Discussion Board</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Team Case Study</td>
</tr>
<tr>
<td>2</td>
<td>Organizational Structure and Strategic Assessment of Projects</td>
<td>TH - Chapters 4, 5 and 6 Behavior Article</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>3</td>
<td>Tools and Techniques for Project Managers</td>
<td>TH - Chapters 9, 10 and 11</td>
<td>Discussion Board</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PMI White Paper: Navigating Complexity</td>
<td>Team Case Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mid Term Exam</td>
</tr>
<tr>
<td>4</td>
<td>Managing the Technical Project</td>
<td>TH - Chapters 12 and 14</td>
<td>Discussion Board</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Team Case Study</td>
</tr>
<tr>
<td>5</td>
<td>Leading the Technical Project</td>
<td>TH - Chapters 15, 16 and 17</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>6</td>
<td>Leading Technical Teams</td>
<td>TH - Chapter 18</td>
<td>Team Case Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

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**THE INSTRUCTOR RESERVES THE RIGHT TO MAKE CHANGES TO THE COURSE OR SYLLABUS AT ANY TIME**

### Grading/Evaluation Standards

The course grade will consist of four elements that will be weighted as follows:
**Evaluation Measures**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments **</td>
<td>30%</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>20%</td>
</tr>
<tr>
<td>Mid Term Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
</tbody>
</table>

**IMPORTANT** – For team assignments, the team project grade has two factors. The first factor is determined by the effort made, content and quality of the team presentation. The second factor will be used to adjust the individual team members’ final grade based upon my assessment and the team peer reviews submitted by the other team mates.

Teams that do not submit a peer review are deemed to be functional with no individual performance issues. For these teams, they will receive the grade assigned to the team presentation. If warranted, reported issues on the team peer review form could result in a reduced grade (including zero) for the students that underperformed in the team assignments.

**Grading/Evaluation Standards**

Student participation is required in all aspects of the course. Participation in discussions is defined very clearly as contributing throughout the week to all of the discussions in that week.

*Minimal preparation* is reading the material, and being able to summarize what it is about, what the issue is, and what you would recommend.

*Superior preparation* involves being able to (i) summarize the situation/problem presented by the case; (ii) recommend a solution to the discussed problem; (iii) support your recommendation with relevant details and analyses; (iv) back up your sources with correctly formatted references; and (v) discuss innovative solutions, or why obvious solutions might be discounted.

Students are expected to critically interpret the text, challenge assumptions, and use data from several sources (beyond the text), and to make their case and support their arguments.

**Discussion Board grading will follow these general rules:**

<table>
<thead>
<tr>
<th>Score %</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>Met above requirements, on time and high quality commentary as defined in the Grading/Evaluation Standards under <em>superior preparation</em>. Student did not wait until the last minute to post allowing fellow classmates time to read and comment on their submission.</td>
</tr>
<tr>
<td>76 - 90</td>
<td>Met all requirements for being on time and providing commentary defined under the Grading/Evaluation Standards as <em>minimal preparation</em>. The higher quality the response the higher the grade. Waiting to the last minute for posting can impact the grade received.</td>
</tr>
<tr>
<td>75</td>
<td>Moderate – Late initial response or only 1 secondary response or moderate quality response</td>
</tr>
<tr>
<td>50</td>
<td>Minimal – Initial response and either 1 secondary response or low quality response</td>
</tr>
<tr>
<td>0</td>
<td>Inadequate – Missing initial response or missing secondary response</td>
</tr>
</tbody>
</table>

*If warranted, the instructor may either increase or decrease the above discussion board grade.*
Discussion Board Standards

Participation/Discussion Board

The Discussion Board is an excellent format to use to ask questions, get help and solicit other classmates’ opinions and input. So that we effectively use this tool, here are the class expectations:

- Each week students must post at least one "primary response" (answering the discussion question) and two secondary responses (responses to other students’ posts).
- Your participation is worth 20% of the total course grade.
- How do you get other students to interact with your posts? By posting to theirs!
- Primary posts are due no later than 8:00 pm three days after the class meets to allow other students time to read and respond to your posts. Secondary responses are due no later than midnight the day before class.
- Posting something brilliant at the deadline is too late to generate a discussion. Students that engage in the practice of "Dump and Run" (waiting to the last minute to post their response to the discussion board question or reply to their classmates) should expect to earn a lower score on their discussion post. It is better to post early, post often.
- Responses should address the question or issue in a professional manner. Consider that your Manager has posed the question and respond accordingly. The quality of the response is more important than quantity.
- If there is a question of general interest, please use the Student Communication area in the discussion board.
- Students are encouraged to periodically seek feedback from their instructor regarding the perceived quality of their participation.

Avoid the following responses:
- Simple “I agree” or “Good point” statements alone.
- Off-topic postings. Use the “Student Communication” forum for non-course-related discussion postings or additional postings.

Discussion board responses received after the deadline will not be accepted for credit

Assignment Standards

Everyone is welcome to email me with personal or private issues, all emails are welcomed. However, it is suggested and encouraged that all students post their content oriented communications to the Discussion Board instead of e-mail so that all students can benefit from each others’ learning.

Each assignment is due on the date indicated - late assignments will not receive any points. There are no make-up dates or extensions for the assignments except for documented personal emergencies or special permission granted by the instructor in writing.

Special permission must be requested in writing to the instructor at least two days prior to the due date of the assignment. However, no late submissions or extensions are available for the last week of class. All work must be turned in on time or students will not be given credit for the course.

Late discussion board responses will receive no credit

General Course Information

Academic Honesty and Integrity Statement Reprise
Course Methodology

Each week begins on Monday and ends on Sunday, except for the final week, which officially ends on Saturday.

Each week you should: 1) Review the week’s learning objectives, 2) Complete all assigned readings, 3) Complete all lecture materials for the week, 4) Participate in the Discussion Board and any online exercises, 5) Attend class meetings, 6) Complete and submit all assignments by the due dates.

Please note that written work needs to be clear, comprehensible, and competently produced at a graduate-school level as noted below.

Student Competencies

Microsoft Word, Microsoft Excel, and Microsoft Power Point are used throughout. Students are expected to be proficient in the use of these programs.

Microsoft Project – Tutorials are available in Lynda and online to help you use this software but you will be expected to learn this material on your own if you are not a competent user.

APA Sixth Edition writing standards are expected in this course.

Absence Policy

In the event of extraordinary, legitimate, and unavoidable situations, students may be excused for lateness or absence. Extraordinary, legitimate and unavoidable situations include: significant personal illness; unavoidable emergencies, urgent family business; and religious requirements, and are subject to validation. Failure to make arrangements for visa clearance and/or travel so as to arrive in the classroom on time after school breaks are not considered valid excuses. Similarly, failure to arrive in the classroom after an “in-term” holiday is not a valid reason for absence.

If at all possible, students should contact the instructor by e-mail to request an excused absence or explain lateness before class. In any case, you should communicate with me about the absence or lateness as soon as is possible.

- Students with unexcused late arrivals or early departure will be penalized 1% per instance.
- Students who are absent (unexcused) from class will be penalized 10% for the first absence.
- Students with more than one (1) unexcused absence will receive a failing grade for the course.

The decision as to whether the reason presented is a valid “extraordinary, legitimate, and unavoidable situation” and whether or not to grant an excused absence resides with the instructor alone.

NOTE
Attendance Policy for First Class
Because this class meets a limited number of times during the term, it is important that you be physically present in
the classroom to insure your possibility for success in the course. If you do not attend the first class, then you are subject to a 10% course grade reduction penalty in accordance with the attendance policy outlined in the syllabus. You should plan your schedule accordingly.

Grading Policy

Grades are earned not “given and adjusted downward.” You begin the course with zero (0) points and work your way upward based on the quality and content of your submitted work. If you do the minimum work required to meet assignment requirements your resulting grade will be in the “B Range” as shown below. Only work that goes beyond the assignment requirements in terms of content and quality will receive grades in the higher ranges.

Your performance in this course is evaluated independently of the work produced (and the grade received) in other courses.

It is YOUR responsibility to keep track of your progress throughout the course.

Conversion of weighted and rounded numerical to letter grades will be as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Low</th>
<th>High</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94</td>
<td>100</td>
<td>An A will only be awarded to students who perform at an exemplary level. Students who go beyond the basic assignment guidelines by evidencing not only a simple understanding of the material, but whose work represents the highest level of excellence and thoughtfulness will have the opportunity to earn an A on their assignments.</td>
</tr>
<tr>
<td>A-</td>
<td>90</td>
<td>&lt;94</td>
<td>A B will be assigned to the assignment submission that meets the guidelines of the assignment and is very good. If you follow the assignment instructions and include all the required information, then you will most likely receive a B for your submission. Earning a B means that you have a solid grasp on the concepts covered in the assignment and have met all the requirements.</td>
</tr>
<tr>
<td>B+</td>
<td>87</td>
<td>&lt;90</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>84</td>
<td>&lt;87</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80</td>
<td>&lt;84</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>76</td>
<td>&lt;80</td>
<td>A C is assigned to work that has most of the required components but does not include all the required information or parts of the assignment. Earning a C means that you have not completed some important parts of the assignment instructions.</td>
</tr>
<tr>
<td>C</td>
<td>73</td>
<td>&lt;76</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70</td>
<td>&lt;73</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>&lt;70</td>
<td>An F is assigned to work that is missing much or most of the required portions of the assignment or where the submission is very poorly executed. This communicates that you have not grasped a basic understanding of the material or the assignment requirements.</td>
</tr>
</tbody>
</table>

The instructor reserves the right to scale grades.

Note that you will not receive the maximum number of points if you fail to be “present” in class (and online) and if you do not submit work that meets minimum standards for written communication as outlined in the writing rubrics and in the course.

Writing Quality Standards

You MUST use APA Sixth Edition format for written work, including references.

Written work is graded as per the rubrics and against these general standards.
Scoring Level | Grammar, Mechanics, Usage | Clarity and Coherence
---|---|---
**High level Proficiency** | While there may be *minor* errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout the written assignment. | Sentences are structured and words are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer’s points easy to follow.

**Moderate Proficiency** | **Frequent** errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions *distRACT* the reader, but the reader is able to completely understand what the writer meant. Writing does not consistently follow appropriate style and/or format. | Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.

**Minimal Proficiency** | Writing contains *numerous* errors in spelling, grammar, and/or sentence structure that *interfere with comprehension*. The reader is unable to understand some of the intended meaning. Style and/or format are inappropriate for the assignment. | Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.

**Acceptable References**

All references used for support/evidence/information in this course must be primary (preferred) or secondary (such as the course texts) SCHOLARLY resources. I suggest that you use the SNELL Library search engine or Google Scholar to search for resources. If you don’t understand the terms “primary sources” and/or “secondary sources” then you should consult the SNELL Library website and/or the Reference Librarians.

You may NOT, under any circumstances, use: Wikipedia, eHow, Ask.com, or ANY OTHER such non-scholarly website as a source for any work in this course. Exceptions MAY be granted for the use of items such as project management templates and data sources with my explicit, advance permission.

If you have any questions about this, or a question about a particular source, then post a question in "Ask the Instructor."

Failure to adhere to this policy may result in a violation of the Academic Honesty and Integrity policy.

**Assignment Standards**

All assignments in this course will be graded against the following rubric unless otherwise noted. *NOTE: The instructor reserves the right to require a face-to-face, oral or written examination of any student in addition to any regular assessment as a means to validate the work submitted.*
<table>
<thead>
<tr>
<th></th>
<th>Failing</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Requirements (75%)</strong></td>
<td>Does not meet the requirements of the assignment.</td>
<td>Meets some assignment requirements</td>
<td>Meets assignment requirements</td>
<td>Goes above the minimum requirements of the assignment</td>
<td>Goes well above the requirements of the assignment. Provides new information, tools, and/or techniques</td>
</tr>
<tr>
<td><strong>Grammar (10%)</strong></td>
<td>Writing contains numerous errors in spelling, grammar, sentence structure, and/or other writing conventions that distract the reader.</td>
<td>Frequent errors in spelling, grammar, sentence structure, and/or other writing conventions that distract the reader.</td>
<td>Errors in spelling, grammar, sentence structure, and/or other writing conventions but the reader is able to understand what the writer meant.</td>
<td>Minor errors in grammar, sentence construction, and word usage. Assignment work follows normal conventions of grammar and spelling and has been carefully proofread.</td>
<td>All work grammatically correct with rare misspellings.</td>
</tr>
<tr>
<td><strong>Clarity (10%)</strong></td>
<td>Sentence construction, word choice, lack of transitions, and/or sequencing of ideas makes reading/understanding difficult. Style and/or format are inappropriate for the assignment.</td>
<td>Does not express opinions or ideas clearly. Limited connection to the topic. Writing does not follow consistent style and/or format.</td>
<td>Sentence construction and word choice interferes with clarity. Transitions between paragraphs may be choppy and difficult to follow.</td>
<td>Minor sentence construction and word choice issues sometime interfere with clarity. Transitions between paragraphs are generally easy to follow. Appropriate conventions of style and format are used consistently.</td>
<td>Expresses ideas and opinions clearly and concisely in a manner appropriate to the assignment.</td>
</tr>
<tr>
<td><strong>Formatting (5%)</strong></td>
<td>Does not submit assignment materials in APA 6 format.</td>
<td>Multiple errors in formatting, citations, or references.</td>
<td>Some errors in formatting, citations, or references.</td>
<td>Rare errors in formatting, citations, or references.</td>
<td>Virtually no errors in formatting, citations, or references.</td>
</tr>
<tr>
<td><strong>NOTE:</strong> Gross failure to provide PROPER citations and references – particularly with regard to direct quotes – will result in sanctions as outlined in the</td>
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Northeastern University - College of Professional Studies

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Discussion Board Standards

Because this is a blended or hybrid course, ALL students are expected to regularly and vigorously participate in the Discussion Boards and other on-line segments of the class no matter their assigned role for the week. Discussion boards are graded against the rubric found in the course at the end of the course.

Initial posts are due not later than three days after the class by 11PM to allow other students time to read and respond to your posts.

Follow up responses are due throughout the week until 11 PM the day before the next class.

The focus of the discussion boards should be clear and concise communication and quality over quantity. Verbose, rambling postings, or postings that fail to clearly make a point will not receive full credit. In addition, postings should follow APA 6 general principles (i.e. use headings, properly cite references, etc.). In general, primary posts should be no longer than 200 words and secondary posts should be no longer than 100. Be concise.

Group work

Your grade for written group assignments is based on the “raw” score that the team receives on the assignment and is adjusted based on your peers’ (and my) assessment of your participation in the preparation of the team assignment.

Your grade for group presentations is based on the “raw” score that the team receives on the assignment and is adjusted based on my assessment of your participation in the presentation. ALL group members must be prepared to participate in the oral presentations.

All group members are equally responsible for the academic integrity of assignments submitted for the group. Please note, as described in the Grading Policies, assignments that simply meet minimum requirements will receive a “B range” grade. To earn an “A” you must strive for excellence. Only thorough submissions, which consider all aspects of the assignment, which are competently produced at a graduate school level, and which go above and beyond the minimum requirements will receive an “A” grade.

Extra credit, rework, and assignment review

There are no opportunities for “extra credit” assignments nor do I allow you to “rework” assignments for a higher grade in this graduate-level course. You should submit your best effort every time that you submit an assignment. Once an assignment is graded, it may not be resubmitted for a higher grade. You should use the feedback provided to improve the quality of your work on subsequent assignments.

If you wish to discuss your assignment after you review the comments that I provide, I will be happy to meet with you to go over the assignment while the course is in session. You should note that I do not engage in negotiations over grades.

Submission of Work and Communications

Instructions for each weekly assignment are in the Assignments folder. It is YOUR responsibility to make sure that assignments (individual and group) are properly submitted.

To submit your assignments, click on the View/Complete Assignment link or the TurnItIn (TII) link as directed in the instructions. Attach your completed assignments and click Submit. Once your assignment has been graded, you will be able to view the grade and feedback provided by clicking on Tools, View Grades from the Northeastern University Online Campus tab or by reviewing the instructor comments in the “GradeMark” area of “TurnItIn.”
A short article that outlines how you can see instructor comments in the “GradeMark” area of TurnItIn is available here:

All email communication must be to my NEU Faculty account from YOUR NEU STUDENT account.

NOTE: I will NOT accept assignments via email in accordance with Northeastern University policy.

Late Submission of Work
As stated in the Student Handbook (see: http://www.cps.neu.edu/student-resources/), you must notify me and obtain my approval if you are unable to complete any assignment by the published submission deadline. I will consider extensions for assignments as long as the request is made by e-mail at least 24 hours before the due date/time. You don’t need to offer any reason for your request – you just need to show that you are planning ahead. You may request extensions within the 24-hour window (or after the due date) but I reserve the right to apply “late submission” penalties as outlined below.

In order for the extension to be considered, the request must:

1. Include the Course Number and CRN Number in the Subject line.
2. Include the weekday, date, and time when you intend to submit the assignment.
3. Be sent to my NEU Faculty account (g.patterson@northeastern.edu) from your NEU STUDENT ACCOUNT with the course number in the subject line.

NO late submissions or extensions are available for the last week of class nor for any Discussion Board or Peer Evaluation participation.

Late responses (for all assignments) will be penalized by at least 10% for each day or portion of a day that the assignment is late unless previous arrangements have been made.

Assignments will no longer be accepted for credit beyond three (3) days after the specified deadline unless specific arrangements have been made with the instructor IN ADVANCE.

Testing Monitoring

In this class, some tests may be administered remotely by an online authentication and proctoring service called Examity®, which gives you the flexibility to schedule exams at your convenience and take them wherever you want.

To prepare for using Examity®, you will need to meet the following technical requirements:

- Working Webcam and Microphone which can be tested at www.testmycam.net
- An Internet connection of at least 3Mbps (www.speedtest.net)
- Chrome/ Mozilla/ Safari/ Internet Explorer/ Microsoft Edge browser
- Up to date Operating system (Windows or Mac OS)

Additional information is provided in Course Materials – Exam Information

Please click on the link below to run an automated systems check
http://prod.examity.com/systemcheck/ComputerReadinessCheck.aspx

If you do not pass the systems check or have any questions or concerns, you can contact Examity’s® technical support team 24/7 via email at support@examity.com or phone at (855) 392-6489.

Student Support

Software & Related Equipment
Blackboard Collaborate – this free software provides text chats, audio chats (if you have a headset), whiteboard sharing, and most importantly, screen sharing. You can download this free from the Tools link on the left column at our Blackboard course site.

A noise-canceling headset (headphones plus noise-canceling microphone) will allow you to speak with me using Blackboard IM. Headsets can be purchased from online vendors for about $30.

Microsoft Project 2010 or 2013 – There is no recent version available for the Mac, but you may use one of the campus computers which provide access to MsProject. This software may also be used in a Windows virtual environment on the Mac. MS Project 2013 is the recommended version.

Instructions for obtaining a copy of MS Project are posted in the course.

Computer access - the InfoCommons in the Snell library can be used 7 days a week. The library may also have laptops, etc. available for short-term loan. See: http://www.lib.neu.edu/

Communication resources
If you need help to improve your written communication, the following free resources are available:

Smarthinking (available free in Tool section of Blackboard) – this allows students to submit personal written material in any subject and have it reviewed by an e-instructor within a 24-hour window (in most cases).

The Purdue Online Writing Lab (http://owl.english.purdue.edu/owl/) provides free writing resources – with help in grammar, sentence structure and general writing skills

NEU Writing Center - To learn more about what the Writing Center has to offer, please see:
http://www.northeastern.edu/english/writing-center/

ESL Language Co-op tutoring - is a free service that international students (both undergrad and grad) are welcome to use. This service allows students to work 1:1 with ESL trained writing specialists. You can sign up for one-hour sessions by accessing this website: (http://neu.mywconline.net/) and making an online appointment.

International Tutoring Center - is dedicated to providing international students with free, high-quality English language instruction and support in Snell Library, Room 088. To sign-up for an appointment, visit http://neu.mywconline.net/ for instructions.

PJM Tutor - the CPS Advising Office has recently started to offer the services of a dedicated PJM tutor on a limited basis. Contact your Academic Advisor for further information.

If you have difficulty with oral presentations, then you may want to explore resources such as the Northeastern University “Toastmasters” Club.

Microsoft Project Resources
IST Training – Information Services occasionally offers training in MS Project – contact IST for details.

MS Project tutorials - Additional assistance may be available through the PJM tutor. Tutorials are also available on the Lynda Online Training Website (http://lynda.northeastern.edu/)

Microsoft project is available through access to the following resources:

InfoCommons - Project 2010 has been locally installed on stations 1-30 and 64-91 in the Snell Library InfoCommons Lab 1. Use these stations if you want to use Project 2010 in the InfoCommons Lab.

NOTE - When required for coursework, ALL students must use a working copy of MSP 2010 or 2013 to facilitate group work. “Knock off” or other non-standard versions of the product are NOT acceptable for use in the course. It is recommended that you procure a copy (student discounts are readily available) or use the workstations in the InfoCommons.

Northeastern University Online Policies and Procedures
For comprehensive information please go to http://www.cps.neu.edu/online/
Northeastern University - College of Professional Studies

Get immediate 24/7 technical support for NU Online (CPS Blackboard) by calling 855-836-3520 or email NUOnline@neu.edu.

For answers to common questions you may also visit the NU Online support portal at:
http://smartipantz.perceptis.com/neu/content/default.aspx

If you encounter any technical issues, please open a ticket with NUOnline before contacting me and provide the name of the contact person and case number (if applicable).

General Technical Support
For computer access, the InfoCommons in the Snell library can be used 7 days a week: http://www.lib.neu.edu/
For MyNEU issues and other technical support questions, please contact the University help desk by calling 617-373-HELP (4357) or email help@neu.edu

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