

ITLS 6560 Project and Organizational Management Syllabus

Course Description

This course is designed to introduce students to project and organizational management aims and processes. Students are exposed to multiple perspectives and apply a perspective while managing an instructional design project.

Course Objectives

By the end of this course, you will be able to:

1. Identify different types of project management processes and know how and when to use each process.
2. Set up a project and communication plan that will be beneficial in helping to organize a project.
3. Gain skills in managing people within a project.

Instructor

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Instructional Technology and Learning Sciences

UMC Old Main Hill, Logan, UT 84322

[Make a Zoom appointment with me](#)[Links to an external site.](#)

Info: Note on Communicating with the Instructor

I am available via email/phone/Zoom to chat through any issues you may have throughout the semester. During the week (Monday-Friday), I will respond to your request within 24 hours, except for holidays. If you attempt to reach me after 5 pm on Friday, you can expect a response by 12 pm on Monday. While I will typically respond quicker than these timeframes, please plan accordingly. If I don't respond within this timeframe, please follow up as I may not have received your email/call. While I don't post scheduled office hours I make myself freely available during the week and you can easily schedule a time to meet via Zoom [using this link](#).[Links to an external site.](#)

Course Resources

- [Workzone-The-Project-Management-Starter-Guide.pdf](#)

Actions

- [pm4id.pdf](#)

Actions

Use of AI in this class

My policy for the use of AI in this class is that I will always encourage you to use it in any way you can ***without jeopardizing your learning***. While that is a gray line, I expect you to decide where that line is. This is your education and you will get out of it what you put into it. It is my opinion that the world is changing and if we don't know how to use AI then we will be left behind. For full disclosure, I will be using AI occasionally to help make this course better. That said, I will always curate anything that I include in the course and make sure the information is accurate. That is what I expect of you. If you use AI, you have to own the content and be responsible for its accuracy and alignment with your own thoughts.

Class Format

This is an online class and includes synchronous (such as meeting for team projects and Thinking Group discussions) and asynchronous (such as online discussions and lectures) components. You will need to use Canvas extensively in this course and will be expected to stay connected and up-to-date with that system. All due dates will be kept current in Canvas. Communication outside of class will primarily happen through Canvas announcements, so make sure that your technology is set up in such a way that you receive these announcements. Please check out the Canvas tutorial videos at this link: <https://resources.instructure.com/courses/32/pages/canvas-student-tour-videos>

NOTE: Canvas announcements are the main way with which I will be communicating with you. Set your notifications accordingly. You will miss critical and helpful information if you don't regularly check the announcements.

Course Engagement Expectations

Although we will use various teaching/learning techniques, we will rely heavily on small group discussions of thinking materials, class presentations, sharing of project plans, and reflective writing. The purpose of the learning activities in this class is to build students' capacity as problem solvers across a variety of contexts through reading, listening to others' ideas, discussing with peers, and developing practical skills. Each assignment and

form of engagement mirrors tasks and responsibilities you will encounter in professional contexts. One of the core practices necessary to be successful in this class aligns with how to be a successful problem solver: active, empathetic, and generous listening. Through our work together, we will practice generous listening, thoughtful contributing, and cultivating an open community that welcomes diverse opinions. Through the development of a safe environment, requests for elaboration, clarification, or evidence will come to be seen as encouraging thoughtfulness rather than as personal attacks or "silencing." We all have roles to play in creating our learning community.

Rhythm of the Course

We're going to follow a weekly rhythm in this class throughout the semester. Each week we will focus on a single issue or idea. Each week's module will open on Monday morning and most of your assignments will be due the following Sunday night at 11:59 pm.

Grade Scheme

The following grading standards will be used in this class:

Grade	Range
A	100 % to 93.0%
A-	< 93.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 83.0%
B-	< 83.0 % to 80.0%
C+	< 80.0 % to 77.0%
C	< 77.0 % to 73.0%
C-	< 73.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 60.0%
F	< 59.0 % to 0.0%

Course Schedule/Outline

Week 1: Introduction to Project Management

- Overview of project management
- Project management methodologies: Waterfall and Agile
- Advantages and disadvantages of each methodology
- Thinking and project group's introduction

Week 2: Waterfall Project Management

- Phases of Waterfall Project Management
- Advantages and disadvantages of Waterfall project management
- Case studies of successful Waterfall projects
- Thinking group reflection #1

Week 3: Agile Project Management

- Principles of Agile project management
- Scrum and Kanban frameworks
- Advantages and disadvantages of Agile project management
- Case studies of successful Agile projects
- Thinking group reflection #2

Week 4: Building a Team

- Understanding team dynamics
- Building a strong team
- Strategies for effective communication
- Conflict resolution techniques
- Thinking group Team Building assignment

Week 5: Managing People within a Project

- Strategies for effective communication
- Conflict resolution techniques
- Thinking group case study assignment

Week 6: Technology for Project Management

- Overview of technology for project management
- Tools for project planning and tracking
- Collaboration tools for project management
- Advantages and disadvantages of technology for project management
- Group tools presentation assignment

Week 7: Group Tools Presentations and Peer Reviews

Week 8: AI in Project Management

- Overview of AI in project management
- AI tools for project management
- Advantages and disadvantages of AI in project management
- Case studies of successful AI projects
- Thinking group assignment

Week 9 & 10: Project Planning

- Developing a project plan
- Defining project scope and objectives
- Creating a project timeline
- Identifying project risks and constraints
- Group project assignment

Week 11: Project Communication

- Importance of project communication
- Developing a project communication plan
- Communicating with stakeholders
- Managing project conflicts
- Group project communication plan

Week 12: Project Monitoring and Control

- Measuring project performance
- Tracking project progress
- Managing project risks
- Controlling project changes

Week 13: Project Closure

- Closing out a project
- Conducting a project review
- Documenting project lessons learned
- Celebrating project success

Week 14: Final Project Presentations

- Students will create their final project presentations
- Feedback and evaluation of final projects
- Reflection on the course and future directions

Library Services

All USU students attending classes in Logan, at our Regional Campuses, or online can access all databases, e-journals, and e-books regardless of location. Additionally, the library will mail printed books to students, at no charge to them. Students can also borrow books from any Utah academic library. Take advantage of all library services and learn more at libguides.usu.edu/rc. [Links to an external site.](#)

Classroom Civility

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read [Student Code Article V Section V-3](#) [Links to an external site.](#) for more information.

University Policies & Procedures

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. [Faculty Code Policy #403](#)[Links to an external site.](#) further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;

- Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
 - **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: [ARTICLE VI. University Regulations Regarding Academic Integrity](#)[Links to an external site.](#)

Discrimination and Sexual Misconduct

General Overview

USU strives to provide an environment for students and employees that is free from [discrimination](#)[Links to an external site.](#) and [sexual misconduct](#)[Links to an external site.](#). If you experience sexual misconduct or discrimination at any point during the semester inside or outside of class, you are encouraged to contact the USU Title IX Coordinator via Distance Education room 400 in Logan, 435-797-1266, titleix@usu.edu, or at equity.usu.edu/report[Links to an external site.](#). You can learn more about the USU resources available for individuals who have experienced sexual misconduct at sexualrespect.usu.edu[Links to an external site.](#). Resources for individuals who have experienced discrimination are listed at equity.usu.edu/resources[Links to an external site.](#).

Required Reporting of Sexual Misconduct

The instructor is designated by USU as a "[reporting employee](#)[Links to an external site.](#)." This means that if you share information about [sexual misconduct](#)[Links to an external site.](#) (sexual harassment, sexual exploitation, sexual assault, relationship violence, or sex-

based stalking) with the instructor, they *will report* that information to the USU Title IX Coordinator. The instructor is also required to tell you about [designated confidential resourcesLinks to an external site.](#), [supportive measuresLinks to an external site.](#), and [how you can file a reportLinks to an external site.](#) with the USU Title IX Coordinator.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term ‘extenuating’ circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the [Disability Resource Center \(DRC\) Links to an external site.](#) as early in the semester as possible (University Inn # 101, (435) 797-2444, drc@usu.edu). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Students who are at a higher risk for complications from COVID-19 or who contract COVID-19 may also be eligible for accommodations.

Respect for Diversity

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: [https://studentaffairs.usu.eduLinks to an external site.](https://studentaffairs.usu.edu), (435) 797-1712, studentservices@usu.edu, TSC 220
- Student Legal Services: <https://www.usu.edu/involvement/student-association/student-advocacy/legal-servicesLinks to an external site.>, (435) 797-2912, TSC 326,

- Access and Diversity: <https://www.usu.edu/inclusion/Links to an external site.>, (435) 797-1728, access@usu.edu; TSC 315
- Multicultural Programs: <https://www.usu.edu/inclusion/programs/multicultural/Links to an external site.>, (435) 797-1728, TSC 315
- LGBTQA Programs: <https://www.usu.edu/inclusion/programs/lgbtplus-and-allies/Links to an external site.>, (435) 797-1728, TSC 3145
- Provost's Office Diversity Resources: <https://www.usu.edu/provost/diversityLinks to an external site.>, (435) 797-8176

You can learn about your student rights by visiting:

The Code of Policies and Procedures for Students at Utah State

University: <https://studentconduct.usu.edu/studentcodeLinks to an external site.>

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VIILinks to an external site.](#)

Full details for USU Academic Policies and Procedures can be found at:

- [Student ConductLinks to an external site.](#)
- [Student CodeLinks to an external site.](#)
- [Academic IntegrityLinks to an external site.](#)
- [USU Academic Policies and ProceduresLinks to an external site.](#)
- [Academic Freedom and Professional Responsibility PolicyLinks to an external site.](#)

Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

General Health Protocols

The cold, flu, COVID-19, and other illnesses can have an impact on the health of our university community. USU welcomes the wearing of masks in all university buildings and encourages taking measures to mitigate risk as recommended by federal and state public health officials: getting vaccinated, staying home if you are sick (even with mild symptoms), and frequent hand washing.

Mental Health

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at [Counseling and Psychological Services \(CAPS\)](#)[Links to an external site.](#).

Students are also encouraged to download the [“SafeUT App”](#)[Links to an external site.](#) to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.