Course Syllabus

LI859XI

Project Management in Information Organizations

Fall Semester 2015

Faculty: Dr. James H. Walther
E-mail: jwalthe1@emporia.edu
Primary Phone: 620-341-5698
Online Course Login: canvas.emporia.edu
Credit Hours: 3
Meetings: Internet course; Begins August 17, 2015

Important Dates for Fall 2015

8/17 First Day of Class
10/23 Last Day to Withdraw
12/4 Last Day of Classes
8/28 Last Day to Add/Drop
11/11 Veteran’s Day
12/12 Commencement
9/7 Labor Day (ESU Closed)
11/25-29 Thanksgiving (ESU Closed)
12/15 Final Grades Due
Program Goal

The goal of the SLIM Master of Library Science program is to prepare creative problem solvers who will provide proactive client-centered services in information agencies.

Catalog Description

This course examines the theory and practice of project management within information organizations. Students study the roles and responsibilities of project managers and learn a practical approach to managing projects in information organizations. The course covers all aspects of the project life-cycle (initiating, planning, executing, monitoring/controlling, and closure), and addresses staffing, workflow, communication and team-building, tools and techniques, and software. (Approved 12/11/2012)

Course Learning Outcomes

<table>
<thead>
<tr>
<th>By the end of the course, students will be able to:</th>
<th>Program Outcomes</th>
<th>Professional Values</th>
<th>ALA Core Competence(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discuss the function of project management and its importance in information organizations.</td>
<td>8</td>
<td>2, 4</td>
<td>1I, 4A, 8B</td>
</tr>
<tr>
<td>2. Define concepts related to organizational workflow, including the staffing process, project planning elements, project plan contents and project communications.</td>
<td>8</td>
<td>2</td>
<td>8B</td>
</tr>
<tr>
<td>3. Explain the role of communication in project management, and discuss the social dynamics of teamwork</td>
<td>4, 8</td>
<td>2</td>
<td>1J, 4A, 8B</td>
</tr>
<tr>
<td>4. Select and apply project scheduling techniques, including WBS (Work Breakdown Structure), CPM (Critical Path Method), PERT (Program Evaluation Review Technique), and Gantt charts.</td>
<td>4, 8</td>
<td>2</td>
<td>4A, 4B, 8B</td>
</tr>
<tr>
<td>5. Describe and apply the entire project life cycle (initiating, planning, executing, monitoring/controlling, and closure) in real-life projects.</td>
<td>4, 8</td>
<td>2</td>
<td>4A, 4B, 8B, 8E</td>
</tr>
<tr>
<td>6. Assess the effectiveness of a project in terms of classic project management techniques.</td>
<td>4, 8</td>
<td>2</td>
<td>4A, 8B, 8E</td>
</tr>
</tbody>
</table>

Approved 12/11/12
Instructor Contact Information

In addition to the phone and email information above, I am available via Skype, FaceTime and Zoom (Personal Meeting URL: https://kanren.zoom.us/j/4894914930) Should students wish to, students, I can also meet for office hours at Adobe Connect or the built in Canvas tool called “Chat.” My office hours for the Fall 2015 semester are on Wednesdays between 9:30 am and noon CT and between 3:30 pm and 7:00 pm CT (via email, Zoom, Skype, and other media) and by appointment.

My office hours are set aside exclusively for communicating with you; however, please feel free to contact me at any time through any means. During office hours, I will be more likely to respond immediately. During other times, I will make every effort to respond within 48 hours. While I may not reply immediately outside of office hours, my goal is to be as accessible and responsive to you as possible. I do reserve the right not to respond to communications during evening hours or on the weekends (outside of office hours). But on my research and grading day (Saturdays), I am often near email and Zoom should you wish to pop in and ask me a quick question about anything!

Required Readings


Additional Readings

Supplemental readings, case studies will be available via the modules in Canvas to enhance the required readings. Additional research and readings from the library literature will be assigned, as well as, found by students themselves to complete their homework assignments.

Selections (pages and chapters) will be referred to in Canvas. Should you wish to look at the two books below from used bookstores or inter-library loan, feel free to do so at any point in the semester.


Learning Activities

“Timeline Tuesday” will be employed throughout the course as a way to structure our readings, lectures and projects together. This schedule will also allow student the ability to experience and demonstrate the elements of good project management timelines and exhibit other PM behaviors.

Learning activities encompass assignments (the larger of which are described briefly below) as well as other activities in which students are expected to participate beyond reading. This course will operationalize one project specifically in libraries and information settings, so specific time will be dedicated to explore behaviors unique to a library project manager and what are typical library projects led by library and information center professionals. Students should feel challenged that they will be able to develop project management skills for any project, but also develop specific library-centric project management skills.

Since we do not have face-to-face class meetings in this course, I will often post a lesson (via Module) in Canvas that will enhance the listed readings, give you further instructions for learning activities in the module, and provide feedback on the progress of the themes of the course.

In your assignments, your topical application may be considerably different than other approaches of students in the course, so you should plan to take advantage of office hours with your instructor on a regular basis. Assigned reading will provide a framework for the course, but lectures, discussions, activities, group and 1:1 interaction will further the broad concepts of the course, while the setting with be LIS projects. The use of module lectures will be to reinforce key concepts, introduce new applications and example and complement/compare aspects of your reading with other research and application. Each module will start with a “START HERE” document to clarify on Tuesday each week how to prepare and proceed for the module ahead.

Below is a brief description of the assignments for the course and a tentative schedule for the semester. It is likely to change slightly as we move together through the course content and I see that we need to focus on something further or pick up our pace. The course outline is presented here in order to give you an overall sense of the course content. This course outline will not be updated. You will be notified of changes in Canvas in the weekly modules. Your primary source of up-to-date information about course readings, activities, and assignments will be Canvas modules and NOT the schedule below.
Assignments

A full description of criteria for each assignment is listed in Canvas for student review.

Assignment 1: Brief biography development and project management self-evaluation
Assignment 2: Graded discussion board involvement
Assignment 3: LIS Project narrative
Assignment 4: Environment scan
Assignment 5: Planning, workflows and charting project
Assignment 6: Quiz on the communication of project management
Assignment 7: Mid-Point LIS Project report
Assignment 8: Team building case study reading and reflection short paper
Assignment 9: Project budgeting exercise
Assignment 10: Final LIS Project

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Outcome(s) Met</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>NA</td>
<td>Tue, August 25</td>
<td>5</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>1; 6</td>
<td>Tue, September 1</td>
<td>5</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>1</td>
<td>Tue, September 15</td>
<td>10</td>
</tr>
<tr>
<td>Assignment 4</td>
<td>1;2;6</td>
<td>Tue, September 29</td>
<td>10</td>
</tr>
<tr>
<td>Assignment 5</td>
<td>4</td>
<td>Tue, October 6</td>
<td>10</td>
</tr>
<tr>
<td>Assignment 6</td>
<td>3</td>
<td>Tue, October 13</td>
<td>10</td>
</tr>
<tr>
<td>Assignment 7</td>
<td>1;5;6</td>
<td>Tue, October 27</td>
<td>10</td>
</tr>
<tr>
<td>Assignment 8</td>
<td>5</td>
<td>Tue, November 10</td>
<td>10</td>
</tr>
<tr>
<td>Assignment 9</td>
<td>2;3;5</td>
<td>Tue, November 17</td>
<td>10</td>
</tr>
<tr>
<td>Assignment 10</td>
<td>ALL; focused on 6</td>
<td>December 1 to 8</td>
<td>20</td>
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</tbody>
</table>

Course Total Points:

100 points.

I will discuss the below calendar and logistics of the schedule in the first lecture: Tuesday, August 18th, 2015.
<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Readings</th>
<th>Activities and Due Dates</th>
</tr>
</thead>
</table>
| Week 1: 8/17-8/23 | Introductions  
Syllabus review  
Course objectives  
and goal setting | • Buser, preface and Chapters 1 and 2 | Students will update biography with photograph  
Lecture and demonstrations |
|             |                                             |                                                                          |                                                                |
| Week 2: 8/24-8/30 | Project Management Essentials and Framework | • Buser Chapters 3 and 4  
• White, Chapter 5 | Deliverable:  
Biography; self-evaluation  
A1 Due (Tue/8/25/2015) |
|             |                                             |                                                                          |                                                                |
| Week 3: 8/31-9/6  | Project Management Life Cycle               | • Reading provided on Canvas  
• Buser, Chapter 6 | Deliverable:  
Discussion board  
A2 Due (Tue/9/1/2015) |
|             |                                             |                                                                          |                                                                |
| Week 4: 9/7-9/13 | Library applications the PM Life Cycle      | • Buser, Chapter 12 |                                                                 |
|             |                                             |                                                                          |                                                                |
| Week 5: 9/14-9/20 | Continued (LIS applications)                | • Buser, Chapter 13 - student self-directed reading | Deliverable:  
LIS Project narratives due  
A3 Due (Tue/9/15/2015) |
| Week 6: 9/21-9/27 | Project Managers and Teams                 | • Readings provided on Canvas  
• White, Chapter 8 |                                                                 |
|             |                                             |                                                                          |                                                                |
| Week 7: 9/28-10/4 | Continued staffing (LIS applications)      | • Briefly skim White text on Volunteer Management (Part 3, Pages 99 to 115)  
• Readings on Canvas | Deliverable:  
Environmental scan  
A4 Due (Tue/9/29/2015) |
| Week 8: 10/5-10/11 | Communications and Workflows (software applications) | • Buser, Chapter 7  
• White, Chapter 6  
• Skim, Buser, Chapter 14 | Deliverable:  
Project on planning, workflows and charting  
A5 Due (Tue/10/6/2015) |
| Week 9: 10/12-10/18 | Communication: Models and social aspects    | • Buser, Chapter 8 | Quiz on communication  
A6 Due (Tue/10/13/2015) |
<table>
<thead>
<tr>
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<th>Topics</th>
<th>Readings</th>
<th>Activities and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 10: 10/19-10/25</td>
<td>Continued (LIS applications)</td>
<td>*Student self-directed reading (LIS project)</td>
<td></td>
</tr>
<tr>
<td>Week 11: 10/26-11/1</td>
<td>Communications: Project Reporting</td>
<td>Buser, Chapter 9</td>
<td>Deliverable: Mid-Point Project reporting</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>A7 Due (Tue/10/27/2015)</td>
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<tr>
<td>Week 12: 11/2-11/8</td>
<td>Team building</td>
<td>Buser, Chapters 5 and 10</td>
<td>Deliverable: Project budgeting exercise</td>
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<td></td>
<td></td>
<td>A9 Due (Tue/11/17/2015)</td>
</tr>
<tr>
<td>Week 13: 11/9-11/15</td>
<td>IPEMCC of Projects and Volunteer/Nonprofit Issues</td>
<td>Buser, Chapter 9</td>
<td>Deliverable: Team building case study and short reflection paper</td>
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<td></td>
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<td></td>
<td>A8 Due (Tue/11/10/2015)</td>
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<tr>
<td>Week 14: 11/16-11/22</td>
<td>Budgeting and project costs</td>
<td>Buser, Chapters 5 and 10</td>
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<tr>
<td>Week 15: 11/23-11/29</td>
<td>Continue with course content, projects and readings.</td>
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*Happy Thanksgiving!*

| Week 16: 11/30-12/4    | Wrap-Up and Project Discussion                   | Finish LIS deliverable                                                 | Class ends: December 4                                      |
|                       |                                                  |                                                                         | Deliverable: Project Due: December 1-8                      |
|                       |                                                  |                                                                         | Learning outcomes: All                                       |

**Grading Criteria**

At times, I will use a rubric to grade each assignment, customized for each assignment. The instructions for each assignment (available in Canvas) contain a description of the criteria upon which my evaluation of your work (your grade) will be based. In those cases, review the rubric for each assignment before you begin the assignment.
SLIM Grading Scale

<table>
<thead>
<tr>
<th></th>
<th>Grade</th>
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</tr>
</thead>
<tbody>
<tr>
<td>96 - 100</td>
<td>A</td>
<td>77 - 79</td>
<td>C+</td>
</tr>
<tr>
<td>90 - 95</td>
<td>A-</td>
<td>74 - 76</td>
<td>C</td>
</tr>
<tr>
<td>87 - 89</td>
<td>B+</td>
<td>70 - 73</td>
<td>D</td>
</tr>
<tr>
<td>84 - 86</td>
<td>B</td>
<td>0 - 69</td>
<td>F</td>
</tr>
<tr>
<td>80 - 83</td>
<td>B-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SLIM Grade Policy

All graduate courses required in the university-approved curricula of SLIM’s master’s programs, certificate programs, academic concentrations, and doctoral program—or their approved substitutions—must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM’s required courses, then the student will be given an academic warning and the student will be notified by SLIM administration that he or she must retake that course or those courses. In addition, if a student has a semester GPA of less than 3.0 he or she will be given an academic warning.

When a student has been given an academic warning, an administrative hold will be placed on the student’s record to block future enrollment, and the student will be removed from any registered courses for the upcoming semester. Before the student can be enrolled, he or she is required to meet with the student’s academic advisor with the goal of developing an academic improvement plan. The administrative hold can only be released by the student’s academic advisor or by the SLIM dean upon satisfactory completion of the academic improvement plan.

If the student fails to complete the terms set forth in the academic improvement plan, then the student’s academic progress will be reviewed by the student’s academic advisor and the SLIM dean, and a decision will be made regarding whether the student should be academically dismissed from SLIM’s graduate program.

SLIM Attendance Policy

Students must attend all face-to-face classes. Class hours for weekend face-to-face meetings are 6pm-9pm on Friday and 9am-5pm on Saturday.

In cases of emergency, go to http://www.emporia.edu/slim/studentresources/policies.html for more information.

SLIM Incomplete Grade Policy

SLIM’s Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to: http://www.emporia.edu/regist/trnsept/grades.html).

SLIM’s Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete. If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean’s office before the final grade change is made.
If a SLIM student’s request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then an administrative hold will be placed on the student’s record to block future enrollment until all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar’s Office.

**SLIM Netiquette Policy**

This course will involve the exchange of ideas, questions, and comments in an online and/or blended learning community. In all of your class communications, please use the same tact and respect that you would if you were talking to classmates face to face. Remember that in online communication the visual and auditory aspects are missing, so be especially careful to ensure your emails and discussion postings accurately convey your meaning and are not open to misconstruction. Humor is especially difficult to convey in this environment, so take extra care with your writing. Please maintain your professionalism and courtesy at all times when interacting with others in the class.

**Course Evaluations**

SLIM uses the IDEA evaluation instrument to gather feedback from students on the effectiveness of each course. The data gathered is shared with instructors in aggregated form, and is used for both course and teaching improvement. Evaluation surveys are made available to students toward the end of each semester, and periodic email reminders are sent to encourage participation. The surveys are administered by The IDEA Center and student responses are anonymous (unless students share any identifying information in their comments). Instructors do not have access to individual student surveys at any time, and only receive aggregated data at least two weeks after final grades are submitted.

**Faculty-initiated Student Withdrawal Procedure**

SLIM instructors follow the university’s policy of faculty-initiated student withdrawal which states:

- If a student's absences from class, disruptive behavior, lack of prerequisites, or academic dishonesty become detrimental to the student's progress or that of other students in the class, the faculty member may advise the student to withdraw from the class. Withdrawal may also be advised if the student is inappropriately enrolled in the class. If the faculty member chooses to withdraw the student, he/she shall attempt to notify the student in writing that a faculty initiated withdrawal is in progress. This notification will be copied to the department chair and Academic Affairs office to serve as the request for withdrawal. If efforts to contact the student have been unsuccessful, or unacknowledged, the faculty member shall then seek the aid of the Academic Affairs office in contacting the student. The Academic Affairs office shall provide the student with information about the existing appeals procedures.
Upon receiving a written request for withdrawal from the faculty member, the Academic Affairs office may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate any student withdrawal. [Policy and Procedures Manual 4E.13]

Academic Dishonesty

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

Disabilities Policy

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

Contact information for the Office of Disability Services:

Office of Disability Services
106 Plumb Hall
Emporia State University
1 Kellogg Circle / Box 4023
Emporia, KS 66801
Phone: 620/341-6637
TTY: 620/341-6646
Email: disabser@emporia.edu