

USP 598 – Project Management for Planners

Course Syllabus

Overview

This is an introductory level class to project management with an emphasis on practical tools and real-life examples. The class will meet six times for approximately two hours each session on Friday mornings at 9-10:50 am on October 9, 16, 23, and 30 and November 13 and 20 in KMC 245.

Learning Objectives

- Become familiar with project management theory and tools
- Learn how to apply project management tools over a range of planning projects
- Understand how enhancing your emotional intelligence will improve your project management effectiveness
- Discuss strategies for promoting equity and inclusion in project management
- Gain exposure to real-life project management strategies and lessons learned

Text

Gregory Horine, Absolute Beginner's Guide to Project Management, QUE, 4th ed., 2017
Anthony Mersino, Emotional Intelligence for Project Managers, AMACON, 2nd ed., 2013

Class will be a discussion format with class participation expected, including reflections on the readings as well as on the guest speakers. Completion of a final assignment will be required along with 1-2 brief in-class group exercises.

October 9 – Thinking Through the Project

- Introduction and course overview
- Why is this topic important to planners?
- Essential project management elements – people, time, money

- Additional elements – risk, quality, clients, other stakeholders
- Defining the project
- Building your team

Readings: Defining the Project, pp. 7-21, 45-56 (Beginner's Guide)

October 16 – Creating a Project Team and a Scope of Work

- Work Breakdown Structure (WBS)/Scope of Work (Text: 93)
- More on the Scope of Work: What overall approach makes sense? Process, major steps, involvement
- Communication, communication, communication.

Readings: Planning pp. 57-74, WBS 75-90, Managing Communication 237-253 (Beginner's Guide)

October 23 – Budgeting and Scheduling

- Estimating Project Costs
- Preparing a Project Schedule
- Managing time and money - an iterative process
- What tools and strategies will you use once you get started?
- In-class Exercise

Discuss End-of-Term Assignment

Readings: Work/Schedule/Budget 91-133, Project Control pp.135-154, Deliverables 171-184

October 30 – Emotional Intelligence and Project Implementation

- Emotional Intelligence: What is it and why you need it as a PM
- Leadership
- Managing expectations

- Creating and expanding equity

Implementing/Managing and Completing the Project

- The decision process
- Role of public/stakeholders
- Managing change
- Quality assurance/quality control (QA/QC)
- Tracking and managing your time

Readings: Emotional Intelligence - Through page 180 (skim); Leading a Project: 225-234 (Beginner's Guide); TedTalk

video: <https://www.youtube.com/watch?v=auXNnTmhHsk> Links to an external site.



Reading: Project Changes 155-170, Project Issues-185-194, Risks 195-212, QA/QC pp.213-236, Expectations 257-276, Ending a Project, pp.317-324

November 13 – Equity in Project Management

Guest Speaker on Equity in Project Management: TBD (tentative)

In-class assignment

November 20 – Creating a Project Budget – Walk-Through by Matt

Anything we Didn't Cover Previously

Wrap Up

End-of-Term Assignment Reminder

Information about Title IX Reporting Obligations, Access and Inclusion for Students with Disabilities, Digital Accessibility, Submitting Work Online, Academic Honesty, and Use of AI

Title IX Reporting Obligations

Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, gender or sex-based harassment and stalking). If you have experienced any form of sexual harassment, know that help and support are available. PSU has staff members trained to support survivors in navigating campus life, providing academic support and more. Information about PSU's support services on campus, including [confidential services](#) and [reporting options](#), can be found on PSU's [Sexual Misconduct Response website](#) or you may call a Confidential Advocate at 503.894.7982 or by scheduling [online](#). You may also report any incident of discrimination or discriminatory harassment, including sexual harassment, to the **Title IX Coordinator**, [Office of Equity and Compliance](#), or the [Office of the Dean of Student Life](#).

Please be aware that all PSU faculty members and instructors **are required to report** information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual and relationship violence. This means that if you tell me about a situation of sexual harassment or discrimination, I have to share the information with the University's Title IX Coordinator or the Office of the Dean of Student Life.

However, the information will be kept private and only those with a need to know will be provided with what you disclose.

Please complete the required student module [Understanding Sexual Misconduct and Resources](#) in Canvas, which provides information about PSU policy and resources.

You may also report sexual and relationship violence to law enforcement on campus with [Campus Public Safety Office \(CPSO\)](#).

Or you may file an [anonymous report with Campus Public Safety Office](#) or a [Bias Incident report](#) with the [Bias Review Team \(BRT\)](#). PSU does not typically investigate the reports that are made through these two avenues. These reports help PSU understand what students and employees are experiencing on and around campus and provide support where needed.

Access and Inclusion for Students with Disabilities

PSU values diversity, equity, and inclusion. My goal is to create a learning environment that is accessible, equitable, inclusive, and welcoming. I am committed to fostering mutual respect and full participation for all students. If any aspects of instruction or course design result in barriers to your inclusion or learning, the Disability Resource Center (DRC) provides accommodations in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the DRC to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC works with students who have physical, learning, cognitive, mental health, sensory, chronic illness, and all other disabilities.

If you already have accommodations: Please contact me to make sure that I have received your Faculty Notification Email, and to discuss your accommodations.

The DRC is located in Smith Memorial Student Union, Suite 116. You can also contact the DRC at 503-725-4150, drc@pdx.edu, or visit the DRC website (<https://www.pdx.edu/disability-resource-center>).

Digital Accessibility Requirement

Beginning in April 2027, Title II of the Americans with Disabilities Act (ADA) will require universities like PSU to meet increased standards for digital accessibility, including faculty course materials. Many of the changes involved are straightforward shifts in how materials are created, such as:

- Headings (e.g., in syllabi) are set as real headings (H1, H2), not just bold text
- Link text clearly describes where it goes
- Images include meaningful alt text
- Color is not the only way meaning is conveyed
- Videos include captions; audio includes transcripts (or an equivalent accessible format)
- Files are readable with assistive technologies (screen readers, keyboard navigation)

See the following link for more information and resources:

Digital accessibility changes for PSU faculty | Portland State University

On Canvas there is a built in tool that indicates your compliance with these requirements and will help you fix the materials (where possible) to meet this federal law. Please use this tool to ensure all items you provide to students are accessible (show up in green on the tool).

Submitting Work Online

For assignments that require uploading files to Canvas, it is the student's responsibility to verify that (1) all files are submitted in Canvas prior to the deadline and (2) all submitted files are those that the student intends to be graded for the assignment. Submitting the "wrong" file by accident is not acceptable grounds for a deadline extension. Assignment grades will be based on the file submitted prior to the posted deadline. Files submitted in a format that cannot be accessed by the instructor cannot be graded and will therefore receive a 0. Acceptable file formats are MS Office formats (e.g. Word, Excel, Powerpoint) or PDF files. Individual assignment instructions may contain a required file format.

Technology access

Proficiency in the use of Canvas, PSU email, and other computer tools such as Zoom or part of Google Suite is required for this course. This course requires consistent access to functioning computer equipment and Internet access throughout the length of the course. Reliance on a cellular connection may not provide reliable and fast access to online learning resources. Here are some broadband programs that are free or low-cost:

<https://www.highspeedinternet.com/resources/are-there-government-programs-to-help-me-get-internet-service>

Academic Honesty

Students are expected to be ethical not only in the classroom, but also out of the classroom. It is in all students' interest to avoid committing acts of academic dishonesty and to discourage others from committing such acts. Academic dishonesty includes, but is not limited to, the following examples: engages in any form of academic deceit; refers to materials or sources or uses devices not authorized by the instructor for use during any quiz or assignment; provides inappropriate aid to another person in connection with

any quiz or assignment; engages in Plagiarism. Plagiarism is the act of claiming someone's work as your own through copying it without giving the creator of the work credit. Plagiarism can also include using another person's theories, ideas, or phrases without proper attribution. The simplest way to avoid plagiarizing is to always cite the sources from which you gather information or develop arguments – just cite anything you use from someone else (it actually makes your work stronger!). Plagiarism is a serious issue and is a violation of the [PSU Student Conduct Code](#). University policy requires instructors to report all instances of plagiarism and penalize the perpetrator(s) according to guidelines set. Please see me if you ever have any questions about how to cite your work.

Use of AI

In this course, those students who wish to utilize generative AI tools, such as ChatGPT, may do so. AI tools may be employed to brainstorm assignments or projects or to refine pre-existing work. However, to uphold scholarly standards, students are required to cite any AI-generated material that contributes to their work, including in-text citations, quotations, and references. The generation of content through AI without appropriate attribution constitutes academic misconduct.