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**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

**Project Management  
EDIT 573-AT1**

**Instructor:** Dr. Shahron Williams van Rooij  
**Class Date/Time/Location:** Course meets online via **MyMason/Courses**  
05/21/2012 – 06/22/2012

**Contact Information:**

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**MASON CATALOG DESCRIPTION**

Explores project management principles and applications used to manage, plan, and track large-scale, complex instructional design projects.

**DESCRIPTION NOTES**

Also provides a brief overview of currently available project management software applications. **Note:** This course is **not** preparation for the PMP® Certification Exam, the testing mechanism for credentialing those with project management experience.

**NATURE OF COURSE DELIVERY**

This course will be delivered online using an **asynchronous** (not “real time”) format via the Blackboard 9.1 course management system on the **MyMason** portal. There are no face-to-face meetings. The course will utilize a combination of readings, hands-on experiences, threaded discussions, and project plan development to introduce course participants to some of the complexities of project management, particularly in the context of education/training development projects. To participate in this course, students will need the following resources:

- Internet access (Check the list of compatible, supported Web browsers at [https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp?tab\\_tab\\_group\\_id=230\\_1](https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp?tab_tab_group_id=230_1))
- GMU e-mail account
- MS Office 2007 or later, or OpenOffice 2007 or later desktop software
- Adobe Flash Player, available for free downloading at <http://get.adobe.com/flashplayer>
- A copy of Microsoft Office Project Professional 2010. A 60-day trial copy may be downloaded free-of-charge at <http://technet.microsoft.com/en-us/evalcenter/ee404758.aspx>
- **(Optional)** For those with **computer programming experience**, you may download a copy of OpenProject, an open source, free-of-charge project scheduling tool available at <http://sourceforge.net/projects/openproj/files/>.

The Blackboard course site will be open to students 72 hours before the start of the summer session. To access the course, go to the **MyMason** portal login page at <https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp>. **Your GMU e-mail user name is also your MyMason Portal ID and your GMU e-mail password is also your MyMason Portal password.** After logging in, click on the *COURSES* tab at the top of the page to see your list of courses, and then select **EDIT 573 Project Management**.

### **LEARNER OUTCOMES**

At the conclusion of this course, learners will be able to:

- Identify the processes and knowledge areas of the discipline of Project Management
- Describe how the project management processes and knowledge areas relate to instructional design processes/methodologies
- Describe the basic components of a project plan
- Discuss the various roles of project stakeholders and the influence of those stakeholders on project processes and outcomes
- Create a basic project plan
- Create a basic project schedule and resource plan using one (1) of the following software applications: (a) Microsoft Project®, (b) OpenProject, or (c) Microsoft Excel.

### **PROFESSIONAL STANDARDS**

#### **1. Project Management Curriculum and Profession Standards (PMI)**

This course adheres to the standards and best practices established by the Project Management Institute (PMI) and documented in the Project Management Body of Knowledge (PMBOK®) guide. The complete list of standards is available at <http://www.pmi.org>.

#### **2. Instructional Design Competencies (IBSTPI)**

This course adheres to the standards for instructional design competency of the International Board of Standards for Training, Performance, and Instruction (IBSTPI). The complete list of IBSTPI standards is located at [http://www.ibstpi.org/Competencies/instruct\\_design\\_competencies.htm](http://www.ibstpi.org/Competencies/instruct_design_competencies.htm).

## TEXTS AND READINGS

### Required:

Horine, G.M. (2005). *Absolute beginner's guide to project management, 2<sup>nd</sup> Edition*. Indianapolis: Que Publishing. ISBN-13: 978-7897-3821-9.

You may order from the GMU bookstore at:

<http://gmu.bncollege.com/webapp/wcs/stores/servlet/TBWizardView?catalogId=10001&storeId=15552&langId=-1> or you may order from the book vendor of your choice.

Williams van Rooij, S. (2010). Project management in instructional design: ADDIE is not enough. *British Journal of Educational Technology*, 41(5), 852-864. (Posted on the course web site.)

Williams van Rooij, S. (2011). Instructional design and project management: Complementary or divergent? *Educational Technology, Research & Development*, 59(1), 139-158. (Posted on the course web site.)

### Recommended Reading:

*A guide to the Project Management Body of Knowledge (PMBOK® guide)*, 4th Edition (2008). [Project Management Institute](http://www.pmi.org).

## ENTRY SKILLS AND COMPETENCIES

The content of this course assumes a basic knowledge of the principles and best practices of Instructional Design. To be successful in this course, students should have either taken **EDIT 705** (Instructional Design) or have **work experience** that includes the basics of Instructional Design. Students should also possess basic computer skills (e.g., Internet search skills, MS Office). **If you have not taken EDIT 705 or do not have Instructional Design work experience, please contact the instructor immediately.**

## COURSE WEEK

Because online courses do not have a “fixed” meeting day, our week will “start” on **Monday, May 21**, which is the first day of summer session-A, and “finish” on **Friday, June 22**, the last day of summer session-A.

## WORKLOAD

Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. If there is anything you don't understand, or if work or personal challenges threaten to derail your progress, please drop me a note as quickly as possible or call me, and we'll talk. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** to which you are expected to adhere.

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## COURSE REQUIREMENTS

### General Information

- All assignments are due no later than **11:59 PM EDT** of the date indicated in each week's assignments published in the **COURSE SCHEDULE AND TOPICS** section of this Syllabus. Due dates are also posted on the *Calendar* of our Bb course site.
- **Grades for assignments date-stamped in Blackboard after the due date will be reduced by 10%. No late submissions will be accepted after the course end-date.** Early submissions are always welcome!
- Please adhere to the assignment submission instructions listed in this Syllabus. **Only assignments submitted as indicated will be graded; incorrect submissions will result in a grade of zero for those assignments.**

### Class Participation and Discussion Forum

- Commencing Week 2, there is a **weekly** discussion question (DQ) posted by the instructor under the **DISCUSSION BOARD** link of our course site's left-hand navigation menu.
- Each week you are expected to contribute to the class discussion in a meaningful way. Your comments should **add significantly** to the discussion by suggesting other solutions, pointing out problems, even totally disagreeing.
- Make sure you substantiate your comments with reasons drawn from our class readings and, whenever possible, relate your own "real world" experiences to the subject matter of the class.
- **It is a required part of your grade that you actively participate in these discussions.** I will evaluate your input based on the **quality** of your responses, whether your responses were **timely** and met the deadline, and the ability of your comments to **motivate** others in a collaborative effort.
- To learn how your discussion responses are evaluated, please consult the *Discussion Participation Rubric* posted in the **Grading Rubrics** folder under the **RESOURCES** area of the Blackboard course site. A copy of the rubric is also included at the end of this syllabus.
- Please check your responses for grammar, spelling and tone prior to posting.
- Our discussion goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be easily misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others not take them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do my best to do the same. Remember, you're not competing with each other for grades, but sharing information and learning from one another.

### Team Projects

- The class will be divided into teams of **2-3 people** (depending on class size) for the final assignment required for this course. If there are particular individuals with whom you would like to work, please send me a note via *Send Email*, the link to which is under the **TOOLS** link of our course site's left-hand navigation menu. If you have no preferences, I will assign you to teams based on the career information you provide in your bios.

- Each team will be assigned a **private** forum under the **GROUPS** link of our course site's left-hand navigation menu. The forum contains a variety of collaboration tools to document plans and activities for your team projects. In addition, if you would like to use *Collaborate Web Conferencing* for group work, send me a note via *Send Email* and I will set that up for you. Please remember that this is a totally asynchronous course; synchronous meetings take place only if **all** team members agree to such meetings.
- I will monitor but **not actively** participate in your private team activities unless requested (problems, lack of participation, etc.) by the group members.
- Please try to keep your team work well balanced and collaborative. The same rules of online etiquette outlined in the *Class Participation and Discussion Forum* section of this Syllabus also apply to your private team discussions.

### Basic Knowledge Checks

There are three (3) basic *Knowledge Checks* to help reinforce your learning and identify potential areas needing additional study or clarification. Although the *Knowledge Checks* are ungraded, they are an “early warning system” to support you. The *Knowledge Checks* are located under the **ASSESSMENTS** link in the left-hand navigation menu of our Bb course site.

### Deliverables

There are **four (4)** graded deliverables required for successful completion of this course, with the due dates on our Bb *Calendar* site as well as in this Syllabus. Grading rubrics for each deliverable are posted on the Bb course site as well as at the end of this syllabus.

#### 1. Class Discussion Participation – 15 points

I will post a series of three (3) questions related to instructional design project management to the Bb **DISCUSSION BOARD**. Each student is expected to participate in the discussions in a meaningful way. All students are required to post **at least one (1) direct response** to each discussion question on the date indicated in our **COURSE SCHEDULE/CALENDAR**. In addition, all students are required to post **at least two (2) comments** to a posting of any fellow course member. Comments to fellow course member postings may be uploaded at any time during the discussion week. Thus, for **each discussion question**, the **minimum** requirement for each student is one discussion question response **plus** two comments, for a minimum of **three postings in total per discussion question**. As graduate-level students, you are encouraged to exceed the minimum requirement.

Student comments should add significantly to the discussion by suggesting other solutions, pointing out problems, even totally disagreeing. Make sure that you substantiate your comments with **evidence** from the course readings or from other peer-reviewed sources, and whenever possible, relate your work experiences to the topic under discussion. Comments will be evaluated based on the quality of those **comments**, whether the comments were **timely** and met the deadline indicated in our

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**COURSE SCHEDULE/CALENDAR**, and the ability of student comments to **motivate** others in a collaborative effort. For more information on how discussion response quality is evaluated, please consult the *Discussion Participation Rubric*.

- 2. Create an Instructional Design Product Project Plan (Team Project) – 40 points**
- A. Working in teams of 2-3 members, students will develop a project plan that describes how the team is going to do the work required to execute the design and development of an instructional product.
  - B. Each team will identify an **instructional problem** scenario as the subject of their project. The instructional problem can be a real issue at a team member's current or previous place of employment or a problem that a team member anticipates arising at work. Teams may also use a scenario they have heard or read about in a professional community discussion (e.g., ASTD, e-Learning Guild, or other LinkedIn groups focused on instruction/training design).
  - C. Each team will then create a **Project Plan**. The project plan will be created **iteratively**, with peer reviews for each set of plan components (see the Peer Reviews deliverable #3 on pages 6-7 of this syllabus). The project plan will include the following components:
    - Two-page, single-spaced summary of the scenario, including (a) nature of the problem, (b) needs analysis, (c) learner analysis, (d) instructional goal and approach, and (e) high-level task analysis
    - Project Definition and Scope
    - Work Breakdown Structure
    - Network Diagram/Work Sequence
    - Resource Requirements
    - Project Schedule in MS Project, OpenProject or MS Excel
    - Risk Management Strategies
  - E. Each team will upload the complete Project Plan under the **ASSIGNMENTS** link of the Bb left-hand navigation menu. **Note:** If submitting multiple files, be sure to finish uploading all your files **before** clicking SUBMIT. You may use **either** APA-style formatting **or** standard Business English formatting. There is **no page minimum or maximum** for the Project Plan.
  - F. Project plans from previous EDIT 573 courses are located under the **RESOURCES** link of our course site. For more information on how this assignment is evaluated, please consult the *Project Plan Grading Rubric*.
- 3. Peer Review of Project Plan Components – 30 points**
- There will be a **total** of two (2) project plan component peer reviews per student. Each student will provide constructive feedback to teams other than their own on each of the following set of project plan components:
    - Draft scenario, project definition and scope
    - Draft work breakdown structure, network diagram/work sequence, resource requirements, and schedule
  - One representative from each team will upload each set of project plan components to the designated threads under the **DISCUSSION BOARD** link on the date indicated in the **COURSE SCHEDULE/CALENDAR**.

- Using the *Project Plan Grading Rubric* as a guide, each student will constructively critique of each team's component set by indicating the following (300 words maximum):
  - Strengths
  - Opportunities for improvement
- On the last day of each round of peer reviews, I will post my own comments/thoughts for each team.
- For more information on how this assignment is evaluated, please consult the *Peer Review Grading Rubric*.

#### 4. Assessment of Individual Team Member Performance – 15 points (final assessment only)

##### *Practice Assessments (ungraded, but required)*

- At the end of each week – commencing Week 2, each student will complete a practice Self- and Team Member Assessment form located under the **ASSESSMENTS** link of our Bb course site. On this form, you will provide your feedback on the contribution to the team project of each of your team members as well as of yourself using the *Self- and Team Member Performance Assessment Rubric*. I will upload your comments to your **private** team discussion areas.
- Discuss and try to reconcile your team member feedback. Areas of disagreement should be discussed constructively and supported with concrete examples. **Note:** The same rules of online etiquette outlined in the *Class Participation and Discussion Forum* section of this Syllabus also apply to your private team discussions.
- These weekly assessments do **not** affect the team project grade or the final course grade, but provide practice for the final team member assessment

##### *Final Assessment (graded, confidential)*

- At the end of the course, each student will complete the *Final Self- and Team Member Assessment* form located under the **ASSESSMENTS** link of our Bb course site. Your final assessment of your own and of your fellow team members' contribution to the team project will be **confidential** and not shared with your fellow team members.
- For more information on how this assignment is evaluated, please consult the *Self- and Team Member Performance Assessment Rubric*.

## INSTRUCTOR ASSESSMENT

### General Information

The evaluation of student performance is related to the student's demonstration of the course outcomes. All work is evaluated on its relevance to the specific assignment, comprehensiveness of information presented, specificity of application, clarity of communication, and the analytical skills utilized. The grading rubrics for each of the course deliverables are posted on the Blackboard course site and are also provided at the end of this syllabus.

### Grading Scale

The grading scale used in this course is the official George Mason University scale for graduate-level courses. Decimal percentage values  $\geq .5$  will be rounded up (e.g., 92.5% will be rounded up to 93%); decimal percentage values  $< .5$  will be rounded down (e.g., 92.4% will be rounded down to 92%).

Letter Grade	Total Points Earned
A	93%-100%
A-	90%-92%
B+	88%-89%
B	83%-87%
B-	80%-82%
C	70%-79%
F	<70%

Great care is given to evaluating student performance based on the requirements documented in the grading rubrics for each assignment. As such, grades are not negotiable. In the event that, following discussions with the instructor, a student feels that his/her grade is unfair, the grade may be appealed using the university's appeal process described at <http://www.gmu.edu/catalog/apolicies/index.html#Anchor56>.

### George Mason University Policies and Resources for Students

1. Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
2. Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301ge.html>].
3. Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs)



to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

4. Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester <http://ods.gmu.edu/>.
5. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
6. The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
7. University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].
8. Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

CEHD [website](#)

**COURSE SCHEDULE AND TOPICS**

Week	TOPICS/ACTIVITIES/ASSIGNMENTS
<p><b>Week 1</b> <b>5/21-5/27</b></p>	<p><b>TOPIC: ADMINISTRATIVE TASKS AND COURSE KICK-OFF</b></p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Confirm MyMasonPortal access and troubleshoot any technical issues. Review the Student FAQs at <a href="https://coursesandorgs.pbworks.com/w/page/30543483/Courses-FAQ-Student">https://coursesandorgs.pbworks.com/w/page/30543483/Courses-FAQ-Student</a>. Still having problems? Send an e-mail to <a href="mailto:courses@gmu.edu">courses@gmu.edu</a> with your G-number and the course name and number</li> <li>• View the <i>Course Orientation</i> video, the link to which is in the left-hand navigation menu of our Bb course site.</li> <li>• Review course syllabus, course site organization, schedule</li> <li>• Participate in the student/instructor bio exchanges under the <b>DISCUSSION</b> link of our Bb course site</li> <li>• View previous EDIT 573 project plans posted in the <b>RESOURCES</b> area and start thinking about your project teams and project topic</li> <li>• Read the document <i>Learning Team Success Tips</i> posted in the RESOURCES area</li> <li>• Post any questions you have about the syllabus, requirements and other course-related issues to the <i>Course Questions</i> thread under the <b>DISCUSSION</b> link of our Bb course site</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• View the video <i>Project Management: Definition and Scope</i>, the link to which is in the <b>INSTRUCTOR VIDEOS</b> area.</li> <li>• Read the article <i>Project management in instructional design: ADDIE is not enough</i>, located in the <b>RESOURCES/Additional Resources</b> folder</li> <li>• Read Introduction, Chapters 1-4 in Horine</li> <li>• Complete <i>Knowledge Check #1</i>, the link to which is under the <b>ASSESSMENTS</b> area of our Bb course site</li> <li>• Submit your team member preferences to instructor via <i>Send Email</i> by <b>5/24</b>. Team membership and work spaces will be posted by instructor no later than 5/25</li> </ul>

Week	TOPICS/ACTIVITIES/ASSIGNMENTS
<p><b>Week 2</b> <b>5/29-6/3</b> <b>Monday,</b> <b>5/28, is</b> <b>Memorial</b> <b>Day, No</b> <b>Classes</b></p>	<p><b>TOPIC: INITIATION AND PLANNING</b></p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Download the free trial version of <a href="#">MS Project 2010</a></li> <li>• Complete the free online MS Project video tutorials, <a href="#">Chapter 1</a> (Introduction, The Workspace Part 1, The Workspace Part 2)</li> <li>• Begin using private team spaces to work on your team project plan</li> <li>• Explore the <i>Project Support Resources</i> sub-folder located in the RESOURCES area; select one or more templates to plan your project</li> <li>• Participate in DQ 1 discussions</li> <li>• Begin drafting your team’s Scenario, Project Definition and Scope for Peer Review #1</li> <li>• Complete <i>First Practice Self- and Team Member Assessment</i> form located under the <b>ASSESSMENTS</b> link of our Bb course site.</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• View the video <i>Initiating and Planning: The Value of Templates</i>, the link to which is in the <b>INSTRUCTOR VIDEOS</b> area.</li> <li>• Read chapters 5-9 in Horine</li> <li>• Complete <i>Knowledge Check #2</i>, the link to which is under the <b>ASSESSMENTS</b> area of our Bb course site</li> <li>• Respond to Discussion Question (DQ) 1 by <b>5/30</b></li> <li>• Submit your team’s draft Scenario, Project Definition and Scope for Peer Review #1 to the designated thread under the <b>DISCUSSION BOARD</b> link by <b>6/3</b></li> </ul>

Week	TOPICS/ACTIVITIES/ASSIGNMENTS
<p><b>Week 3</b> <b>6/4-6/10</b></p>	<p><b>TOPIC: EXECUTING, MONITORING AND CONTROLLING</b></p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Complete the free online MS Project video tutorials, <a href="#">Chapter 2</a> (Creating a Project, Project Information)</li> <li>• Participate in Peer Review #1</li> <li>• Complete <i>Second Practice Self- and Team Member Assessment</i> form located under the <b>ASSESSMENTS</b> link of our Bb course site.</li> <li>• Participate in DQ 2 discussions</li> <li>• Continue working on team project plans</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• View the video <i>Project Cost Management</i>, the link to which is in the <b>INSTRUCTOR VIDEOS</b> area</li> <li>• Complete <i>Knowledge Check #3</i>, the link to which is under the <b>ASSESSMENTS</b> area of our Bb course site</li> <li>• Read chapters 10, 11, 14, 17, 18, 20, 23 in Horine</li> <li>• Respond to Discussion Question (DQ) 2 by <b>6/6</b></li> <li>• Submit your team’s draft WBS, network diagram/work sequence, resource requirements, and schedule for Peer Review #2 to the designated thread under the <b>DISCUSSION BOARD</b> link by <b>6/10</b></li> </ul>
<p><b>Week 4</b> <b>6/11-6/17</b></p>	<p><b>TOPIC: CLOSING, LESSONS LEARNED</b></p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Participate in Peer Review #2</li> <li>• Complete <i>Third Practice Self- and Team Member Assessment</i> form located under the <b>ASSESSMENTS</b> link of our Bb course site.</li> <li>• Participate in DQ 3 discussions</li> <li>• Continue working on team project plans</li> <li>• Continue practicing with MS Project</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Read the article <i>Instructional design and project management: Complementary or divergent?</i>, located in the <b>RESOURCES/Additional Resources</b> area</li> <li>• Respond to DQ 3 by <b>6/13</b></li> <li>• Read chapters 19, 22, 24 in Horine</li> </ul>

Week	TOPICS/ACTIVITIES/ASSIGNMENTS
<p><b>Week 5</b>  <b>6/18-6/22</b></p>	<p><b>TOPIC: COURSE WRAP-UP</b></p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Finalize team Instructional Design Product Project Plan</li> <li>• Complete Mason’s online course evaluations.(<b>Note:</b> the Online Evaluation process ends on the last day of classes, before final grades are posted)</li> <li>• Comments on team projects throughout the week</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Designate one member of your team to post your team’s Instructional Design Product Project Plan and upload the document by <b>6/21</b></li> <li>• Complete the <i>Final Self- and Team Member Assessment</i> form located under the <b>ASSESSMENTS</b> link of our Bb course site by <b>6/22</b>.</li> </ul>

## Discussion Participation Rubric

**The maximum number of possible points per week is five (5), for a total of 15 possible points at the end of the course.**

Criteria	Category	Point Values
<ul style="list-style-type: none"> <li>• Postings reflect outstanding thought processes and preparation</li> <li>• Substantive ideas supported by frequent references to assigned readings and/or other peer-reviewed sources</li> <li>• Often supplements comments with an additional probing question or hypothesis for the class to consider</li> <li>• Frequent application of work and/or previous learning experiences to concepts covered in class</li> </ul>	Exceeds Expectations	4.5-5.0
<ul style="list-style-type: none"> <li>• Postings reflect adequate thought processes and preparation</li> <li>• Some references made to assigned readings and/or other peer-reviewed sources, but references are generally vague and random</li> <li>• Rarely supplements comments with an additional probing question</li> <li>• Infrequent application of work and/or previous learning experiences to concepts covered in class</li> </ul>	Meets Expectations	4.0-4.4
<ul style="list-style-type: none"> <li>• Postings reflect inadequate thought processes and preparation</li> <li>• Ideas not substantive or off topic, with no references to assigned readings and/or other peer-reviewed sources</li> <li>• No supplementary comments or probing questions</li> <li>• No application of work and/or previous learning experiences to concepts covered in class</li> </ul>	Below Expectations	<4
<b>Total Possible Points Per Week:</b>		<b>5</b>

## Peer Review Grading Rubric

**The maximum number of possible points per review is fifteen (15), for a total of 30 possible points at the end of the course.**

Criteria	Category	Point Values
<ul style="list-style-type: none"> <li>• Postings include substantive comments on strengths as well as opportunities for improvement of team project plan components</li> <li>• Substantive comments supported by frequent references to assigned readings and/or other peer-reviewed sources</li> <li>• Comments consistently flow logically and are stated clearly</li> <li>• Postings consistently follow rules of grammar, usage, spelling and punctuation consistently</li> </ul>	Exceeds Expectations	13.5-15.0
<ul style="list-style-type: none"> <li>• Postings include substantive comments on strengths only or on opportunities for improvement of team project plan components only OR strengths and opportunities mentioned by not substantively</li> <li>• Substantive comments supported by some references to assigned readings and/or other peer-reviewed sources OR references employed by comments not consistently substantive</li> <li>• Comments generally logical and clear</li> <li>• Postings generally follow rules of grammar, usage, spelling and punctuation consistently</li> </ul>	Meets Expectations	12.0-13.4
<ul style="list-style-type: none"> <li>• Postings missing either strengths or improvement opportunities AND covered superficially</li> <li>• Comments neither substantive nor supported by some references to assigned readings and/or other peer-reviewed sources</li> <li>• Comments do not flow logically or clearly</li> <li>• Postings do not follow rules of grammar, usage, spelling and punctuation</li> </ul>	Below Expectations	<12
<b>Total Possible Points Per Week:</b>		<b>15</b>

### Project Plan Grading Rubric

Criteria	Category	Point Values
<ul style="list-style-type: none"> <li>• <b>Completeness:</b> All key elements of the assignment are covered in a substantive way (9-10 points)</li> <li>• <b>Accuracy:</b> Content is comprehensive, accurate, and/or persuasive (9-10 points)</li> <li>• <b>Clarity:</b> Major points are stated clearly, are supported by specific details, examples, or analysis (9-10 points)</li> <li>• <b>Organization:</b> The structure of the paper is clear and easy to follow (4.5-5.0 points)</li> <li>• <b>Language:</b> Rules of grammar, usage, spelling, and punctuation are followed consistently throughout the paper (4.5-5.0 points)</li> </ul>	Exceeds Expectations	36-40
<ul style="list-style-type: none"> <li>• <b>Completeness:</b> Most key elements of the assignment are covered in a substantive way (8.0-8.9 points)</li> <li>• <b>Accuracy:</b> Content is complete, correct, and/or plausible (8.0-8.9 points)</li> <li>• <b>Clarity:</b> Major points are stated clearly, and usually supported by specific details, examples or analysis (8.0-8.9 points)</li> <li>• <b>Organization:</b> The structure of the paper is generally clear and relatively easy to follow (4.0-4.4 points)</li> <li>• <b>Language:</b> Rules of grammar, usage, spelling, and punctuation are generally followed throughout the paper (4.0-4.4 points)</li> </ul>	Meets Expectations	32-35



Criteria	Category	Point Values
<ul style="list-style-type: none"> <li>• <b>Completeness:</b> Key elements of the assignment are either missing or covered superficially (&lt;8.0 points)</li> <li>• <b>Accuracy:</b> Content is shallow, with inaccuracies/ inconsistencies (&lt;8.0 points)</li> <li>• <b>Clarity:</b> Major points not clearly stated, and with little or no specific details, examples, or analysis (&lt;8.0 points)</li> <li>• <b>Organization:</b> The paper is unstructured and hard to follow (&lt;4.0 points)</li> <li>• <b>Language:</b> Rules of grammar, usage, spelling, and punctuation are not followed (&lt;4.0 points)</li> </ul>	<p>Below Expectations</p>	<p>&lt; 32</p>

## Self- and Team Member Performance Assessment Rubric

Criteria	Category	Point Values
<ul style="list-style-type: none"> <li>• Consistent on-time attendance at scheduled team meetings</li> <li>• Full participation in team meetings</li> <li>• Exceptional effort on individual tasks</li> <li>• Goes above and beyond agreed-upon contributions</li> <li>• Instrumental in leading the team project forward</li> <li>• Respectfully acknowledges &amp; integrates all team member skills in project development process</li> </ul>	Exceeds Expectations	13.5-15.0
<ul style="list-style-type: none"> <li>• Mostly on-time attendance at scheduled team meetings</li> <li>• Participates in team meetings</li> <li>• Demonstrates effort on individual tasks</li> <li>• Completes agreed-upon contributions</li> <li>• Contributes to project progress</li> <li>• Respectfully adheres to established team norms throughout project development process</li> </ul>	Meets Expectations	12.0-13.4
<ul style="list-style-type: none"> <li>• Noted absences from /lateness to scheduled team meetings</li> <li>• Non-participation in team meetings</li> <li>• Limited/no effort on individual tasks</li> <li>• Incomplete/late agreed-upon contributions</li> <li>• Hinders project progress</li> <li>• Does not adhere to established team norms or treat members respectfully throughout project development process</li> </ul>	Below Expectations	<12.0