<center>SYLLABUS

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
INSTRUCTIONAL DESIGN AND DEVELOPMENT (IDD) PROGRAM**

**EDIT 573 – AT1
Project Management (2 Credits)
Summer A-Session 2013, May 20 – June 21, 2013
Course meets online via MyMasonPortal/Courses**</center>

PROFESSOR:
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COURSE DESCRIPTION:
- **Pre-requisites/Co-requisites**: There are neither pre-nor co-requisites. However, 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).
- **Course description from university catalog**: This course explores project management principles and applications used to manage, plan, and track large-scale, complex instructional design projects.
- **Additional description details**: This course 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.
- **Technical requirements**: To participate in this course, students will need the following resources:

  o High-speed Internet access (Check the list of compatible, supported Web browsers at https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_211_1
  o MS Office 2007 or later, or OpenOffice 2007 or later
  o Adobe Flash Player, available for free downloading at http://get.adobe.com/flashplayer
  o A copy of Microsoft Office Project Professional 2013. A 60-day trial copy may be downloaded free-of-charge at http://technet.microsoft.com/en-us/evalcenter/hh973401.aspx. Don't forget to review the MS Project System Requirements – also posted at this URL – to make sure your computer can run the trial software.

- o **(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/.
- **Delivery method**: This course will be delivered online using an **asynchronous** (not "real time") format via the Blackboard learning management system housed in the MyMason portal. **Due to scheduled updates, our Blackboard course site will be open at 6:00 PM on Sunday, May 19**. 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**.
- **Course Week**: Because online courses do not have a "fixed" meeting day, our week will **start** on **Monday**, and **finish** on **Sunday**.
- **Workload**: Expect to log in to this course about **twice 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 deadline**s and **due dates** listed in the **COURSE SCHEDULE** section of this syllabus to which you are expected to adhere.
- **Open Mic Night**: For those seeking a "live" session with the instructor to ask questions about course requirements/contents, there will be a synchronous Q & A session in the Collaborate web conferencing area of our Blackboard course site on **Sunday, June 9, 2013, 8:00 PM to 9:30 PM**. Attendance is strictly **voluntary**.

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® OR (b) OpenProject OR (c) Microsoft Excel.

PROFESSIONAL STANDARDS:
1) **Project Management Institute (PMI) Project Management Body of Knowledge** (PMBOK®), 4th edition, *Section II: The Standard for Project Management of a Project* (http://www.pmi.org):
   a) Describe the nature of project management processes in terms of the integration between the processes, their interactions, and the purposes they serve. Project management processes are grouped into five categories or Process Groups:
      i) Initiating Process Group
      ii) Planning Process Group
      iii) Executing Process Group

      iv) Monitoring & Controlling Process Group
      v) Closing Process Group
  b) Map the five Process Groups to the nine project management Knowledge areas of:
      i) Project Integration Management
      ii) Project Scope Management
      iii) Project Time Management
      iv) Project Cost Management
      v) Project Quality Management
      vi) Project Human Resource Management
      vii) Project Communications Management
      viii) Project Risk Management
      ix) Project Procurement Management
  c) Adhere to the four principles of project success:
      i) Select the appropriate processes required to meet project objectives
      ii) Use a defined approach that can be adopted to meet requirements
      iii) Comply with requirements to meet stakeholder needs and expectations, and
      iv) Balance the competing demands of scope, time, cost, quality, resources, and risk to produce the specified product, service, or result

2) International Board of Standards for Training, Performance, and Instruction (IBSTPI) (http://www.ibstpi.org/wp-content/uploads/2012_ibstpi_Instructional_Design_Competencies.pdf)
  a) Management
      i) Apply business skills to managing the instructional design function
      ii) Manage partnerships and collaborative relationships
      iii) Plan and manage instructional design projects

REQUIRED TEXT:
Horine, G.M. (2005). *Absolute beginner's guide to project management, 2nd Edition*. [**NOTE**: Please do not purchase the recently published 3rd 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.
- All other required reading will be available on the Blackboard course site

COURSE ASSIGNMENTS AND REQUIRED DELIVERABLES

ASSIGNMENTS
There are **four (4) graded activities** required for successful completion of this course:
1. **Basic Individual Knowledge Checks - 30 points**
   There are three (3) basic individual Knowledge Checks to help reinforce your learning and identify potential areas needing additional study or clarification. The Knowledge Checks are located under the **ASSESSMENTS** link in the left-hand navigation menu of our Blackboard course site. The Knowledge Checks may be completed at your own pace – no specific due

dates – but must be completed by the **end of the course**. Recommended (but not required) completion dates for each Knowledge Check are noted in the **COURSE SCHEDULE** section of this syllabus.

2. **Class Discussion Participation - 20 points**
   There are two (2) instructor-initiated discussions conducted using the Blackboard **DISCUSSION BOARD**. The **minimum** requirement for all students is **two (2) postings** per discussion, with postings **spread** throughout the week (i.e., not all on Sunday, the last day of the week). **Note**: No credit will be given for postings made after the conclusion of the discussion at 11:59 PM on Sunday of the discussion week. For more information on how discussion posting quality is evaluated, please consult the *Discussion Participation Rubric* posted on our Blackboard course site under **RESOURCES/Grading Rubrics**.

3. **Create a Basic Project Plan for an Instructional Product (Team Project) – 35 points**
   - Working in teams of **3-4 members**, students will develop a basic project plan that describes how the team is going to do the work required to **execute** the design set down in a **previously-created** Instructional Design Document (IDD). Team members will decide **collaboratively** what IDD will serve as the basis of the team's project plan. The IDD may be …
     - The same as was created for EDIT 705, OR
     - An IDD from a team member's current/previous place of work, OR
     - A fictional IDD based on an instructional problem scenario that a student has heard/read about in a professional community discussion (e.g., ASTD, e-Learning Guild, or other group focused on instruction/training design).
   - Using the agreed-upon IDD that describes the instructional product, each team will create a basic Project Plan. The Project Plan will be created **iteratively**, with peer reviews as described on page 5 of this syllabus. The Project Plan may be written in either APA-style formatting or standard Business English. For help with writing/formatting, you may use Mason's Online Writing Lab services free of charge.
   - The Project Plan will include the following components, each of which will be covered during the course:
     - A summary (**maximum of 2 pages, single spaced**) of the IDD content, including instructional problem to be solved, highlights of learner/context/task analysis, instructional materials, and evaluation plan.
     - Project Definition and Scope
     - Work Breakdown Structure (**Note**: This refers to the work of the **project team**, not the Task Analysis describing what the learner needs to know/do)
     - Network Diagram/Work Sequence
     - Resource Requirements
     - Project Schedule in MS Project OR OpenProject OR MS Excel
     - Risk Management Strategies
   - Have one representative of your team submit the completed 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. In addition, **late** submissions will be penalized **10%** for each day past the due date; no submissions will be accepted after June 21, 2013.

- Have one representative of your team upload a copy of your Project Plan to the **Project Plan Exhibit Hall** forum on the **DISCUSSION BOARD**.
- Examples of Project Plans from previous EDIT 573 courses are located under the **RESOURCES** link in the left-hand navigation menu of our Bb course site. For more information on how this assignment is evaluated, please consult the *Project Plan Grading Rubric* at the back of this syllabus **AND** posted on our Blackboard course site under **RESOURCES/Grading Rubrics**.

4. **Project Plan Peer Reviews – 15 points**
   - There will be a **total** of **three (3)** peer reviews per student:
     - Peer Review #1 covers the 2-page IDD content summary, Project Definition and Scope. Each student will provide constructive feedback to **any three (3) teams other than their own** using the criteria in the *Project Plan Grading Rubric*.
     - Peer Review #2 covers the Work Breakdown Structure, Network Diagram/Work Sequence, Resource Requirements, Project Schedule, and Risk Management Strategies. Each student will provide constructive feedback to **any three (3) teams other than their own** using the criteria in the *Project Plan Grading Rubric*.
     - For Peer Review #3, each student will visit the **Project Plan Exhibit Hall** forum on the Bb **DISCUSSION BOARD** and provide constructive feedback to **any two (2) teams other than their own** using the criteria in the *Project Plan Grading Rubric*.
   - Please consult the **Student Guidelines for Peer Reviews** posted in the **RESOURCES** section of our Bb course site for more information about formulating constructive feedback to teams other than your own.
   - Instructor comments on each of the documents submitted for peer review will be posted to each team's **private** spaces, so as not to unduly influence the feedback of course members. The instructor will provide only **one (1) round** of feedback per peer review.
   - For more information about how peer review feedback is evaluated, please consult the *Peer Review Grading Rubric* posted on our Blackboard course site under **RESOURCES/Grading Rubrics**.

   Total Possible Points for All Four (4) Deliverables: 100

GRADING POLICIES
- **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, as documented in the respective grading rubrics at the end of this syllabus and on the Bb course site.
- **Team projects**: Note that the grading rubric for the team project evaluates both the project deliverables **and** each team member's individual contribution to the project and the project process based on the content and activity in the private team areas in Bb **and** on the results of an anonymous (results visible only to the instructor) *Team Member Effectiveness Survey* that will be conducted at the end of the summer session. As such, **individual** team member scores for the project may differ from one another.

- **Grading scale**: The grading scale used in this course is the official George Mason University scale for graduate-level courses. Decimal percentage values ≥.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.

GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code [see http://oai.gmu.edu/honor-code/].

b. Students must follow the university policy for Responsible Use of Computing [see http://universitypolicy.gmu.edu/1301gen.html].

c. Students are responsible for the content of university communications sent to their George Mason University e-mail account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason e-mail account.

d. 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/].

e. 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 [see http://ods.gmu.edu/].

f. 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/].

PROFESSIONAL DISPOSITIONS
Students are expected to exhibit professional behavior and dispositions at all times.

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. http://cehd.gmu.edu/values.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu].

NETIQUETTE:
Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

COURSE SCHEDULE:

DATE	TOPIC & ACTIVITIES DURING THE WEEK	READING & ASSIGNMENTS
Week 1 **05/20-05/26**	**TOPIC: COURSE KICK-OFF AND GETTING ACQUAINTED** • Verify Blackboard (Bb) access; troubleshoot any issues by sending an email with your G-number and description of the problem to courses@gmu.edu • After logging in to MyMasonPortal, clicking on the COURSES tab at the top of the page, then clicking on the link for EDIT 573, read the course **Welcome** page • Review the course Syllabus and print it out or download it to your mobile device for anytime-reading • View the **COURSE ORIENTATION** video, the link to which is in the left-hand navigation menu bar • Post your bio (photo optional) to the designated forum on the **DISCUSSION BOARD** • Post any course-related questions to the designated forum on the **DISCUSSION BOARD**	• Comments on the bios of your fellow course members throughout the week • Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu and select **Week 1** [**NOTE**: All of the following assignments are accessible via the Week 1 link.] • Read the *Week 1 Learning Outcomes* • View the video *Project Management: Definition and Scope* • Complete the assigned reading o Horine, Introduction & Chapters 1 through 4 • Submit your team member preferences to instructor via Bb **Send Email**, the link to which is under **TOOLS** in the left-hand navigation menu, by **11:59 PM** on **05/23**. Team membership and private work spaces will be posted by instructor no later than 11:59 PM on **05/24**
Week 2 **05/28-06/02** **Monday, 05/27, is Memorial Day, No Classes**	**TOPIC: INITIATING AND PLANNING** • Course member responses to **DQ #1** throughout the week • Explore the **Project Support Resources** sub-folder under the **RESOURCES** link • Begin drafting your team's IDD Content Summary, Project Definition and Scope for Peer Review #1 • Download the free trial version of MS Project • Explore the free online text-based MS Project tutorials • Explore the free online video-based MS Project tutorials • **Recommendation**: Now would be a good time to complete *Knowledge Check #1*	• Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu and select **Week 2** [**NOTE**: All of the following assignments are accessible via the Week 2 link.] • Read the *Week 2 Learning Outcomes* • View the video *Initiating and Planning: The Value of Templates* • Complete the assigned reading o Horine, Chapters 5-9 • Have one representative of your team post your draft IDD Content Summary, Project Definition and Scope to the **Peer Review #1** forum on the **DISCUSSION BOARD** by **11:59 PM** on **06/02**

DATE	TOPIC & ACTIVITIES DURING THE WEEK	READING & ASSIGNMENTS
Week 3 **06/03-06/09**	**TOPIC: EXECUTING, MONITORING AND CONTROLLING** • Peer Review #1 comments to **three (3)** teams other than your own throughout the week o Be sure to use the *Project Plan Grading Rubric* to substantiate your comments • Revise your draft IDD Content Summary, Project Definition and Scope based on peer review comments and instructor feedback • Begin drafting your team's Work Breakdown Structure (WBS), Network Diagram/Work Sequence, Resource Requirements, Project Schedule & Risk Management Strategies • **Recommendation**: Now would be a good time to complete *Knowledge Check #2* • **Open Mic Night, Sunday, June 9, 8:00 PM on Bb Collaborate (Optional)**	• Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu and select **Week 3** [**NOTE**: All of the following assignments are accessible via the Week 3 link.] • Read the *Week 3 Learning Outcomes* • View the video *Project Cost Management* • Complete the assigned reading o Horine, Chapters 10, 11, 14, 17, 18, 20 & 23 • Have one representative of your team post your draft Work Breakdown Structure (WBS), Network Diagram/Work Sequence, Resource Requirements, Project Schedule & Risk Management Strategies to the **Peer Review #2** forum on the **DISCUSSION BOARD** by **11:59 PM** on **06/09**
Week 4 **06/10-06/16**	**TOPIC: CLOSING, LESSONS LEARNED** • Peer Review #2 comments to **three (3)** teams other than your own throughout the week • Course member responses to **DQ #2** throughout the week • Revise your draft Work Breakdown Structure (WBS), Network Diagram/Work Sequence, Resource Requirements, Project Schedule & Risk Management Strategies based on peer review comments and instructor feedback • **Recommendation**: Now would be a good time to complete *Knowledge Check #3*	• Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu and select **Week 4** [**NOTE**: All of the following assignments are accessible via the Week 4 link.] • Read the *Week 4 Learning Outcomes* • Complete the assigned reading o Horine, Chapters 19, 22, 24

DATE	TOPIC & ACTIVITIES DURING THE WEEK	READING & ASSIGNMENTS
Week 5 **06/17-06/23**	**TOPIC: PROJECT PLAN EXHIBIT HALL AND COURSE WRAP-UP** • Peer Review #3/Project Plan Exhibit Hall comments to **two (2)** teams other than your own throughout the week o Be sure to use the *Project Plan Grading Rubric* to substantiate your comments • Make sure you have completed all three (3) *Knowledge Checks* • Closing remarks from instructor • Final project grades posed under the **MY GRADES** link (notification via email)	• Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu and select **Week 5** [**NOTE**: All of the following assignments are accessible via the Week 5 link.] • Read the *Week 5 Learning Outcomes* • Have one representative of your team post your final Project Plan to the **Project Plan Exhibit Hall** forum on the **DISCUSSION BOARD** by **11:59 PM** on **06/19** • Complete the anonymous **Team Member Effectiveness** survey, the link to which was sent to you via email • Complete the anonymous Mason **Online Course Evaluation Survey**, the link to which is located in the bottom right-hand corner of the **COURSES** tab on the MyMason portal

I. Project Plan Grading Rubric

A. Total Possible Points: 35

Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
IDD Content Summary:	IDD content is not articulated clearly, is not complete, exceeds 2 single-spaced pages *Point Values: 0.0-1.5*	IDD content is articulated clearly, but is not complete OR exceeds 2 single-spaced pages *Point Values: 1.6-1.9*	IDD content is articulated clearly, is complete, and is no more than 2 single-spaced pages in length *Point Value: 2*
Project Definition and Scope:	Little or no description of project, omits what is included and/or excluded from scope *Point Values: 0.0-3.9*	Adequate description of project, omits either what is included or what is excluded from scope *Point Values: 4.0-4.9*	Comprehensive, specific description of project including what is in and out of scope *Point Value: 5*
Work Breakdown Structure (WBS):	Method and content reflects neither functional area input nor other data sources *Point Values: 0.0-3.9*	Method and content reflects some input from functional areas that will do the work, little or no other data sources *Point Values: 4.0-4.9*	Method and content clearly reflects use of substantive input from functional areas that will do the work, as well as other data sources *Point Value: 5*
Network Diagram/Work Sequence:	Diagram/sequence does not match WBS, major disconnects *Point Values: 0.0-3.9*	Diagram/sequence generally matches WBS, with only minor disconnects *Point Values: 4.0-4.9*	Diagram/sequence clearly matches WBS, including task dependencies *Point Value: 5*
Resource Requirements:	Resource requirements do not flow logically from WBS, major disconnects *Point Values: 0.0-3.9*	Resource requirements generally flow logically from WBS, with only minor disconnects *Point Values: 4.0-4.9*	Resource requirements all flow logically from WBS *Point Value: 5*

Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
Project Schedule in MS Project OR OpenProject OR MS Excel:	Project schedule does not align with either WBS or Network Diagram/Work Sequence, major disconnects *Point Values: 0.0-3.9*	Project schedule aligns with either WBS or Network Diagram/Work Sequence, only minor disconnects *Point Values: 4.0-4.9*	Project schedule aligns with both WBS and Network Diagram/Work Sequence *Point Value: 5*
Risk Management Strategies:	Approach to and rationale for strategy selection is not articulated clearly *Point Values: 0.0-2.3*	Approach to and/or rationale for strategy selection is articulated clearly, little or no supporting evidence *Point Values: 2.4-2.9*	Approach to and rationale for strategy selection is articulated clearly and supported with evidence from course readings *Point Value: 3*
Organization:	Project plan is unstructured and hard to follow *Point Values: 0.0-1.5*	Structure of the project plan is generally clear, little or no use of headings and sub-headings *Point Values: 1.6-1.9*	Structure of the project plan is clear and easy to follow, with use of accurate headings and sub-headings *Point Value: 2*
Language:	Rules of English grammar, usage, spelling and punctuation are not followed, multiple language errors throughout the project plan *Point Values: 0.0-2.3*	Rules of English grammar, usage, spelling and punctuation are generally followed throughout the project plan, one or two minor language errors *Point Values: 2.4-2.9*	Rules of English grammar, usage, spelling and punctuation are followed consistently throughout the project plan, no language errors *Point Value: 3*