![Georgetown University School of Continuing Studies logo](GEORGETOWN UNIVERSITY School of Continuing Studies)

Georgetown University, BA Liberal Studies

PROJECT MANAGEMENT (BLHS-424)

Fall 2021

Credits: 3

Dates: Wednesday, August 25, 2021 to Sunday, December 12, 2021

Location: Georgetown University School of Continuing Studies (SCS) utilizes the Canvas Learning Management System for the provision of online courses. As an online course, all course content will be provided and exchanged on the Canvas platform.

Instructor: Dr. George Moschoglou, gm870@georgetown.edu

Instructor Contact Information: Please email me through the Canvas Inbox. If you have issues with the Canvas Inbox, please contact me using the above email address.

Virtual Office Hours: Scheduled as needed. These times will be open and informal for student questions. Please notify me in advance if you would like to meet with me during office hours via Zoom.

Course Description

This course focuses on a holistic approach to project management. It also covers theories with regard to project interventions for assuring effective and efficient change and socio-economic development. Primary class emphasis is on the project management process and tools. The fundamental building blocks of project management are addressed, including project planning, scheduling, organizing, and effective control mechanisms.

You will gain a solid understanding and foundation to successfully manage each phase of the project life cycle, work within organizational constraints, set goals linked directly to stakeholder needs, and utilize proven project management tools to complete the project on time and within budget. Throughout the

course, you will also acquire the essential knowledge on agile values, principles, practices, tools, and benefits of applying a lean and agile approach to Project Management.

By the end of the course, you will be able to apply insights on how to blend linear, incremental, and iterative approaches in a traditional, agile, or hybrid environment. The course will also explore the ethical responsibilities of all project management professionals to themselves, corporations, the government, and the public.

Prerequisite or Co-requisite: None

Course Learning Objectives

Upon successful completion of this course, you will be able to:

1. Master the fundamental principles of project management and examine how multiple projects fit into the overall programs and strategic direction of an organization.
2. Analyze and apply the PMI Project Management framework in the management of a project through the entire project lifecycle.
3. Use project management software to effectively plan, execute and track all types of projects.
4. Identify ways to balance the technical and sociocultural dimensions of the project for successful delivery.
5. Examine the organizational and behavioral aspects of project management and develop "soft skills" to effectively lead, manage, communicate, and resolve conflicts.
6. Describe the essential concepts of Agile Project Management; specifically, agile values, principles, self-organizing teams, roles, backlog, envisioning, planning, standups, sprint execution, review, retrospective, and roadmaps.
7. Justify the ethical responsibilities in the project management profession.
8. Examine the use of project management in achieving high levels of socio-economic development.
9. Discuss how societal, environmental, economic and technological changes on the horizon will impact how organizations manage projects.

Required Readings for Purchase

1. Larson, E. W., & Gray, C. F. (2021). *Project management: The managerial process* (8th ed.). New York, NY: McGraw-Hill Education. **[Henceforth referred to as Larson & Gray (2020) in Module Learning pages.]**
2. Cobb, C. (2015). *[The project manager's guide to mastering agile: Principles and practices for an adaptive approach](#)*. Hoboken, New Jersey: Wiley. **[Available for free digitally at GU Library through the title link.]**
3. PMI (2017b). *[A guide to the project management body of knowledge (PMBOK guide)](#)* (6th ed.). Newtown Square, PA: Project Management Institute (PMI). **[Available for free digitally at GU Library through the title link.]**
4. PMI (2017a). *[Agile practice guide](#)*. Newtown Square, PA: Project Management Institute (PMI). **[Available for free digitally at GU Library through the title link.]**

5. Schwaber, K., & Sutherland, J. (2017). *The scrum guide. The definitive guide to scrum: The rules of the game*. **[Available for free digitally through the title link.]**
6. HBR Coursepack
   a. AtekPC Project Management Office: https://hbsp.harvard.edu/import/846675

Overview of Course Structure

This course consists of 15 modules, plus the orientation module. Each module corresponds to approximately 1 week of study in this 15-week term. You should complete the orientation module prior to beginning Module 1.

Each week a module is open for learning, except for Week 1 where you will have the Orientation module and Module 1 open. The later course modules are locked and will open on specific dates as you move through the course so that you can work on them. The modules and activities must be done sequentially and certain activities and assignments must be completed by certain dates. See the Weekly Schedule for details.

Elements of This Course

Your course grade will be based on your completion of course activities and assignments. You will read full details about each of them in the Canvas course.

Activities	% of Grade
Materials: Readings and Videos There are module-specific readings, which are found on the Module Materials page.	**NA**
Office Hours These times will be open for student questions. Please notify me in advance if you would like to meet with me during office hours via Zoom.	**NA**
Self-Introduction (Required Video Introduction) This video self-introduction builds community and provides us with an opportunity to verify student identity.	**NA**

Group Discussions The discussions are a way for you to engage with each other and to share your questions and thoughts about the concepts you are learning. The goal is to connect, extend and challenge!	**18%**
Individual Assignments You will complete a number of case studies, exercises, and other individual activities aimed at helping you to understand and practice course concepts.	**30%**
Quizzes These short auto-graded quizzes provide you with opportunities to assess how well you are grasping the content.	**22%**
Group Project There will be two group projects for this course, one using traditional project management practices and one employing agile values, principles and practices. You will be a member of a group/team starting in module 2. The PM project allows you to demonstrate knowledge and understanding of the project management principles, the project lifecycle, and the activities, inputs, tools and techniques, and outputs of each project phase of the lifecycle. This is a group-project assignment consisting of six (6) components. The Agile project allows you to demonstrate knowledge and understanding of agile values, agile principles, self-organizing teams, envisioning, product backlog, refinement, estimation, sprint planning, review, and retrospective. This is a group-project assignment consisting of three (3) agile components. Each team is required to produce weekly deliverables for one or more components.	**30%**
Extra Credit A few individual assignments are for Extra Credit (EC), encouraging you to engage in learning.	**3%**
TOTAL	**103%**

Grading

Each type of assignment has a detailed grading rubric that you will reference as you complete your assignments. We will grade all of your work using these rubrics. You can find them in the Canvas course.

Graduate course grades include A, A-, B+, B, B-, C and F. There are no grades of C+, C-, or D. Please reference the grading scale below:

Letter Grading Descriptions:
Listed below are grades and their corresponding academic standards.

A = 95-100%
Clearly stands out as excellent work. An "A" grade work could be used as a model for other students to emulate. Shows excellent grasp of subject matter and conceptual integration. The presentation shows excellent in-depth analytical thinking and an elegantly innovative application. It is very well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

A- = 90-94.99%
Represents high-quality performance. Shows excellent grasp of subject matter and conceptual integration. Shows a high level of thinking, analysis and application. The presentation is very well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

B+ = 87-89.99%
Represents very good work. Shows thorough grasp of subject matter and effective application. Shows good thinking and analysis. The presentation is well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

B = 83-86.99 %
Represents satisfactory work. Shows adequate level of thinking and analysis. Standard of presentation, organization and appropriateness of application is adequate. Some level of additional input is provided.

B- = 80-82.99 %
Work is below graduate level expectations, marginally passing. The presentation is rather general, superficial, or incomplete and not very well written. Indicates the minimal level of individual thought or effort with inadequate attempts at application.

C = 70-79.99%
Work is clearly unsatisfactory. It is poorly written and presented, shows poor analysis, misses important elements and lacks any noticeable attempts at application.

F = 69.99% and below
Fails to meet minimum acceptable standards.

Course Policies

Attendance Policy

Since this is an online course, you do not need to "attend" a Canvas "class" at specific times. There are optional Live Session events which might occur at specific times. Also, be aware that there are assignment deadlines at the end of every week (every Sunday at 11:59 p.m. EST). In order to be successful in this course, we recommend that you login to Canvas at least three times per week, if not daily. This will ensure that you commit sufficient time to reading and watching course material, engaging in class discussions, and completing assignments.

Time Commitment

Online courses meet the same academic standards as on campus courses. Each module is equal to the same level of participation, commitment, and academic rigor as a face-to-face class. For a 15-week, 3-credit course, you should allocate *7-10 hours per week* for each online module.

Submission Policy

Submit all assignments to the Canvas course website. Written assignments may be submitted electronically by email **only if** *you have trouble uploading them to Canvas.* Contact me to let me know in advance.

All assignments are due on the date specified unless otherwise specified.

Late Work Policy

As stated in the [Student Handbook](), students must notify the instructor and obtain approval for any extensions. An extension for assignments may be granted as long as the request is made by e-mail at least 24 hours before the due date/time. The request must include the date and time when you intend to submit the assignment. Be aware that no late submissions or extensions are permitted for the last week, unless in exceptional circumstances, or for any Discussion Board assignments. All late assignment submissions, with no previous arrangements, will be penalized 15 percentage points; otherwise, these will be penalized based on the rubric criteria.

APA Citation and Formatting Policy

Students must use a style guide for all coursework. APA Style (APA Publication Manual 7th Edition), used in all SCS courses, is the preferred style. The SCS library has prepared an APA Citation video to guide citation formatting that you can find here: [School of Continuing Studies Library: APA 6th to 7th Edition]().

All written assignments should be typed and utilize APA 7th Edition guidelines for citations and formatting. Grades for written work will be determined by the quality of their content, formatting, and compliance with grammatical and genre conventions of academic/professional English. If a submitted assignment does not meet the academic and professional writing standards of work at the master's level, it may not be accepted.

Each assignment must include the following:

- A title page with the following information:
  - Title of assignment
  - Student first and last name
  - Student ID number
  - Student's headshot photo
  - Course number and name (BLHS 424 - Project Management)
  - Professor name
  - Submission date (month/day/year)
- Running head
- Page numbers

Turnitin.com

Students agree that by taking this course all required papers will be subject to submission to Turnitin.com for text matching algorithms to detect plagiarism. All submitted papers will be added as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers in the future. For technical support, go to [Turnitin Support Services](#).

Communication Policies

Communication with Instructor

During the course we will check conversations and monitor the discussion boards frequently. I encourage you to post questions relevant to the whole class to the *Course Q & A discussion board*. If you have a private concern, please send us an email. You can expect a response within two days. We can hold virtual office hours by appointment.

Communication with Peers

You will be expected to communicate with your peers via the discussion board. For group work, you may choose to contact your peers via Canvas Inbox, Georgetown emails or your team's preferred method of communication.

Announcements

We will post announcements in Canvas on a regular basis. They will appear on your Canvas dashboard when you log in and will be sent to you directly through your preferred method of notification. Please make certain to check them regularly, as they will contain important information about upcoming projects or class concerns.

Instructor Feedback/Turnaround

If you have a concern, please communicate by sending an email to gm870@georgetown.edu. Please expect a response within 48 hours. Please allow 3-5 days for assessment submission feedback.

Honor System

All submissions must be your original work. Any submission suspected of plagiarism will be immediately referred to the Honor Council for investigation and possible adjudication. All students are expected to follow Georgetown's honor code unconditionally. If you have not done so, please read the honor code material located online at the [Georgetown University Honor Council website](#).

The Honor Pledge

In pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and to uphold the Georgetown University honor system:
- ➢ *To be honest in every academic endeavor, and*
- ➢ *To conduct myself honorably, as a responsible member of the Georgetown community as we live and work together.*

Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course are often controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

Additionally, what happens in Canvas stays in Canvas. In order to make this a safe space for students to take risks and learn from one another in the wake of inevitable missteps, we ask that students refrain from publicly re-posting any comments that have been shared in this online course.

Finally, this is a professional environment. This course is designed to reflect the workplace experience. Language, grammar, and assignments should reflect what you would be comfortable sharing with your colleagues and supervisors in an office environment. With this in mind:
- **Use accurate spelling and grammar in all discussion boards and assignments**. An effective communicator must be able to write well. Points will be deducted for typos and inaccurate grammar. Text speak (e.g., acronyms, shorthand phrases, numbers as words) are unacceptable.
- **Discussion boards are conversational**. You are encouraged to use a **conversational tone and convey personality on discussion boards**. This means the use of colloquial language is acceptable, as well as (limited) cliche or buzzword phrases. Emoticons, if warranted to convey tone, can be acceptable depending on the situation. This is about helping you get to know your fellow students so that you feel more comfortable expressing your thoughts openly. Think of discussion boards as a meeting with your co-workers.
- **Your assignments are assumed to be client-ready**. While the discussion boards are conversational, your assignments are not. You are expected to format and present assignments as you would to a client, which means avoiding informal tone or word use in your written assignments and presentations.

Incomplete and Withdrawal Policies

Incompletes are given in only the most extraordinary circumstances and with appropriate documentation. Where an incomplete is granted, a grade of "N" shall be granted until the work is handed in and then the grade shall be changed accordingly.

If you wish to withdraw from the course, you must do so before the date indicated in the academic calendar. Course withdrawal requests cannot be done by simply calling programs or the Registrar's Office

or by emailing an advisor. It is the student's personal responsibility to withdraw from a course in MyAccess before the official withdrawal deadline. Failure on the student's part to withdraw officially from a course will result in a grade of "F" in the course and be factored into the student's academic standing (probation and termination) and official GPA.

Accommodation Policy

Students with Disabilities

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services, among others.

Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees disability support services, (202-687-8354; arc@georgetown.edu; Disability Support Services website) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the Georgetown University Academic Resource Center website. Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

Technical Requirements

Computer Requirements Outside Canvas

You will need to have access to a computer and internet with an up-to-date browser and operating system. You will also need Adobe Reader to view course documents in PDF form. If you do not have the free Adobe Acrobat Reader software on your computer, you can download it by going to the Adobe Reader download website. You will also need the most up-to-date Flash plugin. If you do not have access to a computer and the internet during the course, there are computer labs at most public libraries with internet access that you can use for free.

Here are the requirements to run Canvas on your machine:

Operating Systems
- Windows XP SP3 and newer
- Mac OSX 10.6 and newer
- Linux - chromeOS

Mobile Operating System Native App Support
- iOS 7 and newer

- Android 2.3 and newer

Computer Speed and Processor

- Use a computer 5 years old or newer when possible
- 1GB of RAM
- 2GHz processor

Internet Speed

- Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments.
- Minimum of 512kbps

Audio and Video Capability

- You will need an internal or external microphone *and* camera. Most computers now come with them built in.

Technical Skills Requirements

As an online student your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to use a variety of technologies, such as:

1. Communicating via email including sending attachments
2. Navigating the World Wide Web using a Web browser
3. Using office applications such as Microsoft Office or Google Docs to create documents
4. Communicating using a discussion board and uploading assignments to a classroom website
5. Uploading and downloading saved files
6. Having easy access to the Internet
7. Navigating Canvas, including using the email component within Canvas
8. Using a microphone to record audio through your computer
9. Using an internal or external camera to record video through your computer.

Student Support and Help

Academic Support

Library Research Guide

Each MPS program has an extensive online Library Research Guide designed for the subject and research specifications of the program. The guide will give you direct access to the library resources central to your course research work. To access the guides, go to the [GU Library Research Guides website](#).

Library Services

Georgetown students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer overviews and in-depth assistance with important resources for papers, capstones, projects, and other types of research. Appointments are conducted in person, by using Google Hangout

(video-conferencing function) through the Georgetown Gmail System, or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers.

eResources

Students enrolled in courses have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). You can access these resources through the Library's Homepage by using your NetID and password.

Writing Lab

The Writing Lab provides assistance to SCS students during the writing process and also provides the essential writing skills necessary to succeed in school. The Writing Lab holds workshops every semester on a variety of topics, and also offers one-on-one sessions with an experienced writing tutor, either online or on-site.

To meet the diverse needs of our SCS student population, writing workshops and tutoring sessions designed to assist both native and non-native speakers are available. To learn more about the services available to you, visit the SCS Writing Lab website.

Technical Support

Canvas Support:

All students have access to Canvas technical support 24 hours a day, 7 days a week, including live chat and a support hotline at (855) 338-2770. Clicking the 'Help' icon in the lower left of your Canvas window will display your available support and feedback options. If you are looking for help on a specific feature, please review the Canvas Student Guide.

Zoom Support

Zoom enables users to conduct synchronous ("real-time") conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. Technical support for Zoom is available on an external website.

Turnitin Support

TurnItIn is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. Technical support for TurnItIn is available on an external website.

GU Account

Contact the UIS Service Center at Help@georgetown.edu or 202-687-4949 if you have a question regarding:
- your GU netID and/or password
- your GU email account
- any connectivity issues

Contact your instructor if you have any questions relating to course content.

Student Support Services

SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

- [Academic Resource Center](#) | (202) 687-8354 | arc@georgetown.edu
- [Counseling and Psychiatric Services](#) | (202) 687-6985
- [Institutional Diversity, Equity & Affirmative Action (IDEAA)](#) | (202) 687-4798

See also SCS's [Resources for Current Students website](#), which contains information about disability services and career resources, as well as [SCS's Admissions and Aid website](#), which has information about financial aid and academic advising.

Accessibility Support

A variety of technologies are used in this course. Every effort has been made to make the course accessible to our diverse student body. To access more information about accessibility, please see the following technology pages.
- [Canvas accessibility page](#)
- [Zoom accessibility page](#).

Title IX Sexual Misconduct Policy and Resources

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.] More information about reporting options and resources can be found on the [GU Sexual Misconduct Resource Center website](#).

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

- Health Education Services for Sexual Assault Response and Prevention: confidential email sarp@georgetown.edu
- Counseling and Psychiatric Services (CAPS): 202.687.6985 or after hours, call (833) 960-3006 to reach Fonemed, a telehealth service; individuals may ask for the on-call CAPS clinician

Title IX Pregnancy Modifications and Adjustments Policy and Resources

Georgetown University is committed to creating an accessible and inclusive environment for pregnant students. At any point throughout their pregnancy, students may request adjustments/modifications based on general pregnancy needs or accommodations based on a pregnancy-related complication or medical need. Students may also request accommodations following labor and delivery based on a complication or medical need.

SCS students must complete the **Pregnancy Adjustment Request Form** found on the [GU Pregnancy Adjustments and Accommodations for Students website](#) and submit it to the SCS Deputy Title IX Coordinator at titleixscs@georgetown.edu. Upon receiving the completed form, the SCS Deputy Title IX Coordinator will schedule a meeting with the student to discuss the requested adjustments and implementation process.

More information about pregnancy modifications can be found on the [GU Title IX and Pregnancy website](#).

Weekly Schedule

All assignments are due by the Sunday of the week of the module at 11:59 PM US Eastern Time, unless otherwise stated. **Initial postings for all discussion fora are due by Thursday 11:59 p.m.**

Date	Module & Topics	Exercises & Assignments Due
Week 1 **08/25-08/29**	**Module 0: Orientation** ● Instructor welcome ● Course overview/intro ● Course navigation tour ● Syllabus, assignments, communication, community-building guidelines **Module 1: Introduction to Project Management** ● Project Management Today ● The Project Lifecycle	1. Discussion - Get to Know Your Fellow Learners (Required) 2. Academic Integrity: Georgetown University Honor Pledge 3. Discuss: The Value of Project Management 4. Do: Extra Credit - Skills Identification Matrix 5. Do: Quiz #1 - Get to Know Project Management 6. Discuss: A Day in the Life - 2019 7. Do: Quiz #2 - The Project Lifecycle
Week 2 **08/30-09/05**	**Module 2: Business Strategy & Project Management** ● The DNA of Strategy Execution ● Project Selection, Prioritization and Balancing ● Project Portfolio Management	1. Discuss: Strategic Alignment of Projects 2. Do: Exercise - Calculate Payback & NPV 3. Do: Exercise - Prioritize Project Portfolio 4. Do: Quiz #3 - Project Portfolio Matrix 5. Do: Group Project - Introduction & Team Up (Component 1)
Week 3 **09/06-09/12**	**Module 3: Project Initiation** ● Project Approval and Initiation ● Project Definition ● The Project Charter	1. Do: Quiz #4 - Business Case 2. Do: Quiz #5 - Project Definition 3. Do: Group Project - Project Definition (Component 2)
Week 4 **09/13-09/19**	**Module 4: Project Planning 1 - Introduction to Project Planning,**	1. Do: Case Study - Celebration of Colors 5K

	Estimation and Scheduling ● Introduction to Project Planning ● Estimating Project Times and Costs ● Critical Path and the Schedule	2. Do: Exercise - Calculate Function Points, Cost, and Duration 3. Do: Exercise - AON Project Network 4. Do: Group Project - Project Planning (Component 3)
Week 5 **09/20-09/26**	**Module 5: Project Planning 2 - Resource Scheduling and Budgeting** ● Scheduling Resources and Costs	1. Do: Case Study - Blue Mountain Cabin 2. Do: Exercise - Time-phased Project Budget 3. Do: Group Project - Budgeting (Component 4)
Week 6 **09/27-10/03**	**Module 6: Project Execution, Monitor & Control** ● Monitoring and Controlling the Plan ● Managing Project Risk	1. Do: Quiz #6 - Project Execution, Monitor & Control 2. Do: Exercise - Status Report 3. Do: Case Study - Alaska Fly-Fishing Expedition 4. Do: Group Project - Risk Management (Component 5)
Week 7 **10/04-10/10**	**Module 7: Project Closure - Project Governance & the Project Management Office** ● Project Closure ● Project Governance ● The PMO	1. Do: Case Study - Halo for Heroes II 2. Do: Quiz #7 - Project Governance 3. Do: Group Project - AteckPC Project Management Office Case Study Analysis 4. Mid-semester Survey
Week 8 **10/11-10/17**	**Module 8: Agile Project Management 1 - Agile Fundamentals** ● Philosophical Differences ● Plan-Driven vs. Adaptive: A Comparison ● Roots of Lean and Agile	1. Do: Quiz #8 - Plan-Driven vs Adaptive 2. Do: Quiz #9 - Roots of Lean and Agile 3. Do: Quiz #10 - Agile Manifesto, Values, and Principles 4. Discuss: Benefits of Agile 5. Do: Group Project - Vision Statement (Agile Component 1)
Week 9 **10/18-10/24**	**Module 9: Agile Project Management 2 - Scrum Theory** ● Scrum Theory	1. Discuss: Scrum Roles 2. Do: Extra Credit - Download the Scrum Guide 3. Do: Group Project - Agile Planning (Agile Component 2)
Week 10 **10/25-10/31**	**Module 10: Agile Project Management 3 - Lean-Agile Practices, Tools & Techniques** ● Prioritization ● Estimation ● Sprint Execution	1. Do: Quiz #11 - Agile Prioritization and Estimation 2. Do: Group Project - Agile Planning (Agile Component 3)
Week 11 **11/01-11/07**	**Module 11: The Sociocultural Dimension of the Project**	1. Do: Influence Currency Model 2. Do: Case Study - Ajax Project

	● The Project Manager and the Stakeholders ● Leadership: Providing Direction ● Outsourcing project work	3. Discuss: Outsourcing Project Work 4. Do: Group Project - Stakeholder Analysis (Component 6)
Week 12 **11/08-11/14**	**Module 12: Ethical Considerations in Project Management** ● The Ethical Foundation and its Relationship to Ethics in Business ● Applying Ethical Theories to Project Management	1. Do: Ethical Dilemmas 2. Do: PMI Ethics Self Assessment 3. Do: Group Project - PMI Project Team Ethics Assessment
Week 13 **11/15-11/21**	**Module 13: Managing Project Complexity** ● Complexity in Organizations ● Navigating Project Complexity	1. Discuss: Complicated vs. Complex Organizations 2. Do: Response Paper - Project Complexity
Week 14 **11/22-11/28**	**Thanksgiving Break** No assignments due	
Week 15 **11/29-12/05**	**Module 14: The Project Manager of the Future and AI** ● Project Management in the Digital Age ● AI Fundamentals ● AI in Project Management *(read materials)* **Module 15: Socioeconomic Considerations in Project Management** ● Projects and Society	1. Discuss: Digital Disruption in Project Management 2. Do: Quiz #12 - AI Fundamentals 3. Discuss: AI in Project Management
Week 16 **12/06-12/12**	*(continued)* **Module 15: Socioeconomic Considerations in Project Management** ● Student Presentations	1. Discuss: Project and Society 2. Do: Group Project - Final Student Presentations