

**University of Southern California**  
**ISE 315L – Engineering Project Management**  
TTH 3:30-4:50 pm (Online)

|   |  |
|---|--|
| <b>Instructor:</b>                                  | Yalda Khashe   |
| Office Hours: By appointment on<br>Wednesdays 2-4pm | Daniel J. Epstein Department of Industrial<br>& Systems Engineering<br>Email: khashe@usc.edu |
| <b>Teaching Assistant</b>                           | Spencer Dalton   |
| Office Hours: See Bb announcement                   | Email: spdalton@usc.edu  |

**Catalog Course Description:**

Organizations of all types are increasingly using contract projects to accomplish their business objectives. To do so, they are relying on project-based work structures. Therefore, they need skillful project managers to manage their projects. This course is designed as an introduction to the basic concepts and skills required for a successful project management.

**Text:**

*Project Management: Achieving Competitive Advantage*, by Jeffrey K. Pinto, Published by Pearson, 5<sup>th</sup> edition (2019), ISBN-13: 978-0-13-473033-2.

Supporting Text:

*Engineering Project Management*, by Neil Siegel, Published by John Wiley & Sons (2019), ISBN: 978-1-119-52579-0.

**Software (Required):**

- Copies of *Microsoft Project* are available free of charge to USC students and faculty. To download the software, use the following link and follow the steps:  
<https://viterbiit.usc.edu/services/viterbi-software-list/>  
*Microsoft Project* is also available to all registered students on their virtual MyDesktop.
- The textbook has a tutorial on MS Project in Appendix B. Refer to this section before using the software for your homework and integrated project.

**Students Learning Objectives:**

In this course you will learn how to tackle the following questions:

- ✓ How to write a project statement?
- ✓ How to clearly define project scope, objectives and measurable outcomes.
- ✓ How to evaluate the project and lessons learned?
- ✓ How to conduct project planning activities to forecast project costs, resources, timelines, and quality.
- ✓ How to calculate risk associated with project activities?
- ✓ How to clarify roles and responsibilities to improve team performance?
- ✓ How to evaluate the project and lessons learned?

### **Course Expectations and Policies:**

***Course Expectations and Netiquette:*** To ensure a cooperative learning environment, each student is expected to read the text before each class meeting time, and prepare to actively participate during class discussions, team-related activities, presentations and writings.

Netiquette is network etiquette; a set of rules that encourages appropriate and courteous online behavior. The list of “Netiquette Rules for Class” is included on page 8 of this syllabus. Students are expected to engage in behaviors that enhance the learning environment. Our goal is to optimize the learning experience for all the students; therefore, disruptive behaviors are prohibited and will not be tolerated.

***Participation and Attendance Policy:*** It is expected that students will attend class regularly and participate in the class discussion throughout the semester. participation involves actively listening and volunteering answers to questions and moving the discussion along toward a shared understanding. Participation grade will be assigned at the end of the semester based on objective (contribution to class discussions, interaction with TA/Instructor inside and outside the classroom) and subjective (contributing meaningful questions/answers, illustrating comprehension of course material) assessment by the instructor.

University policy regarding attendance in synchronous sessions requires that the students plan to attend every synchronous session for the classes in which they are enrolled, irrespective of when it occurs in their time zone. If the class falls outside the reasonable learning hours in your time zone, defined as 7:00am to 10:00pm, contact us so we can discuss your attendance and participation requirements. We also create a discussion forum for each session of the class on Blackboard to potentially move some of the class discussions online, especially to accommodate students in different time zones.

***Camera Policy:*** To maintain class dynamics to the extent possible in the online/virtual environment, that students are expected to have their **cameras on** during synchronous online sessions. You can use virtual backgrounds for a more private setup and earphones or headsets to improve audio quality. Please contact me directly if you have any concerns or limitations regarding the camera-on policy and we will discuss expectations and accommodations needed.

***Recording Online Classes:*** For the Fall 2020 semester, USC policy requires that all classes conducted online be recorded for asynchronous viewing with transcriptions made available. Recordings ensure that all classes are ADA compliant, and can be freely accessed at all times by students irrespective of the region or time zone they are studying from. Students are responsible for the appropriate use and handling of these recordings under existing SCampus policies regarding class notes (<https://policy.usc.edu/scampus-part-c/>). You are not permitted to create your own class recordings without the instructor’s permission. Violations of these policies will be met with the appropriate disciplinary sanction.

***Due Dates/Make Up Work:*** Exams must be taken as scheduled. Assignments are due as scheduled. Make-ups will be allowed only if the student has contacted the professor before the due date, detailing a serious problem. Make-up exams should be scheduled before the next instruction session and cannot be taken before the scheduled exam. There is no late submission for in-class exercises.

***Online Communication Policy:*** Students are encouraged to contact the instructor by USC email and schedule a meeting during office hours. In the subject line, indicate the course number and very brief summary of the email. Simple questions will be answered by email, but for more complex discussions students may be instructed to schedule a zoom meeting. We will do our best to respond to your emails within 24 hours. We will be less responsive on the weekends or during holidays.

***Academic Integrity:*** USC seeks to maintain an optimal learning environment. General Principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, The Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://usc.edu/dept/publications/SCAMPUS/gov/> Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review should there be any suspicion of academic dishonesty. The Review process can be found at: <http://usc.edu/student-affairs/SJACS/> Information on intellectual property at USC is available at: <http://usc.edu/academe/acsen/issues/ipr/index.html>.

***Statement for Students with Disabilities:*** Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to your course instructor (or TA) as early in the semester as possible. DSP is located in STU 301 and is open from 8:30am to 5:00pm, Monday through Friday. Website and contact information for DSP

[http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html)  
(213)740-0776(Phone), (213)740-6948(TDD only), (213)740-8216(FAX),  
[ability@usc.edu](mailto:ability@usc.edu)

***USC technology rental program:*** We realize that attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university's equipment rental program. To apply, please submit an application on <https://studentbasicneeds.usc.edu/resources/technology-assistance/>.

***USC Technology Support Links:***

Zoom information for students (<https://itservices.usc.edu/zoom/>)

Blackboard help for students (<https://studentblackboardhelp.usc.edu/>)

Software available to USC Campus (<https://software.usc.edu/>)

**Grading:**

I. Letter Grades Table:

|        |    |        |    |
|--------|----|--------|----|
| 96-100 | A  | 75-79  | C+ |
| 91-95  | A- | 70-74  | C  |
| 87-90  | B+ | 65-69  | C- |
| 84-86  | B  | 60-65  | D+ |
| 80-83  | B- | 56-60* | D  |

\* Grades less than 56: F

The final grade will be based on the above table combined with the cluster analysis of all the students' grades. Which will be explained in details on the first class session.

II. The final course grade will be determined based on the following weights:

|  |      |
|--|------|
| Exam 1 .....                           | 25 % |
| Exam 2 .....                           | 25 % |
| Term Project .....                     | 25 % |
| Homework/Case Studies.....             | 15 % |
| Participation/in-class exercises ..... | 10 % |
| Peer Evaluation .....                  | *    |

According to USC policy: “No student is allowed to retake a final examination or do extra work in a course after the semester has ended for purposes of improving his/her grade.” [https://arr.usc.edu/forms/ARR\\_Grade\\_%20Handbook.pdf](https://arr.usc.edu/forms/ARR_Grade_%20Handbook.pdf)

\*Peer Evaluation will be reflected in the final Term Project grade and the participation grade

**Exams:** Exams consist of true/false, multiple choice, short answers and essay questions. If you cannot take an exam on the scheduled date and time, you must provide documents from a responsible party (doctor, court, police, etc.) and you must arrange to take the exam before the following class meeting. The final exam date/time is set USC and cannot be rescheduled.

**Assignment Submission:** Homework descriptions will be posted on blackboard and assignments are due at the beginning of the class and should be submitted online through Blackboard. Electronic submission must be in MS Office formats. Your presentations can be of any format you deem appropriate.

**NOTE:**

Course materials and grades will be posted on Blackboard System. Please make sure that you have access to the blackboard and your **USC account** is up and running.

Due to administrative processes, **this syllabus is subject to change**. It is the **student's responsibility** to verify with the instructor regarding any updates.

## Tentative Course Outline<sup>1</sup>:

| Week of                 |        | Topics  | Assignments   |
|-------------------------|--------|---|---|
| 01                      | Aug 17 | Introduction and Logistics of the course<br><b>Ch1:</b> Why project management?   | Project: Team Selection   |
| 02                      | Aug 24 | <b>Ch2:</b> Projects and organizational strategy, structure and culture<br><b>Case Study 2.2:</b> Paradise Lost - The Xerox Alto  | <b>Assignment Due<sup>2</sup>: HW1</b>  |
| 03                      | Aug 31 | <b>Ch3:</b> Project Selection<br><b>Ch4:</b> Leadership and Project Manager   | -   |
| 04                      | Sep 7  | <b>Case Study 4.3:</b> Volkswagen & its project to cheat emissions tests<br><b>Case Study 4.4:</b> Problems with John<br><b>Ch5:</b> Scope Management   | <b>Assignment Due: HW2</b><br>Project: Submit a one-page project proposal (09/10)<br>Project: 2-mins oral presentation on the project topic (09/10)   |
| 05                      | Sep 14 | <b>Ch6:</b> Team Building<br><b>Case Study 6.2:</b> The Bean Counter and the Cowboy   | <b>Assignment Due: HW3</b>  |
| 06                      | Sep 21 | <b>Ch7:</b> Risk Management<br><b>Project Session</b>   | -   |
| 07                      | Sep 28 | <b><u>September 29 - Exam I</u></b><br><b><u>October 1 - Midterm Project Presentations</u></b>  | <b>Assignment Due: HW4</b><br>Project: 10-mins presentation covering project progress up to Exam 1  |
| 08                      | Oct 5  | <b>Ch8:</b> Cost Estimation and Budgeting<br><b>Case Study 8.2:</b> What's the Cost of National Prestige?   | -   |
| 09                      | Oct 12 | <b>Ch10:</b> Project Scheduling<br><b>Project Session</b>   | <b>Assignment Due: HW5</b>  |
| 10                      | Oct 19 | <b>Ch12:</b> Resource Management<br><b>Case Study 12.1:</b> The problems of multitasking  | <b>Assignment Due: HW6</b>  |
| 11                      | Oct 26 | <b>Ch13:</b> Project Evaluation and Control<br><b>Case Study 13.3:</b> The Honolulu Elevated Rail Project   | Project: 2-mins oral presentation on the team project progress (10/28)  |
| 12                      | Nov 2  | <b>Ch14:</b> Project Close Out and Termination<br><b>Case Study 14.1:</b> New Jersey Kills Hudson River Tunnel Project<br><b>Case Study 14.2:</b> The Project That Wouldn't Die<br><b>Project Session</b> | <b>Assignment Due: HW7</b>  |
| 13                      | Nov 9  | <b><u>November 10 and 12 - Term Project Presentations</u></b>   | <b>Assignment Due: HW8</b><br><b>Due: Peer evaluations (11/12)</b><br><b>Due: Course evaluation (11/12)</b><br><b>Due: Project Report (11/13 EOB)</b> |
| <b>Thursday, Nov 19</b> |        | <b><u>Final Exam (2 pm – 4 pm)<sup>3</sup></u> - Mandated by USC Schedule</b>   |   |

<sup>1</sup> Schedule may be revised to accommodate the content and pace of the class learning process. The due dates and case studies are subject to change.

<sup>2</sup> Check Blackboard submission links for the due date and assignment instructions

<sup>3</sup> **Confirm the time and date of the exam on the USC website.**

### **In-class Work and Class Discussions**

Students will complete work assigned during class time, such as small group assignments, open-notes quizzes, and polls that count towards their in-class work grade. Case studies will be presented at the end of each topic (given the time availability) as an in-class group exercise. Each team will read a case and present it briefly. The questions associated with each case will be discussed in the class by all the students. There is no late submission for in-class exercises. Most activities are designed as group exercises; however, no credit will be given to team members who miss the exercises. Credit will be given for thoughtful completion. The lowest two scores on in-class work will be dropped.

### **Term Project**

**Topic:** The term project is designed so that you go through the important concepts in project management using a real project that you design and implement. Your textbook has a detailed description of an example and the steps you should go through in sections called: Integrated Project. The steps that your team need to take to complete this project is outlined as part of each HW assignments.

**Midterm and Final Presentation:** Teams will present the project status in-class, using one project briefing (mid semester) and a final presentation (see Course Schedule for dates). The midterm presentation is mainly based on the project related questions in assignments 1-4 and is graded as pass/no-pass. We will give you feedback on your presentation style and the ability to engage students which you can use for your final presentation. Also there is a folder posted on Blackboard with information on how to design and deliver good presentations. The rubric for the final team presentation is as follow:

| <b>Criteria</b>   | <b>%</b> | <b>Excellent</b>  |
|---|----------|---|
| Content of the presentation                             | 70       | <ul style="list-style-type: none"><li>• Presenting the required steps outlined in the course for completing the project.</li><li>• Accuracy of the steps and teams' results</li><li>• Supplemental external material included in the presentation</li></ul> |
| Presentation style and professionalism                  | 15       | <ul style="list-style-type: none"><li>• Professional slides (Fonts, format, etc.)</li><li>• Presentation style</li><li>• Team members' participation in the presentation</li><li>• Multimedia and other creative approaches to presentation</li></ul>       |
| The ability to engage the students' in the presentation | 15       | <ul style="list-style-type: none"><li>• Q&amp;A</li><li>• Using creative approaches to engage the students</li></ul>  |

We encourage all the students to participate live in their team presentation, however, if that is not possible due to time-zone differences or other issues, the students need to disclose that with the instructor in advance and they can participate by recording a video/voice and include it in their presentation. It is the teams' responsibility to manage virtual presentations and make sure that there is no technical difficulty with their presentation (laptop, slides, video, etc.).

**Final Term Paper:** The term paper should include all the steps that your team has taken to define, manage and implement the project, including MS project outputs. The paper organization guideline is posted on Blackboard under *Term Project* section.

**Peer Evaluation and Final Grade:** All team members will receive equal grades, contingent to team members' confirmation of their participation, however each member has a chance to evaluate the other members at the end of the semester. Peer Evaluation will be reflected in the final Term Project grade and the participation grade. Please note that if you fail to submit your peer evaluation on time, you will not receive any points towards your own evaluation.

| Criterion                                 |  | Name          |               |               |               |
|---|--|---------------|---------------|---------------|---------------|
| (Assign <b>0 to 5</b> for each criterion) |  | Team Member 1 | Team Member 2 | Team Member 3 | Team Member 4 |
| 1   | Ability to communicate effectively: listening and talking with respect |               |               |               |               |
| 2   | Willingness to help others   |               |               |               |               |
| 3   | Creativity in performing the tasks assigned                            |               |               |               |               |
| 4   | Ability to offer solutions and accept constructive criticism           |               |               |               |               |
| 5   | Spend time and work hard to finish the project                         |               |               |               |               |
| 6   | Availability and flexibility   |               |               |               |               |
| <b>Total Points/5</b>                     |  |               |               |               |               |

## **Netiquette Rules for Class**

Netiquette is network etiquette; a set of rules that encourages appropriate and courteous online behavior.

- Above all, show respect to your peers and the instructor.
- Respect the opinions of others, regardless of how much you disagree.
- If you are writing an email or discussion post in anger, the content of your text will probably come off as disrespectful. Give yourself time to calm down and show respect.
- Reflect kindness and concern for your colleagues, you never know when someone else is having the worst day of their life.
- Allow others to save face. When possible, allow others the option of coming to the same conclusion, rather than pushing an opinion or answer on them. Instead of saying, “That’s not right, it should be purple,” consider saying this instead, “Would purple be a better color in this situation?”
- Address your instructor with their full title (e.g. Professor or Dr.) unless they explicitly tell you otherwise.
- Let others know how you would like to be addressed and address others as they would like to be addressed.
- Limit your use of the exclamation point.
- Avoid using all caps. IT IS COMMONLY INTERPRETTED AS YELLING.
- Humor is difficult to interpret text-based communication. Consider avoiding it in professional and academic communication.
- Check your spelling and grammar before hitting send or submit. This is an academic community and part of being professional is checking and double-checking your work.
- Use professional language and avoid using social media language and characters (i.e. don’t use slang, text shortcuts, such as “u” instead of “you,” emojis, emoticons).
- Use appropriate fonts.
- Use appropriate font size: 12 font for papers (you can use 10 for tables); 11 or 12 in emails or discussion board posts.
- In emails, be brief. After greetings, put the most important point in the first sentence. Do not make the reader get halfway (or all the way) through the email before you present the reason for the email.
- In the discussion board, expand on your thoughts. Explain why you agree with them or why you think it’s a great post.
- Give details to your discussion post. What was your source and what pages were you looking at?

A more comprehensive list of communication norms is posted on the course page on Blackboard.



## **Statement on Academic Conduct and Support Systems**

***Academic Conduct:*** Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

### ***Support Systems:***

*Counseling and Mental Health* - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. [studenthealth.usc.edu/counseling](http://studenthealth.usc.edu/counseling)

*National Suicide Prevention Lifeline* - 1 (800) 273-8255 – 24/7 on call

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

*Relationship and Sexual Violence Prevention Services (RSVP)* - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. [studenthealth.usc.edu/sexual-assault](http://studenthealth.usc.edu/sexual-assault)

*Office of Equity and Diversity (OED)* - (213) 740-5086 | Title IX – (213) 821-8298

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. [equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

*Reporting Incidents of Bias or Harassment* - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response. [usc-advocate.symplicity.com/care\\_report](http://usc-advocate.symplicity.com/care_report)

*The Office of Disability Services and Programs* - (213) 740-0776

Support and accommodations for students with disabilities. Services include assistance in providing readers/note takers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs. [dsp.usc.edu](http://dsp.usc.edu)

*USC Campus Support and Intervention* - (213) 821-4710

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student. [campussupport.usc.edu](http://campussupport.usc.edu)

*Diversity at USC* - (213) 740-2101

Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students. [diversity.usc.edu](http://diversity.usc.edu)

*USC Emergency - UPC:* (213) 740-4321, *HSC:* (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [dps.usc.edu](https://dps.usc.edu), [emergency.usc.edu](https://emergency.usc.edu)

*USC Department of Public Safety - UPC: (213)740-6000, HSC: (323)442-120 – 24/7 on call*

Non-emergency assistance or information. [dps.usc.edu](https://dps.usc.edu)