



**University of Southern California**  
**ISE 315L – Engineering Project Management**  
**Spring 2023**

**Time:** TTh 9:30-10:50 am

**Location:** GFS 207

**Instructor:** Yalda Khashe (she, her, hers)

**Office:** <https://usc.zoom.us/my/yaldakhashe>

**Office Hours:** By appointment on Wednesdays 2-3:30pm

**Contact Info:** [khashe@usc.edu](mailto:khashe@usc.edu)

**Teaching Assistant:** TBD

**Office:** Zoom

**Office Hours:** TBD

**Contact Info:** TBD

**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.

**Learning Objectives:**

- ✓ Formulate a project statement.
- ✓ To clearly define project scope, objectives, and measurable outcomes.
- ✓ Evaluate the project and lessons learned.
- ✓ Execute project planning activities to forecast project costs, resources, timelines, and quality.
- ✓ Analyze the risk associated with project activities.
- ✓ Define roles and responsibilities to improve team performance.
- ✓ Evaluate the project outcome and analyze the 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.

***COVID-19 Policy<sup>1</sup>:*** We recognize that there are challenges associated with attending and participating in courses during the COVID-19 pandemic (or surges associated with the pandemic during face-to-face sessions). USC has provided information related to the COVID-19 and how USC is meeting the campus community’s needs. Continuously updated COVID-19 requirements can be found on the USC COVID-19 resource center website <https://coronavirus.usc.edu/>. All students, faculty, staff, and guests must comply with the USC COVID-19 safety guidelines or be subject to disciplinary action.

**Importantly**, if you become ill, become COVID-19 symptomatic, and/or test positive for COVID-19 during the semester, you will be required to attend classes remotely until you have a negative COVID-19 test result and are asymptomatic. Please rest and contact the USC Health Center for assistance. Stay home if you have come in close contact with someone who has been infected with Covid-19, and contact your healthcare provider for guidance. If you have any questions or require assistance please contact USC COVID-19 hotline: (213) 740-6291, [covid19@usc.edu](mailto:covid19@usc.edu).

***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. The 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. The participation rubric is included at the end of this syllabus.

At this time, we expect that Viterbi classes will be back to the usual pre-pandemic instruction modality. On-campus students are expected to return to fully in-person classes. Students who have medical concerns should contact the Office of Student Accessibility Services (OSAS). Online attendance, unless approved by the school or the instructor, does not count towards course participation.

***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

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<sup>1</sup> **As the conditions of the current Covid-19 pandemic changes, we may have to alter details of this syllabus. Please keep updated with announcements on Blackboard and the USC website.**

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.

**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 a 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.

**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 detail in 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.

## Tentative Course Outline<sup>2</sup>:

Week of		Topics	Assignments
01	Jan 9	Introduction and Logistics of the course <b>Ch1:</b> Why project management?	Project: Team Selection
02	Jan 16	<b>Ch2:</b> Projects and organizational strategy, structure and culture <b>Case Study 2.2:</b> Paradise Lost - The Xerox Alto	<i>Assignment Due<sup>3</sup>: HW1</i>
03	Jan 23	<b>Ch3:</b> Project Selection <b>Ch4:</b> Leadership and Project Manager	-
04	Jan 30	<b>Case Study 4.3:</b> Volkswagen & its project to cheat emissions tests <b>Case Study 4.4:</b> Problems with John <i>Project Update Presentation</i>	<i>Assignment Due: HW2</i> Project: Submit a one-page project proposal (2/1) Project: 2-mins oral presentation on the project topic (2/1)
05	Feb 6	<b>Ch5:</b> Scope Management <b>Ch6:</b> Team Building	<i>Assignment Due: HW3</i>
06	Feb 13	<b>Case Study:</b> Conflict <b>Ch7:</b> Risk Management	-
07	Feb 20	<b>Ch8:</b> Cost Estimation and Budgeting <i>MS Project Session</i>	Project: Be prepared to discuss your project progress with us.
08	Feb 27	<b><u>February 28 - Midterm Project Presentations</u></b> <b><u>March 2 - Exam I</u></b>	<i>Assignment Due: HW4</i> Project: 10-mins presentation covering project progress up to Exam 1
09	March 6	<b>Ch10:</b> Project Scheduling	-
10	March 13	<b><i>Spring Recess - University Holiday</i></b>	-
11	March 20	<i>MS Project Session</i> <b>Case Study 8.2:</b> What's the Cost of National Prestige?	<i>Assignment Due: HW5</i>
12	March 27	<b>Ch12:</b> Resource Management	<i>Assignment Due: HW6</i> Project: 2-mins oral presentation on the team project progress (3/30)
13	April 3	<b>Ch13:</b> Project Evaluation and Control <b>Case Study 12.1:</b> The problems of multitasking <b>Case Study 13.3:</b> The Honolulu Elevated Rail Project	<i>Assignment Due: HW7</i>
14	April 10	<b>Ch14:</b> Project Close Out and Termination <i>MS Project Session</i>	<i>Assignment Due: HW8</i>
15	April 17	<b>Case Study 14.1:</b> New Jersey Kills Hudson River Tunnel Project <b>Case Study 14.2:</b> The Project That Wouldn't Die <b>Final Review</b>	
16	April 24	<b><u>April 25 and 27 - Term Project Presentations</u></b>	<i>Due: Presentation slides (4/24-11:59pm)</i> <i>Due: Project Report (4/28-11:59pm)</i> <i>Due: Peer evaluations (4/24)</i> <i>Due: Course evaluation (4/26)</i>
Tuesday May 9		<b><u>Final Exam (8-10 am)<sup>4</sup></u></b> - Mandated by USC Schedule	

<sup>2</sup> Schedule may be revised to accommodate the content and pace of the class learning process. Due dates and case studies are subject to change.

<sup>3</sup> Check Blackboard submission links for the due date and assignment instructions

<sup>4</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 team presentations is as follow:

<b>Criteria</b>	<b>%</b>	<b>Excellent</b>
Content of the presentation	80	<ul style="list-style-type: none"><li>• Presenting the required steps outlined in the course and project guideline 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	20	<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>

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/6</b>					

**NOTE:**

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

## **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 INTERPRETED AS YELLING.
- Humor is difficult to interpret in 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, but 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.

## Participation Ruberic

Excellent Performance	Fair / Average Performance	Unacceptable Performance
<ul style="list-style-type: none"> <li>• Initiates information relative to topics discussed</li> <li>• Accurately exhibits knowledge of assignment content</li> <li>• Clarifies points that others may not understand</li> <li>• Shares personal experiences or opinions related to the topic</li> <li>• Offers relevant/succinct input to class</li> <li>• Actively participates in labs and class exercises</li> <li>• Demonstrates ability to apply, analyze, evaluate &amp; synthesize course material.</li> <li>• Demonstrates willingness to attempt to answer unpopular questions</li> <li>• Builds on other students' contributions</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in group discussions when asked</li> <li>• Demonstrates knowledge of course material</li> <li>• Offers clear, concise, "good" information on class assignments</li> <li>• Offers input, but tends to reiterate the intuitive</li> <li>• Attends class regularly</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to participate even when specifically asked</li> <li>• Gives no input to discussions</li> <li>• Does not demonstrate knowledge of the readings</li> <li>• Shows up to class: does nothing</li> <li>• Distracts group/class</li> <li>• Irrelevant discussion</li> </ul>

### Statement on Academic Conduct and Support Systems:

**Academic Integrity:** The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and](#)



[Scholarship Misconduct](#). Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

***Students and Disability Accommodations:*** USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](http://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

***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.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

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.

[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 for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - (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.

[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.

[USC Department of Public Safety](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.