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MET CS-632 IT PROJECT MANAGEMENT

Syllabus

Summer I 2012

TBD

Tuesdays @ 6:00 PM

David Shirley (dshirley@bu.edu)

Computer Science Department
Metropolitan College
Boston University

1.   Course Overview

1.1   Description from Course Catalog

CS 632 IT Project Management

This course provides students with a comprehensive overview of the principles, processes, and practices of software project management. Students learn techniques for planning, organizing, scheduling, and controlling software projects. There is substantial focus on software cost estimation and software risk management. Students will obtain practical project management skills and competencies related to the definition of a software project, establishment of project communications, managing project changes, and managing distributed software teams and projects.

1.2   Introduction

Project management is becoming very important in today's world. This introductory course examines the concepts and applied techniques for cost effective management of both long-term development programs and short-term projects. The content deals with planning,

scheduling, organizing, and controlling projects. We will analyze projects from a wide variety of industries, including construction, information systems, non-profit organizations, the government and the military.

Project management principles and methodology are provided with special focus on planning, controlling, and managing projects to successful completion. Course study covers the relation between an organization's strategy and project selection, developing the project plan, the network schedule and critical path, the earned value method for estimating status, and scheduling resources.

The course is organized to address project management tasks in the order they arise during the term of a typical project (project initiation, development of a project plan, selecting the project manager, etc.). Additional objectives include examining the effects of management style on the success of a project. Case studies will be used to blend course work into practical project management situations. **Use of Microsoft Project 2010 will be required.**

2. Basic Information

2.1 Schedule

        Classroom: **PC Fuller Labs**

        Dates and Times: **Tuesday's 6 – 9:30 pm**

2.2 Instructor:

David Shirley

Mr. Shirley is a faculty member of Boston University's MET College, and has been teaching and developing courses for the past nine years. He has been teaching graduate level courses in Project Management, Corporate Social Responsibility, and Environmental Issues. He has more than 30 years of project management experience in the areas of construction, the environment, and telecommunications. Mr. Shirley accepted an early retirement in 2001 from a major telecommunications company where he held the position of Project and Program Management Director. As well as an educator and course developer, Mr. Shirley is a consultant and trainer in the field of project management and co-authored a book, *Green Project Management* (CRC Press @2010) and authored a book, *Managing Projects in Healthcare* (CRC Press @2011).

Contact: **dshirley@bu.edu**
                 (207) 363-5492 (before 9pm)

3.   Text & Materials

3.1   Required Texts
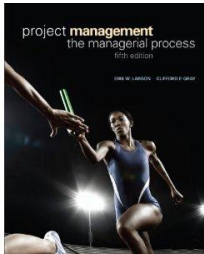
"project management, the managerial process"
Fifth Edition
by Erik W. Larson and Clifford F. Gray
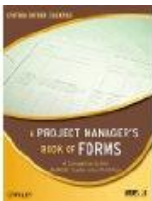**Publisher:** McGraw-Hill Irwin
Copyright Year: 2011
ISBN: 978-0-07-340334-2
Pages: 671

You can order the digital version of the text if you like the idea of an online book, or if you need to obtain the book quickly.

But you must be able to take your version to class with you.   There are exercises in Gray & Larson that we will be reviewing.
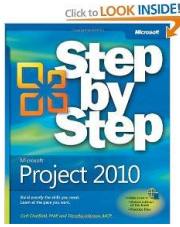

A Project Manager's Book of Forms
      A Companion to the PMBOK® Guide – Fourth Edition
by Cynthia Snyder Stackpole
Publisher: John Wiley and Sons
Copyright Year: 2009

Microsoft Project 2010 Step-by-Step
by Carl Chatfield and Timothy Johnson
Publisher: Microsoft Press
Copyright Year: 2010

This book includes practice files that should be downloaded from:

http://examples.oreilly.com/9780735626959-files/

These practice files are Windows only. This workbook, and Microsoft Project 2010, is not compatible with native Mac.

Students will be expected to complete Chapters in the workbook, outside of class. Two assignments will be distributed that require use of the Step-by-Step workbook.

3.2   Other Required Materials

   a) **Microsoft Project 2010 software is required to run the Step-by-Step. The earlier Microsoft Project versions will not work.   A full version of the software will be supplied from Boston University's:**

MET @ Boston University

.This software does not run on a Mac.

   b) **MS Word and MS Power Point**
These products will be used throughout the course and students are required to use them. Alternatives such as OpenOffice are acceptable, but the student bears the responsibility for completing the work.

3.3   Blackboard 8

This course will use a Blackboard 8 site. Students are required to have a BU ID and password to log in. If you do not have a BU ID yet, note that this takes some time so be sure to start this process well before class starts. The site is:

http://blackboard.bu.edu/

4. Course Learning Objectives

4.1 Course Goals and Objectives

This course provides you an integrated introduction to project management. By "integrated" is meant that you will learn all of the fundamental aspects of modern project management, both managerial and technical. You will also become familiar with project management tools, such as MS Project 2010. Finally, in discussions you will learn about and how to apply the skills required of a project manager.

This course will:
- Provide experience in using the concepts, techniques, and tools available to project managers for organizing, planning, and controlling projects.
- Help you develop an appreciation for the managerial, cultural, and social aspects of project management.
- Raise awareness of the importance of the organization's strategy during project selection.
- Provide an understanding of the critical role of work breakdown structures and networks in planning, scheduling, and estimating the status of projects.
- Create an awareness of potential conflicts and scheduling problems that occur on projects.
- Demonstrate how to reliably estimate the status of projects.
- Expose you to MS Project 2010, and demonstrate its usefulness for planning and scheduling projects.

In pursuing these objectives, the course will:
- Use the textbook and cases
- Combine theory and practice
- Combine the strategic with the tactical
- Use relevant concepts to analyze and assess complex project management situations

4.2 Course Learning Objectives

After successfully completing this course, you will be able to:
- Explain why project management is crucial in today's world.
- Explain the importance of projects in implementing organization strategy.
- Explain what a project is and how projects are initiated.
- Develop network diagrams and estimate project costs and schedules.
- Determine the true status of ongoing projects.

4.3   Course Expectations and Delivery Mode
The course will be conducted by means of a sequence of lectures and classroom discussions. There will be one lecture each week. Each week we will cover at least one core Project Management concept.

Every student will be expected to contribute every week. There is a semester-long Term Project that will require the use of Microsoft Project. Students will be required to demonstrate their understanding of the key features of the course, as well as the practical application of tools and techniques.

4.4   Schedule

a)   Class Schedule

CS632-Schedule

Date	Readings	Topic	Assignments
May 23 (Class 1)	Gray&Larson: Ch 1 (all)	Introduction to Project Management The Project: Definition	1. A Day in the Life (page 19)* 2. Review appropriate form(s)
May 30 (Class 2)	Gray&Larson: Ch 2 (all)	Organizational Strategy Project Selection	1. Hector Gaming Company (pg 55)* **2. Team Assignment #1(assigned)** **3. Software Assignment #1(assigned)** 4. Review appropriate form(s)
June 6 (Class 3)	Gray&Larson: Ch 3 (65-79)	Organizational Types Functional, Matrix, Network Organizational Culture Introduction to MS Project 2010	1. Project Firecracker* *(posted on Blackboard - Assignments)* 2. Review appropriate form (s)
June 13 (Class 4)	Gray&Larson: Ch 4 (101-113) Gray&Larson: Ch 5 (all)	Project Definition Project Estimation	1. Manchester United Soccer Club (page 124)* **2. Software Assignment #1 (due)** **3. Team Assignment #1 (due)**

			4. **Team Presentations** 5. **Team Assignment #2 (assigned)** 6. Review appropriate form(s)
June 20 (Class 5)	Gray&Larson: Ch 6 (157-177)	The Project Plan	1. Greendale Stadium Case (page 198)* 2. Review appropriate form(s) 3. **Team Presentations**
June 27 (Class 6)		Green Project Management Mid-Term Exam Review	1. Assignment TBD 2. Team Presentations
July 6 Friday (Class 7)		Mid-Term, in class, closed book.	
July 11 (Class 8)	Gray&Larson: Ch 7 (211-229) Gray&Larson: Ch 13 (453-458)	Project Risk Project Control	1. **Software Assignment #2 Due** 2. Alaska Fly-Fishing Expedition (page 237)* 3. Review appropriate form(s) 4. **Team Assignment 3 (assigned)**
July18 (Class 9)	Gray&Larson: Ch 13 (475-479) Gray&Larson: Ch 7 (230-233)	Project Communication Change Control	**Assignment TBD**
July 25 (Class 10)	Agile Reading Assignment TBD Gray&Larson: Ch 10 (338-344) Gray&Larson: Ch 11 (375-393) Gray&Larson: Ch 12 (419-431)	Agile Project Management Leadership Managing Project Teams	a) Cerberus Corporation (page 371)*
August 1 Thursday (Class	Gray&Larson: Ch 14 (505-516)	Project Closure Outsourcing Final Exam Review	1. Ajax Project (page 411) *

11)			
August 8 (Week 12)		Final	

4.5   Assignments

a) **Term Project**
   The term project is a very ambitious undertaking with high expectations. Two member teams will design a project based around creating a website focused on project management. Further details will be provided in a separate document. The project counts as 40% of your semester grade. There will be two team presentations, each team member will present once. The subject of the first presentation will be the initiation of the project (your approach) and the subject of the second presentation will the planning of the project. Again, more details will be provided.

b) **Reading and Homework Assignments**
   Reading assignments and homework assignments are due the night of the class. For instance the reading assignments, Chapter 1 of Gray and Larson, and the case study, A Day in the Life, should be read to review in class in Week 1. You will need to be prepared to discuss the case studies in class.

c) **Software Assignments**
   Two software assignments relating to Microsoft Project 2010 will be required for out of class completion. Each student will be required to hand-in their own work, printed from Microsoft Project 2010 software.

 Full license copies of MS Project 2010 will be provided to each student for a **no-cost**, one-time download. **You must have a bu email address to receive the free software**. Demo versions will not satisfy course assignments.

4.6   Course Grading

You can expect to be challenged in this course, and excellent, research quality work will be rewarded with an 'A'. Grades do not follow a prescribed curve.

This is a Boston University course; that means something. One thing it means is that we recognize and reward excellence. Excellence is uncommon, even rare. Your grade, then, will reflect the standards of excellence set by Boston University, in which only truly distinguished work will receive the highest grade.

Course grading will consist of evaluations of the homework, midterm, final and a project, weighted as follows:

Assignment	Points
Class Participation/Attendance	10
Term Project	40
Software Assignments (2)	10
Mid-Term	20
Final	20
Total Points	100

Class participation means <u>regular</u> attendance, being prepared for in-class case study reviews, and <u>regularly</u> contributing to classroom discussions.

<u>Always submit your best work on the scheduled due date</u>. Re-work or Extra-credit work is not an option.

While there is no fixed absolute number of grades in any one level it is important to note that high grades reflect an excellence in the understanding of class material and organization of thought. In addition, an important aspect of any class, whether on line or in a classroom, is the shared thoughts and insights of the class members. Grades will also reflect an individual's contributions to the class.

4.7   Homework, Exams and Discussions

Assignments are due as noted on the attached class schedule. Assignments listed with an '*' are to be completed <u>for in class discussion only</u>. All Term and Software assignments are to be handed in on the date indicated. No email submission.

Late assignments will be penalized. Please keep within stated page limits.

Part E: Policies

5.   Requirements, Policies and Standards

5.1   Attendance
Attendance at all classes is mandatory. Attendance will be taken early on in the class. In accordance with the department policy, any student missing more than 2 classes will be considered to have withdrawn. Students arriving late will be considered to have missed the class.

5.2   Homework
Homework will be assigned per the schedule. Some assignments will be graded. Proper attribution is required for sources.

5.2.1   Timely Presentation of Materials Due

All assignments (papers, homework, etc.) have due dates. These are the LAST DATES that stated material is due. I maintain the right to refuse, or downgrade, any materials presented after due dates. This is not a subject for discussion.

Student should organize their time and work so as to turn in the assignment before the due date. To be absolutely clear, this means that the work will be accepted anytime up to that date but not after. Students should develop a schedule so that the work is built around their personal needs and obligations. Students should allow for contingencies and plan to hand in their work well before the last minute. That way, should some unforeseen problem arise, the timely presentation of work is not in jeopardy.

5.2.2   Discussion Expectations
Each student should be prepared to discuss the assigned topic in class.

5.2.3   Student Preparation

Minimal preparation is reading the material, and being able to summarize what it is about, what the major issues are, and some recommendations.

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

5.2.4   Team Assignments
You will be required to work in a team for the semester long Term Project. Three assignments will be completed. It is your responsibility to act as a productive team member and contribute an even share of the work. At the conclusion of the three assignments, an individual team survey will be collected from each team member asking for the '% contribution' from each team member. The average of this feedback is used to factor your class participation score.

5.3   Grading Policy
Grade inflation is not in the best interests of BU students or the reputation of the institution. I have a responsibility to differentiate the performance of my students, and to reward with high grades only those who do exceptionally well. A Grade of 'A' or 'A minus' will be limited only to those students truly distinguishing themselves in the course.

The Academic Policy Committee of Metropolitan College recommends the following guidelines for distinguishing grades.

A, A-	20%
B+, B, B-	80%
Other	As merited

Excellent, research quality work will be rewarded with an 'A'. An 'A' grade requires research quality excellence in <u>all</u> aspects of the course: homework, discussions, project, and exams. Grades do not follow a prescribed curve.

This is a Boston University course; that means something. One thing it means is that we recognize and reward excellence. Excellence is uncommon, even rare. Your grade, then, will reflect the standards of excellence set by Boston University, in which only truly distinguished work will receive the highest grade.

5.3.1   Requests For Extensions
The General position is that make up extensions are not given**.** There is no guarantee that a make up will be permitted, and any request needs to be in writing and a written verification of the incident will be expected. Sometimes, unfortunate situations occur that make fulfilling requirements impossible and, as such, requests for extensions will be evaluated on a case-by-case basis.

This is not to penalize any individual student but to attempt to assure that there is a level playing field and the total class feels confident that no one has a unique advantage.

If, for any reason, you are unable to meet any assignment deadline, a student should contact the instructor immediately, and preferably in advance. All assignments must be completed.

5.3.2   Off-Syllabus Work
Students will not be allowed to submit work for consideration that is beyond that defined in the syllabus.

6.   Academic Conduct Policy

The academic conduct policy is summarized below. For the full text of the academic conduct code, please go to:

http://www.bu.edu/met/metropolitan_college_people/student/resources/conduct/code.html

Any Plagiarism will be reported to the Dean and dealt with according to the Academic Conduct Code of Metropolitan College.

Boston University makes available to all faculty the plagiarism tool "Turn It In.com." The site contains millions of papers from around the world. When a paper is submitted to TurnItIn.com, it is analyzed and compared to other work. TurnItIn.com reports if any parts of the paper are copied from other sources without proper attribution. Specifically, TurnItIn.com will detect plagiarism.

6.1   A Definition of Plagiarism
"The academic counterpart of the bank embezzler and of the manufacturer who mislabels products is the plagiarist: the student or scholar who leads readers to believe that what they are

reading is the original work of the writer when it is not. If it could be assumed that the distinction between plagiarism and honest use of sources is perfectly clear in everyone's mind, there would be no need for the explanation that follows; merely the warning with which this definition concludes would be enough. But it is apparent that sometimes people of goodwill draw the suspicion of guilt upon themselves (and, indeed, are guilty) simply because they are not aware of the illegitimacy of certain kinds of "borrowing" and of the procedures for correct identification of materials other than those gained through independent research and reflection."

"The spectrum is a wide one. At one end there is a word-for-word copying of another's writing without enclosing the copied passage in quotation marks and identifying it in a footnote, both of which are necessary. (This includes, of course, the copying of all or any part of another student's paper.) It hardly seems possible that anyone of college age or more could do that without clear intent to deceive. At the other end there is the almost casual slipping in of a particularly apt term which one has come across in reading and which so aptly expresses one's opinion that one is tempted to make it personal property."

"Between these poles there are degrees and degrees, but they may be roughly placed in two groups. Close to outright and blatant deceit-but more the result, perhaps, of laziness than of bad intent-is the patching together of random jottings made in the course of reading, generally without careful identification of their source, and then woven into the text, so that the result is a mosaic of other people's ideas and words, the writer's sole contribution being the cement to hold the pieces together. Indicative of more effort and, for that reason, somewhat closer to honest, though still dishonest, is the paraphrase, and abbreviated (and often skillfully prepared) restatement of someone else's analysis or conclusion, without acknowledgment that another person's text has been the basis for the recapitulation."

The above paragraphs are from H. Martin and R. Ohmann, The Logic and Rhetoric of Exposition, Revised Edition. Copyright 1963, Holt, Rinehart & Winston.

6.2   Academic Conduct Code

I.   Philosophy of Discipline

The objective of Metropolitan College in enforcing academic rules is to promote the kind of community atmosphere in which learning can best take place. This atmosphere can be maintained only so long as every student believes that his or her academic competence is being judged fairly and that he or she will not be put at a disadvantage because of the dishonesty of someone else. Penalties imposed should be carefully determined so as to be no more or no less than required to maintain the desired atmosphere. In defining violation of this code the intent is to protect the integrity of the educational process.

II.   Academic Misconduct

Academic misconduct is conduct by which a student misrepresents his or her academic accomplishments or impedes other students' chances of being judged fairly for their academic work. Knowingly allowing others to represent your work as theirs is as serious an offense as submitting another's work as your own.

III.   Violations of this Code

Violations of this code are acts that constitute an attempt to be dishonest or deceptive in the performance of academic work in or out of the classroom. To alter academic records, or to collaborate with another student or students in an act of academic misconduct. Violations include but are not limited to:

A. Cheating on examinations. Any attempt by a student to alter his or her performance on an examination in violation of that examination's stated or commonly understood ground rules.

B. Plagiarism. Any attempt by a student to represent the work of another as his or her own. Plagiarism includes each of the following: copying the answers of another student on an examination, copying or substantially restating the work of another person or persons in any oral or written work without citing the appropriate source, and collaboration with someone else in an academic endeavor without acknowledging his or her contribution (see below for a more detailed definition of plagiarism).

C. Misrepresentation or falsification of data presented for surveys, experiments, etc.

D. Theft of an examination. Stealing or otherwise discovering and/or making known to others the contents of an examination that has not yet been administered.

E. Unauthorized conversation is not allowed during examinations. Any unauthorized conversation may be considered prima facie evidence of cheating.

F. Knowingly allowing another student to represent your work as his or her own.

G. Forgery, alteration, or knowing misuse of graded examinations, grade lists, or official University records or documents, including but not limited to transcripts, letters of recommendation, degree certificates, alteration of examinations or other work after submission.

H. Theft or destruction of examinations or papers after submission including purposefully altering possible poor performance.

I. Submitting the same work in more than one course without the consent of the instructors involved.

J. Altering or destroying another student's work or records, altering records of any kind, removing materials from libraries or offices without consent, or in any way interfering with the work of others so as to impede their academic performance.

K. Failure to comply with the sanctions imposed under the authority of this code.