COURSE SYLLABUS

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

Instructor: Dr. Art Thomas, Ph.D.
Professor of Practice, School of Information Studies
Office 338 Hinds Hall
Office Tel: 315-443-3840
Alt. Tel: 315-263-6134
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: 60224  IST700: 61146

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


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. 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: (Complete before class!)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1:</td>
<td><strong>Session 1:</strong> Welcome, Review of Syllabus, Introductions</td>
<td>No formal readings due; Students should review Project Management fundamentals from prior classes.</td>
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<tr>
<td>Jan 23</td>
<td><strong>Session 2:</strong> Review of Project Management Knowledge Areas</td>
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<td></td>
<td><strong>FULL CLASS SESSION: PLEASE PREPARE TO BE IN CLASS THE FULL TIME</strong></td>
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<tr>
<td>Week 2:</td>
<td><strong>Session 1:</strong> Best practices in project management</td>
<td>Kerzner: Chps 1, 3, 15</td>
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<tr>
<td>Jan 30</td>
<td><strong>Session 2:</strong> Fostering excellence in project management; Corporates centers of excellence in project management</td>
<td>PM Network # 1</td>
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<td><strong>Reading Reflections Assignment</strong></td>
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<td><strong>Prep Discussion only – no work due</strong></td>
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<tr>
<td>Week 3:</td>
<td><strong>Session 1:</strong> Challenges of requirements definition</td>
<td>Kerzner: Ch 7</td>
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<tr>
<td>Feb 6</td>
<td><strong>Session 2:</strong> Statements of work; contracts; contract management</td>
<td>PM Network # 2-4</td>
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<td><strong>Group Selection Preferences Distributed</strong></td>
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<td>Week 4:</td>
<td><strong>Session 1:</strong> The Project Management Office</td>
<td>Kerzner: Chp 12</td>
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<tr>
<td>Feb 13</td>
<td><strong>Session 2:</strong> Research Groups meet in class to organize/plan</td>
<td>PM Network #21-22</td>
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<td></td>
<td><strong>Industry Research Groups formed; Group Assignment Distributed</strong></td>
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<tr>
<td>Week 5:</td>
<td><strong>Session 1:</strong> Choices in project management methodology</td>
<td>Kerzner: Ch 4</td>
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<tr>
<td>Feb 20</td>
<td><strong>Session 2:</strong> Choices in project management methodology – Part 2</td>
<td>PM Network # 5-8</td>
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<tr>
<td></td>
<td><strong>Assignment 1 due February 22nd at midnight! (Readings through 2/20)</strong></td>
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<tr>
<td>Week 6:</td>
<td><strong>Session 1:</strong> Challenges in managing project scope</td>
<td>Kerzner: Ch 17</td>
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<tr>
<td>Feb 27</td>
<td><strong>Session 2:</strong> Dynamics of the Triple Constraint</td>
<td>PM Network # 9-12</td>
</tr>
<tr>
<td>Week 7:</td>
<td><strong>Session 1:</strong> Project Portfolio Management</td>
<td>Kerzner: Chps 14, 16</td>
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<tr>
<td>Mar 5</td>
<td><strong>Session 2:</strong> Research Groups meet to complete status reports</td>
<td>PM Network # 19-20</td>
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<td><strong>Spring Break – NO CLASS!!</strong></td>
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<tr>
<td>Week 8:</td>
<td><strong>Session 1:</strong> Best practices in estimation</td>
<td>Kerzner: Chps 9, 11</td>
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<tr>
<td>Mar 19</td>
<td><strong>Session 2:</strong> Issues in progress tracking, reporting and management</td>
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<td></td>
<td><strong>Assignment 2 due March 21st at midnight! (Readings through 3/19)</strong></td>
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<tr>
<td>Week 9:</td>
<td><strong>Session 1:</strong> Team organization and people management</td>
<td>Kerzner: Chps 6, 10</td>
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<tr>
<td>Mar 26</td>
<td><strong>Session 2:</strong> Complex issues in communication and virtual teams</td>
<td>PM Network # 13-18</td>
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<tr>
<td>Week 10:</td>
<td><strong>Session 1:</strong> Testing, traceability and root cause analysis</td>
<td>Kerzner: Ch 13</td>
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<tr>
<td>Apr 2</td>
<td><strong>Session 2:</strong> Dynamics of project quality assurance</td>
<td>PM Network # 30-32</td>
</tr>
<tr>
<td>Week 11:</td>
<td><strong>Session 1:</strong> Challenges of project risk assessment</td>
<td>Kerzner: Ch 5</td>
</tr>
<tr>
<td>Apr 9</td>
<td><strong>Session 2:</strong> Project risk management and reporting</td>
<td>PM Network # 23-24</td>
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<tr>
<td></td>
<td><strong>Assignment 3 due April 11th at midnight! (Readings through 4/9)</strong></td>
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</tr>
<tr>
<td>Week 12:</td>
<td><strong>Group Research Presentations</strong> (all students attend for full class time)</td>
<td>No formal readings due</td>
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<tr>
<td>Apr 16</td>
<td>(Groups 1-3 with breaks at logical points)</td>
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<tr>
<td></td>
<td><strong>Groups 1-3 Powerpoint due April 15th at midnight!</strong></td>
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<tr>
<td>Week 13:</td>
<td><strong>Group Research Presentations</strong> (all students attend for full class time)</td>
<td>No formal readings due</td>
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<tr>
<td>Apr 23</td>
<td>(Groups 4-6 with breaks at logical points)</td>
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<td></td>
<td><strong>Groups 4-6 Powerpoint due April 22nd at midnight!</strong></td>
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<tr>
<td>Week 14:</td>
<td><strong>Session 1:</strong> Group Presentation Review/Feedback; Course Evaluation</td>
<td>PM Network # 25-29</td>
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<tr>
<td>Apr 30</td>
<td><strong>Session 2:</strong> 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</strong></td>
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<tr>
<td>May 7</td>
<td><strong>due electronically by midnight tonight!</strong></td>
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“Kerzner:” refers to chapters in the Kerzner textbook

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

THESE PM NETWORK ARTICLES ARE AVAILABLE AT NO COST ONLINE THROUGH THE SU LIBRARY E-JOURNALS COLLECTION, AND STUDENTS ARE EXPECTED TO RETRIEVE THEM THROUGH THAT PROCESS.

**Project Management Excellence:**
1. May 2010: Mouse Tales (Excellence at Disney)

**Requirements, Changes and Contract Management:**
3. July 2010: The Blame Game (Bad Requirements)
4. July 2010: Why Do Projects Really Fail? (Requirements and other issues)

**Project Management Methodology:**
5. Oct 2009: Out With The Old (Changing methodologies)
7. May 2010: Philosophical Make Over (Agile vs. others)

**Managing Scope and Constraints:**
9. Dec 2009: Scaling Down (Scope of project)
10. Jan 2009: Staying On Track (Scope Mgmt)
11. Nov 2009: Rescue Plan (Constraints)
12. Mar 2010: Back From The Brink (Rescuing a failing project)

**Teams and Communication in Teams:**
13. Jan 2009: The Incredible Shrinking Team
15. May 2009: A Little Respect (Communication in Teams)
16. Oct 2009: Common Ground (Global Teams)
17. Jan 2010: Common Ground (Global Teams)
18. Apr 2010: Far-Sighted (Managing Virtual Teams)

**Project and Portfolio Management:**
22. July 2010: Risks Worth Taking (PMO)

**Risk Assessment and Management:**
23. Jan 2010: In The Hind Sight: (Lessons Learned)
24. May 2010: Bolts From The Blue (Risks)

**Sustainability and Community Service:**
25. Feb 2009: Keeping The Faith (Sustainability)
26. Sep 2009: High Stakes (Sustainability)
27. Jan 2010: Ahead Of the Curve (Sustainability)
29. July 2010: Justify The Means (CSR)

**Testing Approaches and Impact on PM:**
31. May 2011: Shaken to the Core (Testing/Quality Methodology)
COURSE REQUIREMENTS:

Class Attendance: 10% (10 Points)
Class attendance is required. 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. Attendance will be taken regularly, and absences, or behavior in class that negatively affects the ability of other students to concentrate or participate, will carry a point deduction that is appropriate for the situation.

Students who cannot attend class due to out-of-town travel at the time for a professional interview appointment, illness or death in the family must notify the instructor via email prior to the class if possible, but no later than the day following class, and may be asked to submit verification of the situation causing the absence. The following do not qualify as extenuating circumstances for missing class: Preparation for job interviews, job interviews by phone or on campus (please arrange these with employers at some time other than class time), employer information meetings, student group meetings, special events on or off campus, personal travel, forgetting to attend, or assignments and other requirements due in other courses. 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.

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 academic integrity rules, and this will include the student who falsely signs for someone else. Significant consequences may result from this practice.

Students who plan not to attend class due to a religious observance are asked to make prior arrangements through the University religious observance notification process during the first two weeks of the semester. With such notification, I will make individual accommodations as needed to ensure that you have an opportunity to catch up with coursework.

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
(60%) 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.

**Group Written Research Assignment (35% 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.

**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>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>92+</td>
</tr>
<tr>
<td>A-</td>
<td>90 - &lt;92</td>
</tr>
<tr>
<td>B+</td>
<td>87 - &lt;90</td>
</tr>
<tr>
<td>B</td>
<td>83 - &lt;87</td>
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<tr>
<td>B-</td>
<td>80 - &lt;83</td>
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<tr>
<td>C</td>
<td>77 - &lt;80</td>
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<tr>
<td>C-</td>
<td>73 - &lt;77</td>
</tr>
<tr>
<td>C</td>
<td>70 - &lt;73</td>
</tr>
<tr>
<td>D</td>
<td>60 - &lt;70</td>
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<tr>
<td>F</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>

- **Note to Graduate Students:** The final grade of “C” represents generally unacceptable effort for graduate students, including inability to master numerous concepts or poor quality work. While a grade of “C-” is possible, this represents a serious situation. I consider this to be a failing grade for graduate students, and is the lowest grade graduate students can be given.
- 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. I must obtain school permission to submit an incomplete grade, and must therefore notify the school in advance if the situation warrants.
- *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.**

**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 problems 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 role(s) do you think the topics in the assigned readings play in Kerzner’s overall model of project management excellence? Be specific, and relate the topics to particular components of the model.
  - Assess how the approaches presented by the authors take account of the practical realities evident in your own experiences with organizations, projects or project management at any level.
  - What approaches, tools or techniques interested you and why?
  - What has surprised you in what you have read?
  - What are some of the overall lessons about project management you will take away from these readings? What would you decide to do differently now and why?
- Citation of reference sources should be included at the point of reference in the text, showing how class readings or other reference materials support statements made, as well as 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 an executive 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 propose their preferred industry as the context for their group work, as well as to propose membership in a specific group. But, an industry will ultimately be assigned by the instructor if the proposed topic is not sufficient. 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** *(15 minutes followed by facilitation of 10 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 explained earlier in this document; 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.
- 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.
- Lessons learned during the research regarding PM best practices in this industry.
- 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>Penalty</th>
<th>Description</th>
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<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>
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<tr>
<td>-1</td>
<td>Assignment up to 1 day late</td>
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<tr>
<td>-2</td>
<td>Assignment 1-2 days late</td>
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<td>-3</td>
<td>Assignment submitted 2-3 days late</td>
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<tr>
<td>-4</td>
<td>Assignment submitted 3-4 days late</td>
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<tr>
<td>-5</td>
<td>Assignment submitted more than 4 days late.</td>
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**ACADEMIC POLICIES:**

**Students with Disabilities:**
If you feel that you are a student who may need academic accommodations for a disability, please contact the Office of Disability Services (ODS), [http://disabilityservices.syr.edu](http://disabilityservices.syr.edu) located in room 309 of 804 University Avenue, 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:
The academic community of Syracuse University and the School of Information Studies requires the highest standards of professional ethics and personal integrity from all members of the community. Violations of these standards are violations of a mutual obligation characterized by trust, honesty and personal honor. As a community, we commit ourselves to standards of academic conduct, impose sanctions against those who violate these standards, and keep appropriate records of violations. For more information and the complete policy, see the Syracuse University Academic Integrity website at: http://academicintegrity.syr.edu. The Academic Integrity Policy governs the integrity of work submitted in exams and assignments as well as the veracity of signatures on attendance sheets and other verifications of participation in class activities.

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 the work and study on their own as well as in groups. Therefore, students enrolled in this course who, for individual assignments, submit another author’s or student’s work as their own, who submit templates or generic material available online without adjusting details to the assignment, or who collaborate on examinations or use other means to derive answers from materials or other students during examinations, will be penalized heavily when graded, and may also be reported as in violation of the University’s academic integrity policy.

Future Use of Student Work:
This course uses course presentations 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 such a course has been completed, any further use of student works will meet one of the following conditions: (1) the work will be rendered anonymous through the removal of all personal identification of the work’s creator/originator(s); or (2) the creator/originator(s)’ written permission will be secured.

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 grades via any other email account in accordance with policy.

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. The instructor 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.

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. The environment is composed of a number of elements that will help you be successful in both your current coursework and your lifelong learning opportunities. To access Blackboard, go to the following URL: http://blackboard.syr.edu You will need to use the Firefox browser to access the system, as Windows Explorer is not compatible. Questions regarding Blackboard should be directed to ilms@syr.edu or Peggy Brown at (315) 443-8144. In this course, I will use the Blackboard system generally to post lecture notes and related documents and to receive assignments electronically from students.
Introduction to the Instructor:

Dr. Art Thomas, Ph.D.
Professor of Practice
Syracuse University School of Information Studies
Director, Upstate Health Research Network

Art Thomas first began his association with the iSchool in the Spring semester of 2001, specializing in Project Management, IT Management and Financial Systems courses. His most regularly offered courses include "Managing Information Systems Projects (IST445/645) and "Global Financial Systems Architecture" (IST302).  He was the developer of this course.

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. Previously, Art's career 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.

Art earned his Bachelor of Arts degree from the State University of New York College at Brockport with emphases in both Social Science and Computer Science. 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.