IST400/IST700
Complex Issues in IT Project Management

Spring 2013 Syllabus
Revised: January 13, 2013

COURSE SYLLABUS

Some changes may occur to the syllabus during the semester depending upon time and situations arising.

Instructor: Dr. Art Thomas, Ph.D.
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Email: apthomas@syr.edu

Office Hours: Contact me by email or telephone to arrange. I will also gladly remain after class for individual discussions as requested.

Class Meetings: Mondays, 5:15-8:05PM, Hinds Hall Room 021
Course Code/Title: IST400/IST700 Complex Issues in IT Project Management
Class Section: M001
Registration Code: IST400: 45557 IST700: 45611

Description: Complex issues that confront IT project managers. Case studies to explore problems, solutions and best practices. Application of key concepts to diverse industry settings. Additional work required of graduate students.
Prerequisite: IST445/IST645

Faculty Assistant: TBD

Textbooks:

Articles:
Required articles from the PM Network® publication, a worldwide periodical published by the Project Management Institute, consist of practitioners’ accounts of complex project management issues and approaches they have implemented in a variety of project scenarios.

The selected articles are listed in the class schedule for the appropriate discussion topics, and are available through the SU Library E-Journals section for download.

Software:
Assignment documents are primarily in the form of text for this course and will be submitted in .PDF form. Therefore, students will need to use the “Save As PDF” function of Microsoft Word, or use some other print-image conversion software, such as Adobe Acrobat Pro or compatible .PDF file type converter. Adobe Acrobat Pro is on the computers in the iSchool labs in Hinds Hall. Further information will be provided when assignments are submitted.

PMI and PMI Network are marks of Project Management Institute, Inc.
LEARNING OUTCOMES:

Students who complete this course successfully will be able to do the following, regarding projects in information technology (IT):

- Building on a foundation of project management gained in previous study, describe complex issues that can arise within the PMI® Knowledge Areas that confront real-world IT project managers.
- Integrate previous learning with perspectives on real-world challenges for IT project managers in order to identify and describe major IT project management issues.
- Research and analyze what factors are important to the successful implementation of IT projects in the context of particular business strategies, and in a given business focus area, and how representative organizations within that business focus area seem to be taking advantage of various IT project management strategies and approaches over time and scale.
- Develop and justify practical strategies, tools and practices that can lead to an adaptive approach to IT project management in a variety of settings, scales and diverse industry applications.
- Describe resources available to the IT project manager to keep current with trends and best practices in the resolution of complex project management issues.
- Research, analyze and assess best practices in a selected focus industry or profession, justifying assessment with reference to specific resources found in the assigned readings as well as through independent research.
- Document the research in a formal written research document suitable for presentation to a client.
- Summarize the research, analysis and findings in a formal in-class presentation, and evaluate others’ presentations in the context of concepts learned during the course.

Project Management Topic Areas Explored to Achieve Learning Outcomes:

- Creating a learning organization, and fostering excellence in project management practices
- Requirements definition, and how requirements relate to statements of work, contractual obligations and contract management
- Choices in project management methodology for various settings and deliverables
- Issues in progress tracking, reporting and management
- Differences in scale and impact on project integration
- Best practices in estimation and the effect of the Triple Constraint
- The global/virtual team, and complex issues in communication and team management
- The Project Management Office (PMO)
- Project portfolio management
- Varying approaches to testing, traceability and root cause analysis and their context in project quality assurance
- Risk assessment, risk management and risk reporting best practices
- The impact of sustainability and community service on project design and management
Course Context:
This course is designed to build upon the foundation provided by IST445/645 Managing Information Systems Projects, and focuses on in-depth analysis of complex issues that can arise from within the knowledge areas of the standard body of knowledge. These areas are specified by the Project Management Institute (PMI®), which is the world’s leading certification organization for professionals in all disciplines of Project Management, making this an appropriate structure from which to explore how real-world project managers deal with complex concerns that involve IT resources. While the graduate Advanced Project Management course (IST745) provides in-depth practical experience in development of sophisticated enterprise project plans as part of a large-scale program and/or project portfolio, this course covers a broad range of complex topics in diverse project settings and scales, and therefore serves as a companion course to IST745 for graduate students. Meanwhile, it allows undergraduates further study of project management beyond the initial foundation of IST445, adding to the concentration of project management topics available for the IM&T undergraduate program.

Approaches to Achieve Learning Outcomes:
• Readings from the textbook by Kerzner, an international expert in project management best practices, will provide formal information on how leading organizations representing numerous sectors deal with various project management issues.
• Articles from the practitioner publication of the Project Management Institute will further provide examples of how numerous project managers adapt theoretical approaches in order to meet business requirements in complex project settings worldwide.
• Discussions will reflect on the readings, and allow students to explore how experienced project managers evaluate options, adjust approaches and communicate about issues.
• Assignments will demonstrate the student’s ability to assess and integrate multiple factors in order to evaluate how the project management body of knowledge can be applied to various situations and industries. There will be three (3) written assignments submitted during the semester that will capture the student’s reflection on readings and case examples studied since the previous assignment. These assignments will be submitted by students individually.
• A group research project will apply concepts learned in the course to a selected industry context. The group will research the particular industry and develop a comprehensive approach to IT project management that would be recommended for that context, making reference to the readings, discussions and resources obtained in independent research. Graduate students will have additional requirements for this research project, including design and leadership of the group’s investigation of the subject, assembly of the research sources for the group, and final editing of the assignment document (see below).
• Each group will prepare an in-class presentation of their research and findings that will be peer and instructor reviewed.
• Each group will author a formal document that details their research and findings and which demonstrates their ability to collaboratively develop a paper with proper citations that evaluates, recommends and defends project management options appropriate for the scale, cultural/economic environment and business processes of the chosen industry.
### READINGS, LECTURE TOPICS AND ASSIGNMENT SCHEDULE

Revisions may occur to this schedule throughout the semester. Latest one is posted on Blackboard.

<table>
<thead>
<tr>
<th>DATE</th>
<th>SCHEDULED TOPICS AND ASSIGNMENTS</th>
<th>READINGS:</th>
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<tbody>
<tr>
<td></td>
<td>(Session 1 = before the break; Session 2 = after the break)</td>
<td>(Complete before class!)</td>
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<tr>
<td>Week 1:</td>
<td><strong>FULL CLASS SESSION: PLEASE PREPARE TO BE IN CLASS THE FULL TIME</strong></td>
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<tr>
<td>14-Jan</td>
<td>Session 1: Welcome, Review of Syllabus, Introductions</td>
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<td>Session 2: Review of Project Management Knowledge Areas</td>
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<tr>
<td>Week 2:</td>
<td>Session 1: Best practices in project management</td>
<td>Kerzner: Ch 1, 3, 15</td>
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<tr>
<td>28-Jan</td>
<td>Session 2: Fostering excellence in project management;</td>
<td>PM Network Articles for Week 2</td>
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<td></td>
<td>Corporate centers of excellence in project management</td>
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<tr>
<td>Week 3:</td>
<td>Reading Reflections discussion (How to do the assignments)</td>
<td>Kerzner: Ch 7</td>
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<tr>
<td>4-Feb</td>
<td>Session 1: Executive sponsorship in projects; Change Management</td>
<td>PM Network Articles for Week 3</td>
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<td></td>
<td>Session 2: Challenges of requirements definition: Statements of work; contracts; contract management</td>
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<td></td>
<td><strong>Group Selection Preferences Distributed</strong></td>
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<tr>
<td>Week 4:</td>
<td>Session 1: The Project Management Office</td>
<td>Kerzner: Chp 12</td>
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<td>11-Feb</td>
<td>Session 2: <strong>Research Groups meet in class to organize/plan</strong></td>
<td>PM Network Articles for Week 4</td>
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<td>Industry Research Groups formed; Group Assignment Distributed</td>
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<td></td>
<td>Assignment 1 due February 15th at midnight! (Readings through wk 4)</td>
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<tr>
<td>Week 5:</td>
<td>Session 1: Choices in project management methodology</td>
<td>Kerzner: Ch 4</td>
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<tr>
<td>18-Feb</td>
<td>Session 2: Choices in project management methodology – Part 2</td>
<td>PM Network Articles for Week 5</td>
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<tr>
<td>Week 6:</td>
<td>Session 1: Challenges in managing project scope</td>
<td>Kerzner: Ch 17</td>
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<td>25-Feb</td>
<td>Session 2: Dynamics of the Triple Constraint</td>
<td>PM Network Articles for Week 6</td>
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<td>Week 7:</td>
<td>Session 1: Project Portfolio Management</td>
<td>Kerzner: Chps 14, 16</td>
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<td>4-Mar</td>
<td>Session 2: <strong>Research Groups meet to complete status reports</strong></td>
<td>PM Network Articles for Week 7</td>
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<tr>
<td>11-Mar</td>
<td><strong>Spring Break – NO CLASS!!</strong></td>
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<tr>
<td>Week 8:</td>
<td>Session 1: Best practices in estimation</td>
<td>Kerzner: Chp 9</td>
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<tr>
<td>18-Mar</td>
<td>Session 2: Informal Project Management</td>
<td>PM Network Articles for Week 8</td>
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<td></td>
<td>Issues in progress tracking, reporting and management</td>
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<td></td>
<td><strong>Assignment 2 due March 22nd at midnight! (Readings through wk 8)</strong></td>
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<tr>
<td>Week 9:</td>
<td>Session 1: Team organization and people management</td>
<td>Kerzner: Chps 6, 10</td>
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<tr>
<td>25-Mar</td>
<td>Session 2: Complex issues in communication and virtual teams</td>
<td>PM Network Articles for Week 9</td>
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<td>Week 10:</td>
<td>Session 1: Quality, testing, traceability and root cause analysis</td>
<td>Kerzner: Ch 13</td>
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<tr>
<td>1-Apr</td>
<td>Session 2: <strong>Research Groups meet to complete status reports</strong></td>
<td>PM Network Articles for Week 10</td>
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<tr>
<td>Week 11:</td>
<td>Session 1: Challenges of project risk assessment</td>
<td>Kerzner: Ch 5</td>
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<tr>
<td>8-Apr</td>
<td>Session 2: Project risk management and reporting</td>
<td>PM Network Articles for Week 11</td>
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<td></td>
<td><strong>Assignment 3 due April 12th at midnight! (Readings through week 11)</strong></td>
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<tr>
<td>Week 12:</td>
<td><strong>Group Research Presentations (all students attend for full class time)</strong> (Groups 1-3 with breaks at logical points)</td>
<td>No formal readings due</td>
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<tr>
<td>15-Apr</td>
<td><strong>Groups 1-3 Powerpoint due April 14th at midnight!</strong></td>
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<tr>
<td>Week 13:</td>
<td><strong>Group Research Presentations (all students attend for full class time)</strong> (Groups 4-6 with breaks at logical points)</td>
<td>No formal readings due</td>
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<tr>
<td>22-Apr</td>
<td><strong>Groups 4-6 Powerpoint due April 21st at midnight!</strong></td>
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<tr>
<td>Week 14:</td>
<td>Session 1: Group Presentation Review/Feedback; Course Evaluation</td>
<td>PM Network Articles for Week 14</td>
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<tr>
<td>29-Apr</td>
<td>Session 2: Sustainability in project management; Course Wrap-up</td>
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<tr>
<td>Week 15:</td>
<td><strong>No Class - All written Group Research Assignments due electronically by midnight tonight!</strong></td>
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<td>6-May</td>
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“Kerzner:” refers to chapters in the Kerzner textbook

“PM Network Articles” refers to articles from PMI’s “PM Network”® magazine listed below by week:
Reading List of Articles from the “PM Network”® Publication of PMI®:

THESE ARTICLES ARE ALL FROM THE PMI JOURNAL, “PM NETWORK” AND ARE ONLINE THROUGH THE SU LIBRARY E-JOURNALS COLLECTION. STUDENTS ARE EXPECTED TO RETRIEVE THEM THROUGH THAT PROCESS.

Week 2
- May 2010: Mouse Tales (Excellence at Disney)
- Feb 2012: 10 Mistakes that could Get You Fired (Software Development)
- Dec 2012: Reversing the Trend (ERP Systems)

Week 3
- April 2012: The More the Merrier? (Outsourcing)
- Oct 2012: The Cultural Revolution (Executive Sponsorship)
- Nov 2012: Problem with Pet Projects (Executive Sponsorship)
- July 2010: The Blame Game (Bad Requirements)
- Dec 2007: Under Contract (Contract Management)

Week 4
- Jan 2010: Common Ground (PMO)
- Jul 2010: Risks Worth Taking (PMO)
- Apr 2012: PMOs Under Pressure (PMO)

Week 5
- May 2010: A Closer Look (Agile case study)
- May 2010: Philosophical Make Over (Agile vs. others)
- Aug 2010: The Sweet Spot (Agile methodologies)
- May 2012: At Odds (Agile vs. others)

Week 6
- Nov 2009: Rescue Plan (Constraints)
- Mar 2010: Back From The Brink (Rescuing a failing project)
- Mar 2012: Time Tamers (Constraints)

Week 7
- Mar 2009: Economic Antidote (Portfolio mgmt)
- June 2012: The Pulse: The Power of Portfolio Management
- Sep 2012: What’s In a Name (Programs vs. Projects)

Week 8
- May 2011: By the Dashboard Light (Project Reporting)
- Aug 2011: Streaming Status (Project Reporting)
- Jun 2011: In the Dark (Project Reporting)
- Oct 2012: Estimating Errors (Project Estimation)
- Dec 2012: Consider Metrics the Magic Wand of the Project (Agile Reporting)

Week 9
- Mar 2009: All Ears (Working In Teams)
- Apr 2010: Far-Sighted (Managing Virtual Teams)
- Feb 2012: Bad Behavior (Managing difficult people)
- Jul 2012: Change from Afar (Managing Virtual Teams)
- Sep 2012: The Cost of Quality (Stakeholder Communication)

Week 10
- Feb 2011: A Closer Look (Testing/Quality Methodology)
- May 2011: Shaken to the Core (Testing/Quality Methodology)
- Jul 2011: Winning Pair (Testing/Quality Methodology)

Week 11
- Jan 2010: In Hindsight: (Lessons Learned)
- May 2010: Bolts From The Blue (Risks)
- Jan 2012: What’s the Diagnosis (Project health check)

Week 14
- July 2010: A Closer Look (CSR)
- July 2010: Justify The Means (CSR)
COURSE REQUIREMENTS:

Class Attendance: 15% (15 Points) See section on absence penalty below

This is a face-to-face, on-campus course. Therefore, class attendance is required at all classes for the entire time. Real-world project managers are expected to attend and participate in all meetings that are concerned with the management of their project and to conduct themselves professionally at those meetings. Students in this course are considered to be professionals who are learning the art and science of project management. Absence from scheduled classes, or behavior in class that either violates a course or university policy, or that negatively affects the ability of other students to concentrate or participate, will involve deductions in points that are appropriate – see absence penalty section below. Attendance will be a factor in whether or not students who are on a final grade range boundary are considered for upgrade to the next higher final letter grade.

Faith-based Observances: Students who plan not to attend class due to a faith-based observance are asked to make prior arrangements through the University faith-based observance notification process during the first two weeks of the semester. SU’s religious observances policy, found at http://supolicies.syr.edu/emp_ben/religious_observance.htm recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes. For fall and spring semesters, an online notification process is available through MySlice/Student Services/Enrollment/My Religious Observances from the first day of class until the end of the second week of class. With such notification, I will make individual accommodations as needed to ensure that you have an opportunity to catch up with coursework.

Absence Penalty:
The following do not qualify as valid reasons for missing class:

- Study and preparation for scheduled job interviews
- Employer information meetings held on campus for students during class time
- Student group meetings for organizations or other classes
- Special events on or off campus unless I have been notified by the sponsoring faculty member that you are required to attend the function.
- Personal travel of any kind that involves missing class, including to or from holidays or semester breaks.
- Preparation for assignments due in other courses.
- Forgetting to attend (Yes, this has really happened!)

The following are the point deductions that will result from these absences:

- Missing the first or final class: 3 points each class
- First absence other than the above: 1 point
- Second absence other than the above: 2 points
- Third and additional absences other than the above: 3 points each absence
- If more than 15 points are deducted due to absences: Your final grade will be automatically lowered one additional full letter grade from the grade you earn in the course.
Excused Absences: Point deductions will not be made for the following situations:
- Religious observances arranged according to SU procedures as noted above.
- Serious illness reported to me by the Health Center or iSchool Advising
- Death in the family (with appropriate notice to iSchool Advising and me)
- Out-of-town travel for a professional interview appointment (with advance notice before class when you know you are required to travel)
- Travel required for business (with advance notice before class)
- Travel or conflicting schedule for an approved iSchool project – in this case the instructor sponsoring the event must email me that you cannot attend class.

Attendance sign-in sheets will be used often, but are not the only means of taking attendance for a given class. It is each student’s responsibility to ensure that they have signed the sheet by their name personally when the sheet is passed around. Students who are absent and have others sign the sheet for them will be considered to have violated University academic integrity rules, and this will include the student who falsely signs for someone else. Significant consequences may result from this practice.

Readings:
Students are expected to perform “structured reading” of all assigned chapters and articles. The instructor will guide students in how to assess the information so that important concepts are first derived from the readings and then enhanced through critical inquiry in class.

Individual Reading Reflection Assignments:
(30% overall - 10% each for 3 assignments of 1,000 – 1,500 words each)
- Critical assessment of assigned readings and class discussions according to a set of questions provided to structure the inquiry.
- Reflection on how these readings and discussions have affected the student’s ideas about how to achieve excellence in IT project management.

Group Industry Research Assignment and Presentation
(55%) Students will work together in groups to research features, processes and current trends in project management in a selected industry or profession. The goal of the group assignment and presentation will be to use strategies learned in the course to put together a convincing proposal for a possible executive from the selected industry to adopt certain approaches toward achieving excellence in IT project management. The group will present their recommendations in summary form during class, and will produce a group-authored research paper on the same subject that will be turned in as a final assignment for the course. The two components of the grade are:

Group Presentation (25% of the total course grade):
A 15-minute group PowerPoint presentation in class, followed by 10 minutes of class discussion, that summarizes the research and proposal that the group will submit for the written research assignment (see below). The rest of the class will turn in a structured evaluation of the presentation which will be used by the instructor as one of many components in consideration of the group's presentation grade.
- Graduate students:
  - Design and oversight of the research project – 10%
  - Development/Implementation of Group Presentation – 15%
- Undergraduate students:
  - Development/Implementation of Group Presentation – 25%
Group Written Research Assignment (30% of the total course grade):
A paper which documents the group’s research on the selected industry and proposes IT project management solutions for that industry to achieve. The paper will incorporate the information presented in the group’s presentation, but also thoroughly documents the recommendations through references to project management literature and other resources obtained both in and out of class.

- Graduate students:
  - Design and oversight of the research project – 10%
  - Development/Implementation of Group Assignment – 20%
- Undergraduate students:
  - Development/Implementation of Group Assignment – 30%

FINAL GRADING APPROACHES:

- Each student’s final grade will be computed as the sum of all points earned in the course minus any points deducted according to the grading policies. Grades are based on a total possible score of 100 points for the semester.
- Final Letter grades will be assigned into letter grade categories reflecting the performance of the class as a whole, and I reserve the right to adjust a specific student’s final letter grade depending upon their individual situation.
- I will likely use the following grading criteria to assign a final letter grade, but ranges may be adjusted on the basis of class performance levels overall (The final grade of “A+” may not be given at Syracuse University):

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tr>
<td>93-100</td>
<td>A</td>
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<tr>
<td>90-93</td>
<td>A-</td>
</tr>
<tr>
<td>87-90</td>
<td>B+</td>
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<tr>
<td>83-87</td>
<td>B</td>
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<tr>
<td>80-83</td>
<td>B-</td>
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<tr>
<td>77-80</td>
<td>C+</td>
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<tr>
<td>73-77</td>
<td>C</td>
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<tr>
<td>70-73</td>
<td>C-</td>
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<tr>
<td>60-70</td>
<td>D</td>
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<td>&lt;60</td>
<td>F</td>
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- I foresee no incompletes to be given due to the nature and timing of the assignments. If there is a problem, please make arrangements with me for discussion about it prior to assignment due dates.
- Getting an A-, B+ or B is not considered to be a serious performance problem in this course as these grades are all representative of above-average work. I will help students if they are experiencing serious learning issues, but it is not appropriate to expect only to achieve an A. Those who attend class, work hard and seriously attempt to do well, will earn good grades appropriate for their effort. Above-expectation performance on assignments will be recognized with additional points. Students who have serious concerns about their ability to perform well should discuss this with me to determine options. Other than the approaches mentioned here, there will be no extra-credit assignments.
- Note to Graduate Students: The final grades of “C” or below represent inability to master numerous concepts or poor quality work. Graduate students may not earn a passing grade lower than “C-“, which represents a serious situation, so it is advised that we work together to do all that is possible to improve your performance.
Format and Grading of Individual Reading Reflection Assignments:
The purpose of the Individual Reading Reflection Assignment is to provide an opportunity for students to individually explore actual challenges in project management and, using the perspectives gained in the course, to write a critical, reflective analysis of how the assigned readings have interacted with the student’s own knowledge and experience to shape new perspectives on IT project management (about 1000-1500 words). Criteria for grading are as follows:

- Submitted with proper file name and in .PDF format; structured for ease of reading and identification of specific areas of the paper.
- Thoughtful reflection and response on each of the following questions:
  - What roles do you think the topics in the assigned readings play in Kerzner’s overall criteria for project management excellence? Be specific, and relate the topics to particular components of best practice.
  - How do the approaches presented by the authors take account of the practical realities you have experienced yourself with organizations, projects or project management at any level?
  - What approaches, tools or techniques described in the readings interested you and why?
  - What lessons about project management will you take away from these readings? What would you decide to do differently now and why?
- Citation of reference sources should be included 1) at the point of reference in the text, showing how class readings or other reference materials support statements made, as well as 2) listed in an appropriate citation format after the end of the assignment. (Space taken up by these reference lists are not counted in the required size of the paper!)

Format and Grading of Group Project Presentations and Group Written Assignments:
The purpose of the Group Research Projects is to provide an opportunity for students to explore key approaches and trends in project management, using the perspectives gained in the rest of the course to critically reflect on, and assess these in depth within a selected industry or profession. Students will work together in groups to research the subject, present a presentation to the rest of the class, and write a formal research paper targeted to convince executives in that industry how best to achieve project management excellence. News, websites, blogs, interviews, trade journals, academic research, books and examples from personal experiences are all legitimate forms of research that groups can do to accomplish their mission. Grade for the group will reflect the depth to which the group has carried out this research, and the quality of their presentation and written assignment.

Students will be provided an opportunity to rank their preferences from a list of industries as the context for their group work. Group membership assignment may not necessarily reflect an individual’s most preferred choice. The quantity of members in each group will depend upon the quantity of students in the class along with the distribution of graduate vs. undergraduate students, and it will be the objective of the instructor to ensure that groups are generally similar in size and composition.

More details on the expected format and content for both the presentation and the written assignment are as follows:
Class Presentations (25 minutes followed by facilitation of 5 minutes of class discussion):
Presented by the group to the class on the date indicated in the Syllabus Schedule. Criteria for grading are as follows:

- PowerPoint presentation slides thoroughly addressing the specific topic questions as listed below in the “Industry Research Written Assignment” section; Professional slide formatting with clear graphics, diagrams and easy to read text.
- Presentation slide file in pptx format delivered electronically to instructor 24 hours prior to lecture. Instructor will create handouts from the slide file, and will duplicate these for distribution in class. (Groups should not do the duplication on their own.)
- Shows thorough understanding of the industry and assigned analysis criteria regarding project management approaches as described in the written assignment below.
- Integration of prior knowledge and current course work during the semester.
- Proposes recommendations made for the selected industry showing convincing arguments for the adoption of certain IT project management approaches in certain contexts, and why these could likely improve the performance of an organization within this industry according to Kerzner’s model of PM excellence.
- Smoothness of the Presentation; Preparation of the Group; Class Interaction; Providing opportunity during lecture for questions and class discussion.
- Proper citations of references and supporting information used. Citations should be throughout the slides as appropriate, and a reference listing slide should be included at the end listing the overall references used.

Industry Research Written Assignment (about 5,000-7,000 words):
Criteria for grading are as follows:

- Submitted electronically by the date and time indicated in the Syllabus Schedule.
- Narrative written form of the group’s presentation in an academic research paper format.
- Final paper structure, clear writing and diagrams, proper sentences, correct spelling.
- Examination of the selected industry or profession with regard to its business model, services or products provided, resources needed, scale of operation, typical geographic dispersion of operations and example organizations that represent a difference in scale.
- Analysis of what factors are important within the industry or profession in consideration of the alignment of IT with business strategy, including how these may differ with scale, and the degree to which example organizations within that business focus area seem to be taking advantage of information resources.
- Discussion of challenges that this industry has in PM, how example organizations deal with this, and the degree to which these actions seem to address the challenges.
- Recommendations made for the selected industry showing convincing arguments for the adoption of certain IT project management approaches in certain contexts, and why these could likely improve the performance of the organization within this industry according to Kerzner’s model of PM excellence.
- References: Cite specific references throughout the text (not just at the end). A citation should be provided for each point gathered from a source showing the name of the source and the date of the original materials from which points were obtained. All diagrams obtained from other sources should be provided with a citation, as well as quotes, statistics, and process descriptions that the group does not specifically author themselves. At the end of the written assignment, a formal references list should be provided in proper academic format. Citations within the text should be able to be linked to the reference list so that anyone can explore a given reference further based on the information provided.
Structure of Group Work:
Group work proceeds best when members each know their specific role and contribute their best individual effort in that role toward the objectives of the group. Groups will choose specific students to be assigned the final accountability for certain aspects of both the presentation and the assignment, and group leaders will report these accountabilities to the instructor. All group members will be given the chance to rate the performance of their peers. While members of the group will share the grade earned by the group as a whole, these ratings may also be taken into account in assigning the final individual attendance/group participation grade described above. Both exceptional, as well as negative, participation will be reflected in this grade as appropriate.

Undergraduate vs. Graduate Student Members in Groups:
Graduate students are considered to have significant expertise in designing and performing the necessary steps to complete academic research. Therefore, the graduate students in each group will be expected to take the lead in design of the research process, developing a list of appropriate resources to be used by all students in the group and designing the needed approaches for final development of deliverables. Graduate students will submit to the instructor an abstract with the design of the approach to be used and the structure of the deliverables prior to overall group engagement with the topic. Undergraduate students will serve as the analyst team members who will take the approved research design and contribute accordingly to the final presentation and written documents. Graduate students will be responsible for final editing of the deliverables. Graduate students in each group will share a component of the final grade on the design and oversight of the research project as a part of their final course grade.

Penalty for Late Assignments of any type:
Point deduction as per situation based on the following table:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No deduction - Assignment on time, or late due to extenuating circumstances that are the same as those listed for missing class.</td>
</tr>
<tr>
<td>-1</td>
<td>Assignment up to 1 day late</td>
</tr>
<tr>
<td>-2</td>
<td>Assignment 1-2 days late</td>
</tr>
<tr>
<td>-3</td>
<td>Assignment submitted 2-3 days late</td>
</tr>
<tr>
<td>-4</td>
<td>Assignment submitted 3-4 days late</td>
</tr>
<tr>
<td>-5</td>
<td>Assignment submitted more than 4 days late</td>
</tr>
</tbody>
</table>

ACADEMIC POLICIES:

Students with Disabilities:
Our community values diversity and seeks to promote meaningful access to educational opportunities for all students. Syracuse University and I are committed to your success and to supporting Section 504 of the Rehabilitation Act of 1973 as amended and the Americans with Disabilities Act (1990). This means that in general no individual who is otherwise qualified shall be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity, solely by reason of having a disability.

If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS), http://disabilityservices.syr.edu, located at 804 University Avenue, room 309, or call 315-443-4498 for an appointment to discuss your needs and the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations and will issue students with documented disabilities “Accommodation Authorization Letters,” as
appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible. You are also welcome to contact me privately to discuss your academic needs, although I cannot arrange for disability-related accommodations.

**Academic Integrity:**
Syracuse University sets high standards for academic integrity. Those standards are supported and enforced by students, including those who serve as academic integrity hearing panel members and hearing officers. The presumptive sanction for a first offense is course failure, accompanied by the transcript notation “Violation of the Academic Integrity Policy.” The standard sanction for a first offense by graduate students is suspension or expulsion. Students should review the Office of Academic Integrity online resource “Twenty Questions and Answers About the Syracuse University Academic Integrity Policy” and confer with instructors about course-specific citation methods, permitted collaboration (if any), and rules for examinations. The Policy also governs the veracity of signatures on attendance sheets and other verification of participation in class activities. Additional guidance for students can be found in the Office of Academic Integrity resource: What does academic integrity mean?

**Future Use of Student Work:**
This course may use course participation and documents created by students for educational purposes. In compliance with the Federal Family Educational Rights and Privacy Act, works in all media produced by students as part of their course participation at Syracuse University may be used for educational purposes, provided that the course syllabus makes clear that such use may occur. It is understood that registration for and continued enrollment in a course where such use of student works is announced constitutes permission by the student. After the course has been completed, should I use any student’s work in a subsequent class, I will render the work anonymous through the removal of all personal identification of the work’s creator/originator(s).

**Email Communication:**
All email communication with students for this class will be sent to their University-provided email address @syr.edu as per University computing and electronic communication policy. I will not provide assignment, exam or final grades via any other email account in accordance with policy.

**Faith-Based Observances:** See section on Class Attendance, above

**COURSE-SPECIFIC POLICIES:**

**Student use of computing devices or Smartphones not permitted during class:**
Students may not use computers, Smartphones, tablets and other computing or communication devices during class sessions – only during class breaks. Exceptions will be made for an individual student if such a device is a part of an official accommodation of individual needs related to the learning process. The reasons for this policy are as follows:

- A live, face-to-face campus class is a premium opportunity to focus on the material as an interactive physical group, and the course has been designed specifically for this medium.
- This class focuses on face-to-face discussions involving critical thinking about assigned readings. I will provide copies of any slides used and structured note-taking sheets. It is anticipated that students can use these resources to record specific ideas using minimal note taking without computers.
• Previous students have commented that they are distracted by other students’ use of computers in class, interfering with their own ability to concentrate on the class.
• It is nearly impossible to lead a class where students appear to be focused only on their computers and phones.
• Recent studies measuring concentration in college students who attempt to do several things at once show conclusively that everything suffers as a result.

**So, for the short period once a week that we are all together, please break free of the Internet for 75 minutes at a time, and limit the use of computing devices of all kinds to the class breaks. In return, I will do my best to make your concentration worthwhile.**

**Cell Phones, Smartphones and other handheld wireless devices:**
Other than during class breaks, please silence ring tones and refrain from engaging in calls, messaging or other use during class time. All devices must not be visible in any way during exams.

**Policy Regarding Students Using English as a Foreign Language:**
Assignments in this course are graded with reference to evidence of the acquisition of concepts, presentation format and accuracy of information. Having done business in countries that use languages other than English, I understand that the use of an unfamiliar language can result in unusual word choices or grammatical errors that are not critical to the overall understanding of the information. Therefore, I will take into account your need to function in a language that may be unfamiliar to you. The group projects in this course will help on the assignments by providing opportunities for the group overall to edit final text. In the case of any items you individually submit to me, I would ask you to do your best to originate the ideas yourself, to construct the text and explanations yourself in your own way, following your knowledge of spelling and grammar as much as possible, and using your own words rather than content written by someone else in order to avoid language mistakes. I will provide feedback as appropriate if I feel that language or grammar you have used in assignments would be best if it were configured in a different way.

**A Note on Academic Integrity in this course:**
This course is designed to generate professional skills and knowledge on the part of individual students who complete work on their own as well as in groups. Therefore, students enrolled in this course who who have others sign in for them on attendance sheets, submit another author’s or student’s work as their own, or who submit generic material available online without adjusting details to the assignment, will be penalized heavily when graded, and may also be reported as in violation of the University’s academic integrity policy.

**Recording of Lectures:**
Lectures may be recorded by students as desired.

**Use of SU Blackboard System for this course:**
The iSchool uses Syracuse University’s Blackboard system to facilitate distance learning as well as to enhance main campus courses. In this course, I will use the Blackboard system generally to post lecture notes and related documents and to receive assignments electronically from students. To access Blackboard, go to the following URL:  [http://blackboard.syr.edu](http://blackboard.syr.edu)  Questions regarding Blackboard should be directed to ilms@syr.edu or Peggy Brown at (315) 443-8144.
Introduction to the Instructor:
Dr. Art Thomas, Ph.D., Professor of Practice, Syracuse University School of Information Studies
Director, Master's Programs in Information Management (IM) and Telecommunications and Network Management (TNM)
Director, Upstate Health Research Network (Fair Health Project)

Art Thomas first began his association with the iSchool in the Spring semester of 2001, and became a member of the full-time faculty in 2009. He specializes in Project Management, IT Management and Financial Systems courses. His regularly offered courses include:
- Managing Information Systems Projects (IST445/645)
- Complex Issues in IT Project Management (IST447/747)
- Global Financial Systems Architecture (GET302/602)
- IM Capstone course (IST755) - Executive-track IM only - MayMester
- IM Gateway course (IST621) - Summer Session.

As the Director of the Master’s Programs in Information Management (IM) and Telecommunications and Network Management (TNM), he manages the content and sequence of these degree and related certificate programs, including the Master’s Program in Information Management–Executive Track (ExIM), and Certificates of Advanced Study (CAS) in the areas of Information Security Management (CAS-ISM), E-Government Management and Leadership (CAS-eGov), and Information Systems and Technology Management (CAS-ISTM). He also collaborates with other iSchool administrators in the areas of admissions, advising and career services that are relevant to these specific degrees and certificates.

Art is the Director of the Upstate Health Research Network (UHRN), a consortium of universities and expert researchers coordinated through Syracuse University. The mission of the UHRN is to analyze health care claims charges nationwide and recommend to Fair Health, Inc. appropriate methods for setting reference benchmarks for out-of-network health care claims reimbursements.

Art has also served on the J.P. Morgan Chase Partnership Curriculum Project Team, where he has contributed to the development and enhancement of several courses with emphasis on large-scale, multi-tiered information systems.

As a practitioner, Art is Co-founder, Chairman and CEO of Counterpoint Holdings, L.L.C., an IT consultancy formed in 1992. In this role, Art has managed many IT projects for corporations, and assisted more than 20 area school districts in IT projects involving long-range planning, procurement, implementation and support. In addition, Art’s career has included IT positions ranging from Programmer to CIO, and he has held positions in Corporate Training ranging from Training Specialist to Chief Learning Officer. He has served organizations in Manufacturing, Banking, Insurance, Education and Government, and his work has taken him from North America to Europe and the Middle East, where he led two projects for the Ministry of Education in the Sultanate of Oman.

With emphases in both Social Science and Computer Science, Art earned his Bachelor of Arts degree from the State University of New York College at Brockport. His Master of Education (Ed.M.) degree in Curriculum Development and Instructional Media is from the State University of New York at Buffalo, and his Ph.D., in Research and Evaluation/Instructional Systems Design and Management, is also from SUNY Buffalo. He has developed and taught numerous seminars, workshops and presentations, including semester courses at the American Institute of Banking, Niagara University and SUNY Buffalo. He is certified by 3M Corporation in fiber-optic network systems design and installation, and co-founded LightYear Institute, Inc. in 2005 to develop and offer beginner-level 3M-endorsed certification classes in fiber-optic data network technology.

Art is a member of the Project Management Institute (PMI), the International Society for Performance Improvement (ISPI) and the American Society for Training and Development (ASTD). He is also Co-founder and Chairman of the National Board of Directors of Gliding Stars, a charity operating across five states that provides disabled people of all ages recreational opportunities through lessons in adaptive ice skating.