1. Course Information

Course Title: Systems Project Management  
Course number: MBA 5358-S  
Semester: Fall 2016  
Room #: Malloy 012  
Prerequisites: MBA 5X07  
Blackboard site: Blackboard site (http://blackboard.stthom.edu/) for MBA 5358-S, Fall 2016

2. Instructor Information

Name: Patricio Torres-Palacio  
Office location: 215-A Welder  
Office phone: 713 525 3108  
E-mail: torrespa@stthom.edu

Office hours: Tuesdays 2:00 PM – 3:30 PM and 5:00 PM – 7:00 PM, Wednesdays 2:00 PM – 4:00 PM and Thursdays 2:00 PM – 3:30 PM. Please confirm appointments by email.

The best way to contact me is by email

Where to leave assignments: Assignments should be turned in hard copy during class. In case of an emergency, please contact me via email for alternate directions.

3. Course Catalog Description

The purpose of the course is to introduce the student to project management techniques. Topics include project organization and staffing, planning and controlling, scheduling and resource allocation, and leadership. This course involves a combination of lecturing and case studies, with a major case analysis due at the end of the course.
4. **Program Goals and Objectives**

UST’s MBA program is designed to enable students to draw on all perspectives of business to solve multifaceted business problems. While the curriculum is divided into different disciplines, the overall program stresses the integrative nature of management and the links between various courses and concepts.

5. **Course Learning Objectives**

The student will be able to:

1. Distinguish between the roles of program manager and project manager.
2. Define the concept of stakeholder management and explain its power dynamics.
3. Explain how program culture drives program strategy and management.
4. Explain why team building at the program level is significant.
5. Analyze different methods of team building.
7. Describe the essential elements of portfolio management.
8. Understand project management theories, tools, and techniques.
9. Identify the capabilities and limitations of project management.
10. Demonstrate the ability to successfully apply project management tools and techniques to a team project.
11. Analyze a project’s limitation due to its constraints and assumptions.
12. Improve capability for collaboration and teamwork.
HOW OBJECTIVES WILL BE ACHIEVED

<table>
<thead>
<tr>
<th>Objective</th>
<th>Assignment/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguish between the roles of program manager and project manager.</td>
<td>Assignment 1</td>
</tr>
<tr>
<td>Define the concept of stakeholder management and explain its power</td>
<td>Assignment 1 and Assignment 2</td>
</tr>
<tr>
<td>management.</td>
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<tr>
<td>Explain how program culture drives program strategy and management.</td>
<td>Virtual Team Project</td>
</tr>
<tr>
<td>Explain why team building at the program level is significant</td>
<td>Virtual Team Project</td>
</tr>
<tr>
<td>Analyze different methods of team building.</td>
<td>Virtual Team Project</td>
</tr>
<tr>
<td>Explain methods of managing program risk</td>
<td>Midterm Exam (i.e. study and discussion of chapters)</td>
</tr>
<tr>
<td>Describe the essential elements of portfolio management.</td>
<td>Final Exam (i.e. study and discussion of chapters)</td>
</tr>
<tr>
<td>Understand project management theories, tools, and techniques.</td>
<td>Reading of book “Critical Chain”</td>
</tr>
<tr>
<td>Identify the capabilities and limitations of project management.</td>
<td>Case Solution and Presentation</td>
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<tr>
<td>Demonstrate the ability to successfully apply project management tools</td>
<td>Virtual Team Project</td>
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<td>and techniques to a team project.</td>
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</tr>
<tr>
<td>Analyze a project’s limitation due to its constraints and assumptions.</td>
<td>Reading of book “Critical Chain”</td>
</tr>
<tr>
<td>Improve capability for collaboration and teamwork.</td>
<td>Case Solution and Presentation</td>
</tr>
</tbody>
</table>

6. Texts, Readings, Materials

Required reading:

Project Management: The Managerial Process with MS Project; 6th ed.; ©2014
By: Clifford F. Gray, Erik W. Larson
(McGraw-Hill/Irwin Series Operations and Decision Sciences)

Critical Chain
By Goldratt Eliyahu
Pub. Date: January 1997
Publisher: North River Press Publishing Corporation, The

Supplemental reading materials:


**Supplemental software:**

Microsoft Project Software.

Microsoft Share Point.

Note: Teams may use software approved by organization or company in addition to the above listed software.

7. **Instructional methods**

The “Socratic Method.” Lecture, group discussion, class problem solving, case solutions, team projects, and simulations.

8. **Technology**

1) **Online data retrieval and/or research:**
   - Web search and information retrieval for various assignments
   - ResearchGuide of the Doherty Library

2) **Online communication or collaboration**
   - Sthom email account will be used for course-related communication
   - Discussion Board

3) **Use of general productivity software (e.g., Microsoft Office) to complete assignment**
   Microsoft Word and PowerPoint used to complete assignments
   Microsoft Office self-help tutorials for students at [http://www.stthom.edu/Offices_Services/Offices/Information_Technology/Services/Training/Microsoft_Products.agf](http://www.stthom.edu/Offices_Services/Offices/Information_Technology/Services/Training/Microsoft_Products.agf)

4) **Use of BlackBoard learning platform**
   - Course syllabus, assignment directions, and other information available in Blackboard
   - Selected assignments to be submitted through Blackboard
   Blackboard self-help tutorials for students at [http://www.stthom.edu/Offices_Services/Offices/Information_Technology/Services/Training/Student_Tutorials.agf](http://www.stthom.edu/Offices_Services/Offices/Information_Technology/Services/Training/Student_Tutorials.agf)
9. Course Topics and Schedule:

*PLEASE BE AWARE THAT THERE MIGHT BE CHANGES IN THE SCHEDULE DUE TO TIME ISSUES OR CLASS CANCELLATIONS DUE TO UNFORESEEN CIRCUMSTANCES. STUDENTS WILL BE INFORMED ABOUT ANY CHANGE IN ADVANCE.*

*ALSO, PLEASE BE AWARE THAT DEPENDING ON THE SPEED OF THE CLASS (I.E. DISCUSSIONS, COMMENTS AND/OR NEED TO GO FASTER OR SLOWER ACCORDING TO UNDERSTANDING OF CONCEPTS AND EXERCISES) THE COVERAGE OF CHAPTERS MAY VARY SLIGHTLY IN THE SCHEDULE. NEVERTHELESS, THE ORDER OF CHAPTERS WILL REMAIN AS PLANNED. IF A CHAPTER IS NOT COVERED DUE TO TIME ISSUES, SUCH CHAPTER WILL NOT BE INCLUDED IN EXAMS. DUE DATES OF ASSIGNMENTS, EXAMS, AND PROJECTS ARE FIXED (I.E. CANNOT BE CHANGED BECAUSE A GRADE WILL BE GIVEN)*

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Aug 27</th>
<th>Welcome and Course Introduction: Syllabus, Ice Breakers</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Modern Project Management</td>
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<tr>
<td></td>
<td></td>
<td>Organization Strategy and Project Selection</td>
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<tr>
<td></td>
<td></td>
<td>Building a Business Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 1</td>
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<td></td>
<td></td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Week 2:</td>
<td>Sept 10</td>
<td>Organization Strategy and Culture</td>
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<td></td>
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<td>Defining the Project</td>
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<td></td>
<td></td>
<td>Estimating Project Times &amp; Costs</td>
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<td></td>
<td></td>
<td>Chapter 3</td>
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<tr>
<td></td>
<td></td>
<td>Chapter 4</td>
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<tr>
<td></td>
<td></td>
<td>Chapter 5</td>
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<tr>
<td>Week 3</td>
<td>Sept 17</td>
<td>Developing a Project Plan</td>
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<td></td>
<td>Conjoint Analysis</td>
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<td></td>
<td><strong>VIRTUAL PROJECT PRESENTATION by Mr. Fabián Villacrés</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 6</td>
</tr>
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<td></td>
<td></td>
<td>Assignment (read about Conjoint Analysis)</td>
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<tr>
<td>Week 4</td>
<td>Sept 24</td>
<td>Managing Risk</td>
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<td></td>
<td></td>
<td>Managing Project Teams</td>
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<td></td>
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<td>Outsourcing: Managing Inter-organizational Relations</td>
</tr>
<tr>
<td></td>
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<td>Chapter 7</td>
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<td>Chapter 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 12</td>
</tr>
</tbody>
</table>
| Week 5 | Oct 1  | In Person | Midterm exam  
(Chapters 1,2,3,4,5,6, Building a Business Plan and Conjoint Analysis)  
Scheduling Resources and Costs  
Reducing Project Duration | Chapter 8  
Chapter 9 |
|---|---|---|---|---|
| Week 6 | Oct 15 | | Leadership: Being an Effective Project Manager  
International Projects | Chapter 10  
Chapter 15 |
| Week 7 | Oct 22 | | Progress and Performance Measurement and Evaluation  
Project Closure  
Oversight | Chapter 13  
Chapter 14  
Chapter 14 |
| Week 8 | Nov 5  | In Person | Case Presentations  
(we meet at one of the computer labs)  
Review and extra credit opportunities | Chapter 16 |
| Week 9 | Nov 12 | In Person | Quiz about the book “Critical Chain” and discussion  
An Introduction to Agile Project Management | Chapter 17 |
| Week 10 | Nov 19 | In Person | VIRTUAL PROJECT PRESENTATION (results by the team) |  |
| Week 12 | Dec 10 | In Person | Final Exam  8:00 AM – 10:30 AM  
(Chapters 8, 9, 7, 11, 12, 10, 15, 13, 14, 16, and 17) |  |

10. Course Policies

Assignments/Tests:

Midterm and Final Exams

There will be two exams during the semester. Each exam will have two parts. The first part will be in the form of true/false, multiple choice, short-essay questions and numeric exercises. This section will be closed-book, closed-notes. The second part will be a small case solving for which you can have open-books, open-notes. Exam questions will reflect input from lectures, research, partnership assignments
and assigned readings. The examinations will assess information, knowledge, and the ability to apply the classroom theories. The final exam will not be cumulative (i.e. it will be about all material covered after the midterm exam).

**Missing an exam:**

Make-up tests are not a right, and are at the discretion of the professor. If you anticipate having an irreconcilable conflict with an anticipated test date, you must contact your professor in advance to make alternative testing or assignment arrangements.

**Quiz about the book “Critical Chain”**

“Critical Chain” is one of the top books of author Eliyahu Goldratt, who is considered a guru in management science. This book is a novel created to teach several lessons and advice, especially in managing projects and planning. Many interesting things will be discovered as you enjoy the plot of the novel. There will be a simple, short quiz about this book and its main lessons. This evaluation is designed for someone who has read the book. In other words, just Googling information about the book will not prepare you well. It is highly recommended that you read the book and by doing so, success in this quiz is almost guaranteed.

**Deliverables**

**A Virtual Team Project**

Global multinational business is a reality nowadays. The need of being trained in international project management has paramount importance. Students from UST MBA 5358 will have the opportunity of working on a simulated international plan in cooperation with a real-life project. Working with partners with different backgrounds is definitely part of the challenge.

This is a real project that is currently being worked on in Ecuador, South America. The name of the project is CRIPTOMONEDA. It has to do with ONECOIN and its projection as an alternative in the exchange of goods and services. Many International Project Managers consider ONECOIN as a suitable, fast, global alternative for low-cost financial transactions.

This payment modality has been accepted in several countries, including Ecuador. Currently, BITCOIN is accepted by several banks.

During the initial phases of this project, throughout the period known as “mining” the exchange rate is relatively low, around $6.00 per onecoin and it is estimated that by the end of the mining process, it would be $100; that is, something similar to what happened with bitcoin, that started the process at $0.10 and currently its value is around $300.00.

Our contact for this project (i.e. our international partner in Ecuador) will be Mr. Fabián Villacrés, Civil Engineer and Master of Real Estate Management, adjunct professor of Universidad San Francisco de Quito.
On Saturday, September 17th, Mr. Fabián Villacrés will present about the project through a Skype conference. MBA 5358 students will work as simulated professional consultants in this project and present their recommendations and conclusion on Saturday, November 19th. Mr. Villacrés will be a guest in such session and will provide feedback. Some other important guests might be invited to the presentation.

This is a simulation of an international project (with a real foreign project) using technology for communication. During the semester it will be possible to arrange more meetings through Skype if students require so (i.e. to clarify concepts or to ask questions) or use email if necessary (you may contact Mr. Villacrés at fabian.villacres@gmail.com).

Each student will evaluate his/her peers in the team (including himself/herself) by assigning a percentage of contribution to this project. For your final grade, I will consider the contents, extension, professionalism, originality and overall quality of your project. Although the peer evaluation and the feedback provided by Mr. Villacrés (or other invited guests) will not be your final grade for this project, I will seriously take into consideration such assessments.

**Case Study**

Students will be responsible for solving and presenting a case study assignment in this course by answering a set of questions and providing their analysis/comments. This work will be done in teams (2 teams).

The cases are available for purchase at:

[http://cb.hbsp.harvard.edu/cbmp/access/52614281](http://cb.hbsp.harvard.edu/cbmp/access/52614281)

Students have the opportunity to order hard copies of cases, if they want, for additional charge.

Questions for each case are posted on Blackboard.

From the 2 cases available, every team will choose which case to present. Groups should email the professor to inform what case was chosen. First come, first served.

Please turn in a hard copy executive summary with your answers to the case (no introduction or conclusion needed in this executive summary). Plan to answer each question in one to two pages. There is no need to do further research about the topics.

The oral presentation should basically cover:

- A brief introduction and summary of the case
- The answers to the questions of the case (i.e. the solution).
- A brief conclusion with comments about the case, recommendations and/or lessons learned.
Sixty percent of the presentation grade (120 points) will be for contents (i.e. correct answers, good introduction and good conclusion). Forty percent of the presentation (80 points) will be for professionalism and style (tips on how to present professionally will be given in class).

Audience participation and discussion during presentations is expected and WILL BE GRADED. (i.e. if you do not participate in other teams’ presentations, there will be points off). As a courtesy and help for your classmates, when you present, from all questions and comment requests, give priority to classmates who have not participated before to give them the opportunity to contribute.

In the same way, it is expected that all students within a team take part in the presentation by ANSWERING THE QUESTIONS, that will be asked either by the audience or by the professor or by giving professional COMMENTS to those questions (i.e. if you do not contribute by answering questions, there will also be points off). As a courtesy and help for your team members, when you present, give all your partners an opportunity to answer or comment (i.e. just one or two students should not “monopolize” all answers; rather, distribute the work as equally as possible).

PLEASE BE AWARE THAT COPY-PASTING FROM ANY INTERNET SOURCE, PRESENTING ANYBODY ELSE’S WORK, OBTAINING THE CORRECT ANSWERS BY ANY MEANS OR HIRING ANYBODY TO SOLVE YOUR CASE WILL RECEIVE A GRADE OF “F” FOR THE COURSE FOR PLAGIARISM.

Peer Evaluations

Each student will evaluate his/her peers in the team (including himself/herself) by assigning a percentage of contribution to this project. For your grades, I will consider the professionalism, originality and overall quality of your work. Although the peer evaluation will not be your final grade for any project, I will seriously take into consideration such assessments.

• Class Participation, Attendance and Communications

We will be taking an active learning approach in this class. Research has shown that active learning is more effective, and generally more interesting, than the "lecture and regurgitate" formula. Successful active learning does require you to prepare for class every time. This means that you should do the readings, think about the issues, and be prepared to contribute to class discussions. As instructor of this course, my primary role is to facilitate the learning process. There will be some lecture nearly every class period, but we will also spend a great deal of time in class discussing ideas, participating in exercises, and practicing the skills needed to attain success in Project Management.

This class will rely heavily on the interaction between the students, me, and other collaborating partners. As such, it is critical that you come to all classes well-prepared and ready to contribute. Please spend time prior to each class session completing all the assignments and necessary readings. It is expected that you will attend all class sessions. If you must miss a session, please arrange and contact me in advance. Although an occasional absence may be unavoidable, it in no way excuses a student from meeting the requirements of the course. The student is responsible for the material covered and the assignments given on the day of his/her absence. Missing more than one class session may adversely affect your class participation grade.
You are encouraged to communicate with me. I am available as a teacher, coach, and mentor to assist you in meeting your goals for this course. All email communication to me should be sent from the University of St. Thomas student email address. Messages sent from outside email addresses may not be opened. Messages sent to the student from the instructor will come from the instructor’s University of St. Thomas address and will be sent to the student’s University of St. Thomas email address. This policy is to assure the virus-free integrity of communications, and to allow for a more effective basis for email problem-resolution. Check your University of St. Thomas email daily.

**SINCE THIS IS A HYBRID COURSE, YOUR PARTICIPATION ALSO MEANS POSTING COMMENTS IN THE DISCUSSION BOARDS OF BLACKBOARD.**

In addition to email, please feel free to contact me on my office phone: 713-525-3108. Also, I have an open door policy, so please stop by (office: 215-A Welder) if you need anything or just a visit.

Specifically, here is how I evaluate the participation in this course:

**Outstanding contributor – A (100).** In-class contributions reflect exceptional preparation and thoughtful use of course concepts. Ideas offered are always substantive, and provide one or more major insights as well as direction for the class. Arguments are well supported, persuasively presented, and reveal that this person is an excellent listener. Comments invariably help others to move their thinking to a higher plane. If this person were not a member of the class, the quality of our discussions would be greatly diminished.

**Good contributor – A/B (90).** In-class contributions reflect thorough preparation and correct use of course concepts. At a minimum, I expect and hope that all class members fall into this category. Ideas offered are usually substantive, and provide good insights and sometimes direction for the class. Arguments are generally well supported and often persuasive, and reveal that this person is a good listener. Comments usually help others to improve their thinking. If this person were not a member of the class, the quality of our discussions would be diminished considerably.

**Adequate contributor – B (80).** Contributions reflect satisfactory preparation of course material and some use of course concepts. Ideas offered sometimes provide useful insights, but seldom offer a major new direction for discussion. Supporting arguments are moderately persuasive. Comments occasionally enhance the learning of others, and indicate that this person is a passable listener. If this person were not a member of the class, the quality of our discussions would be diminished somewhat.

**Unsatisfactory contributor – C (70).** Contributions in class reflect inadequate preparation. Ideas offered are seldom important, often irrelevant, and do not provide insights or a constructive direction for the class. Integrative comments and higher-order thinking are absent. This person does very little to further the thinking and potential contributions of others.

**Non-participant – F (0).** The person has said little or nothing in this class to date. Such persons have benefited from the thinking and courage of their peers, but have offered little in return. If this person were not a member of the class, the quality of the discussion would be unchanged or possibly improved.
Please keep in mind that my expectations regarding the quality of your participation (and the quality of all work in this course!) will grow as the course progresses.

IMPORTANT: ATTENDANCE IS AN IMPORTANT PART OF PARTICIPATION

- **Make-up for Test or In-class Assignment**
  A make-up test or assignment will be offered only under the most extenuating circumstances. You have a maximum of one working day from the date of the test or in-class assignment to notify the instructor and arrange a makeup. Bring documentation supporting the reason for the absence. If you exceed the one-day notification period and/or you do not provide the required documentation, you forfeit your right to a makeup test.

  A make-up test or assignment may be of a different format. The test or assignment may have to be completed at the Testing Center. It is the student’s responsibility to contact the instructor and make arrangements for the make-up test or assignment – as per directions from instructor.

**On-Line Quizzes**

Since this is a hybrid course, for the sessions in which we do not meet personally, there will be on-line quizzes for the corresponding chapters. Such quizzes will be posted on Blackboard. Instructions will be given with each quiz. Please be aware that once the quiz time has ended and Blackboard closes it, there will be no chance to take such quiz. The reason for this is that after the due date, the correct answers will be posted on Blackboard. Obviously, a student is not allowed to take a quiz after being granted access to the solutions.

**Discussion Boards on Blackboard**

There will be discussion boards posted on Blackboard. Your participation is expected and graded. For a criterion of the quality of your participations, see the rubric above (i.e. “outstanding contributor”, “good contributor”....etc.)

Assignments may also include reading and preparing a particular case study that will be discussed in class during the next session.

- **Extra credit opportunities**
  I will offer opportunities to earn extra credits. These chances will be given and explained throughout the semester (e.g. solving certain exercises in class will give you extra credits)

  **Extra credit by participating in the review session.** The last session before the final exam, we will have a review session about the entire program (i.e. everything covered during the semester). There will be a contest in which students will have the opportunity to earn extra credits for the final exam.
One-to-one meeting with the professor

Every student will have a 10-15 minute conversation with the professor at office hours. Appointments will be agreed after the midterm exam. In that individual meeting we will analyze how your objectives are being reached. The goal is to achieve improvement and your success. In addition, the professor will ask one or two questions about any part of the entire program to the student. Extra credit will be given if the question(s) are answered correctly. If the student answers the question(s) wrong, there won’t be any points less. These meetings will be kept confidential (i.e. just between the professor and the individual student) and will not affect your grade whatsoever.

- **Cell phones, electronic media**
  - **During lectures**
    - Cell phones and all other communication devices must be switched to ‘silent’ mode during class meetings. **Use of laptops for activities not related to this class will not be allowed.**

  - **During tests**
    - No electronic device (except for a non-programmable calculator) is allowed during tests.

- **Student Feedback**
  I encourage you to take an active role in this course by providing me with your feedback and comments about the course throughout the semester. Please do so by contacting me directly – individually, collectively or via delegates – as early as possible rather than waiting for a formal feedback survey. Feedback is an important part of continuous improvement. Please let me know if there is anything I can do to make this class better for you.

11. **Student Grading Processes: (including weighting of factors)**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>200</td>
<td>Midterm Exam</td>
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<tr>
<td>200</td>
<td>Final Exam</td>
</tr>
<tr>
<td>100</td>
<td>Quiz about “Critical Chain”</td>
</tr>
<tr>
<td>100</td>
<td>Case Presentation</td>
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<tr>
<td>100</td>
<td>On-line quizzes</td>
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<tr>
<td>200</td>
<td>Virtual Project</td>
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<tr>
<td>100</td>
<td>Attendance and Participation</td>
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</tbody>
</table>

1,000 points Total Points

**Grading Scale**

The grading scale below indicates the ranges for specific letter grades. The numeric scores you receive from the tests and assignments will be weighted based on the weights in the course outline. The final score will be automatically rounded to a whole number. The rounded score will then be used to assign a course grade, based on the scale in the table below.
### Letter Grade System

<table>
<thead>
<tr>
<th>Letter</th>
<th>Number (%)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>Excellent, superior performance, showing comprehensive understanding of subject matter</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.99</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>88-89.99</td>
<td>Good, clearly above-average performance with knowledge of subject matter generally complete</td>
</tr>
<tr>
<td>B</td>
<td>83-87.99</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-82.99</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>78-79.99</td>
<td>Satisfactory, basic understanding of the subject matter</td>
</tr>
<tr>
<td>C</td>
<td>73-77.99</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70-72.99</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Below 70</td>
<td>Fail, unsatisfactory performance or failure to meet course requirements</td>
</tr>
</tbody>
</table>

### Checking your grades

Your numeric scores on assignments will be made available periodically in class or through Blackboard. Please note that scores posted on Blackboard may not be weighted and the Blackboard average may not reflect your actual grade in the class. If you have any questions about your grades, please meet me to discuss your performance in the course. I strongly advise that you do not wait until the end of the semester to check your grades.

### General Comments

Your active participation and written work will be assessed according to the following criteria (adapted from the Foundation for Critical Thinking):

**Clarity:** Focus your statements on specific topic and context; give examples; avoid vague generalities or undefined terms; help others to understand clearly your point without any confusion.

**Accuracy:** Give correct information that others can verify; acknowledge the limits of what you know about a topic.

**Precision:** Provide specific details to support your statements. Unsupported opinions do not add value to academic discussions because necessary source data are not present to properly evaluate the opinion’s merits.

**Relevance:** Connect your comments to the issues currently under discussion by the group and help others to understand those connections.

**Depth:** Address the problem in all its complexity; consider the context of the problem, its root causes, and the other issues it brings up.

**Breadth:** Consider the problem from many points of view; think of how others who do not share your background might understand it.
Logic: Consider how your statements and assumptions work together and communicate them so that others can follow your reasoning.

Significance: Focus on the most important elements of a topic or elements that others have overlooked; avoid repeating common knowledge.

Ethics: Consider how your statements and actions affect others; judge your own contributions in terms of how they benefit the learning community.

**BIBLIOGRAPHY:**

Additional Reading and References

The following list is also helpful:

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Subtitle</th>
<th>Publisher</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taylor, James</td>
<td>Managing information technology projects</td>
<td>applying project management strategies to software, hardware, and integration initiatives</td>
<td>New York : American Management Association</td>
<td></td>
</tr>
<tr>
<td>Ackerman, Mark S.</td>
<td>Sharing expertise</td>
<td>beyond knowledge management</td>
<td>Cambridge, Mass.: MIT Press</td>
<td></td>
</tr>
<tr>
<td>Conway Management Company</td>
<td>Team Waste Chasers — The Guide To Building And Sustaining High Performing Teams</td>
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12. **Available Support Services:**

- **Tutorial Services Center**
  The Tutorial Services Center is a tutorial center, and is available free of cost to all UST students. Writing consultants and subject tutors are available when the center is open. The schedule is available at http://www.stthom.edu/Offices_Services/Offices/Tutorial_Services_Center/HoursSchedule.agf
  An online service is also available.

  Students are encouraged to consult with tutors at the Tutorial Services Center when completing written assignments for this course. Based on the instructor’s assessment of the student’s written work, the student may be required to work with the tutors at the Tutorial Services Center to improve the student’s writing skills.

- **Information Technology Services**

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**CSB Mission Statement**

Inspired by the Basilian Fathers’ motto of Goodness, Discipline and Knowledge, the Cameron School of Business provides a comprehensive, high quality, ethically oriented business education to a diverse student body enabling graduates to serve as leaders of faith and character in a global economy.

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**Academic Honesty**

Ethical conduct is essential to a community of scholars and students searching for truth. Anything less than total commitment to honesty and honorable conduct undermines the efforts of the entire community. Academic integrity lies at the very heart of any institution of higher learning. In the Cameron School of Business, students and faculty are expected to commit to a code that exemplifies each individual’s honor and integrity. Any conduct that violates this standard and betrays the respect of others is a matter of grave concern and, accordingly, is deemed unacceptable.

The tests will be individual efforts. Students may work together on homework assignments, but must submit their own assignments.

All work submitted/presented for this course must be the original work of the student(s). Since the goal of college-level work is to bring your idea(s) to the forefront of your submission—with the research acting to inform and support your ideas—excessive use of direct source quotations and material from external sources must be avoided. All source material must be cited even if you are not presenting direct quotes.

The penalty for an incident of academic dishonesty is, at the discretion of the professor, either a mark of zero for the work in question or the grade of F for the course.
Accommodations

The University of St. Thomas abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your performance in this class and for which you may require accommodations, you must be registered with and provide documentation of your disability to Counseling and Disability Services which is located on the second floor of Crooker Center. Contact Debby Jones or Rose Signorello at 713-525-6953 or 713-525-3162.

Any student with a documented disability needing academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All discussions will remain confidential.

“Success is in your hands and I am more than happy to do everything I can to help you....your success is my success” (Dr. Patricio Torres-Palacio, your professor).