

Environmental Science and Management 551

## Project Management

Winter Quarter 2022

Mondays & Wednesdays, 4:00 – 5:50 p.m., B1-82 and Zoom

**Instructor:** Sarah Carvill

**Contact information:** [scarvill@pdx.edu](mailto:scarvill@pdx.edu) or (503) 725-2351

**Student (office) hours:** Tuesdays 4–5 & Wednesdays 1–2 via Zoom (<https://pdx.zoom.us/j/3044238077>) and by appointment

### Overview

This course has three objectives:

1. Introduce ESM master’s students to the classic project management toolkit in a manner that facilitates the design and implementation of their master’s projects;
2. Guide them in the development of an effective project proposal that appropriately blends the conventions of project management and academic research, and facilitates clear communication among the student, their advisor(s), and their community partner(s); and
3. Support their overall professional development by providing opportunities to identify potential career paths and broaden and deepen relevant professional skills.

### Readings

Most readings will be posted on Canvas. We will also use excerpts from Larry Richman’s *Project Management Step-by-Step* (AMACOM, New York, 2002), which is available as an ebook through the PSU Library. If you wish to obtain your own copy of the Richman book, it runs for about \$30 new on Amazon, and there are several used copies priced at <\$10. Additionally, you will complete a “book report” consisting of a written review and a presentation on a text you select from a list provided by the instructor; most of these books are available through the PSU library system or fairly cheaply online.

### Course Requirements

**Project Proposal** The term project will be a proposal for your graduate project. You will build a draft of this document from your prospectus (ESM 509) and various homework exercises completed throughout the quarter and receive feedback from your classmates in in-class workshops. Your final proposal should reflect instructor input on prior assignments and peer comments, and feedback from your advisor and community partner. All students will present their proposals during the last week of the term.

**Book Report** Each student in the class will be assigned (based on their own ranking of provided options) a trade nonfiction book on a professional skill or capacity that is important in today’s workplaces (e.g., networking, conflict management, confidence, justice and equity, leadership, communication, productivity). After reading your book, you will write a review and give an interactive presentation to the class that shares some key tools and takeaways.

**Activities, Participation, & Attendance** You will be evaluated on your participation in class activities, including the support you show your peers through active engagement with their project plans and facilitations. Poor attendance and frequent tardiness disrupt the class and will impact your grade. If you miss class, contact a classmate to get filled in before checking in with the instructor.

### Grading

Proposal	30 points	→ Includes workshop drafts and final draft
Proposal Presentation	10 points	
Homework Activities	15 points	
Book Report	20 points	→ Includes written review and presentation
Participation	25 points	→ Includes in-class activities, general engagement, and attendance

## Tentative Course Outline

This is a small group of mature and self-motivated learners, so we have some flexibility to shuffle things around when doing so allows us to spend more time on the topics and concepts that are most interesting, useful, and/or challenging to you collectively. I will ask your opinions on content adjustments in class, and report on any changes to the schedule in our meetings and using the “Announcements” feature on Canvas. This schedule is a general guide to the major focus areas of the course and how the term will unfold.

Week	Date	Homework ( <i>have done before this class</i> )	Topics
<b>Unit 1: Project Planning</b>			
1	Jan. 3	n/a	Course Introduction Projects, Project Management, and Environmental Projects
	Jan. 5	Read Richman Chs. 6 and 23 Intro Survey (Canvas)	Project Roles Project Management Model Goals, Objectives, Deliverables
2	Jan. 10	Duhigg 2016; Pentland 2012 Richman Ch. 5 Draft Project Objectives and Requirements	Making Effective Teams Project Planning: Introduction; Work Breakdown Structures
	Jan. 12	Richman Ch. 7 Draft Work Breakdown Structure	Project Planning: Modeling the Project
3	Jan. 17	No Class – Martin Luther King Day	
	Jan. 19	Richman Ch. 9 Draft Project Network Diagram	Project Planning: Estimating Costs and Time; Critical Path Analysis
4	Jan. 24	Draft Critical Path Analysis	Project Planning: Scheduling; Gantt Charts
	Jan. 26	Draft Gantt Chart	Project Planning: Budgeting; Contingency Planning
<b>Unit 2: Proposal Writing and Project Control</b>			
5	Jan. 31	Read three proposals Proposal Genre Analysis Worksheet	Academic and Project Proposals
	Feb. 2	Work on your proposal	Project Control Part 1
6	Feb. 7	Partial Proposal Draft	Project Control Part 2 Workshop – Partial Proposal Draft
	Feb. 9	Submit 2 questions for panelists	Human Subjects Protection Guest Panel: Project Management
<b>Unit 3: Environmental Careers and Professional Development</b>			
7	Feb. 14	Urban 2013	Time Management Book Reports
	Feb. 16	Reading TBA	Working with Regulators Book Reports
8	Feb. 21	Reading TBA	Public Participation and Engagement Book Reports
	Feb. 23	Recap Email ( <i>latest possible submission</i> ) Submit 2 questions for panelists	Guest Panel Book Reports
9	Feb. 28	Full Proposal Draft	Workshop – Full Proposal Draft
	Mar. 2	Reading TBA	Topic TBA
10	Mar. 7, 9	Prepare your presentations	Project Plan Presentations
<b>Finals Week</b>		Final Proposals due in Canvas by 11:59 p.m. on Wednesday, March 16.	

## CAMPUS POLICIES

### Classroom Requirements for All Students and Faculty Due to COVID-19

The University has established rules and policies to make the return to the classroom as safe as possible. It is required for everyone to follow all the Return to Campus rules and policies. To participate in this class, PSU requires all students to comply with the following.

Masks required at all times in classroom: Wear a mask or face covering indoors at all times. Your mask or face covering must be properly worn (fully covering nose and mouth and tight-fitting). Mesh masks, face shields, or face covering that incorporates a valve designed to facilitate easy exhalation are not acceptable. Because masks must be worn in the classroom, there should be no eating or drinking in the classroom. If you have a medical condition or a disability that prevents you from wearing a mask or cloth face covering, you must obtain an accommodation from the Disability Resource Center (DRC) to be exempt from this requirement. (Additional information on PSU's mask policy is available at <https://www.pdx.edu/covid-19-response/masks>). Please note that CDC, State, and County guidance does not limit class size for in-person instruction or require physical distancing.

Vaccination: Be vaccinated against COVID-19 and complete the COVID-19 vaccination attestation form (available at <https://www.pdx.edu/covid-19-response/vaccinations>). Those students with medical or nonmedical exemptions or who will not be on campus at all must complete the process described on the "COVID-19 Vaccine Exemption Request Form" to establish those exemptions.

Health check, illness, exposure, or positive test for COVID-19:

- Complete [the required self-check for COVID-19 symptoms](#) before coming to campus each day.
- If you are feeling sick or have been exposed to COVID-19, do not come to campus. Call the Center for Student Health and Counseling (SHAC) to discuss your symptoms and situation at 503-725-2800. They will advise you on testing, quarantine, and when you can return to campus.
- If you test positive for COVID, [report your result to SHAC](#) and do not come to campus. SHAC will advise you on quarantine, notification of close contacts, and when you can return to campus.
- Please notify the instructor (Sarah), should you need to miss a class period for any of these reasons so that we can discuss strategies to support your learning during this time.
- If the instructor becomes ill or needs to quarantine during the term, either she or the department chair will notify you via PSU email about her absence and how course instruction will continue.

Failure to comply with any of these rules: The University has given the instructor of this course the authority to require your compliance with these policies. If you do not comply with these requirements, she may ask you to leave the classroom, or she may need to cancel the class session entirely.

In addition, failure to comply with these requirements may result in a referral to the Office of the Dean of Student Life to consider charges under PSU's Code of Conduct. A student found to have violated a university rule (or rules) through the due process of student conduct might face disciplinary and educational sanctions (or consequences). For a complete list of sanctions, see Section 14 of the Student Code of Conduct & Responsibility (<https://www.pdx.edu/dean-student-life/psu-code-student-conduct-and-responsibility>).

Guidance may change: Please note that the University rules, policies, and guidance may change at any time at the direction of the CDC, State, or County requirements. Please review the University's main COVID-19 Response webpage (<https://www.pdx.edu/covid-19-response>) and look for emails from the University on these topics.

### Student Conduct Code

Portland State has a detailed code of conduct for students. Please review guidelines if you have not already done so:

<https://www.pdx.edu/dean-student-life/psu-student-code-conduct>

### Access and Inclusion for Students with Disabilities

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all

students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me; I am open to your feedback.

The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers 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 Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations at [drc@pdx.edu](mailto:drc@pdx.edu) (<https://www.pdx.edu/drc>).

If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations. For information about emergency preparedness, please go to the Fire and Life Safety webpage (<https://www.pdx.edu/environmental-health-safety/fire-and-life-safety>) for information.

### **Canvas**

This course uses Canvas as the main learning platform. If you haven't used Canvas before, I recommend you take the PSU Learning Center's [remote readiness course](https://www.pdx.edu/learning-center/online-remote-learning-support-canvas) (<https://www.pdx.edu/learning-center/online-remote-learning-support-canvas>) this week. If you've used Canvas and you just need occasional technical support, contact the [OIT Helpdesk](https://www.pdx.edu/technology/support) (<https://www.pdx.edu/technology/support>). If they can't help you, please let me know.

### **Academic Integrity**

In the American college and university system, scholars and students use the ideas of their peers and predecessors to build new knowledge and understandings; in interdisciplinary fields such as environmental science and management, collaboration is an essential part of problem-solving, and one we emphasize in ESM courses. Institutions that depend on the free and open exchange of ideas and information also depend on a culture of academic integrity. Consequently (and as you have probably noticed) there are strong formal and informal sanctions against academic misconduct in this university and in this department. I expect that all work that you submit in this class will represent an original synthesis of your own ideas and the ideas of others. That means that information generated by others and used in your work must be clearly attributed to its original source, and either paraphrased in your own words or placed in quotation marks.

If you are uncertain about whether conduct constitutes a violation or not, please ask questions. If you can't ask questions early, ask them late, and err on the side of transparency. For help identifying plagiarism and learning how to avoid it, this online guide is a good starting place: <http://guides.library.ucla.edu/bruin-success/citing>.

### **Title IX Reporting Obligations**

Please be aware that federal, state, and PSU policies require faculty members to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. (PSU faculty are also required to file a report under other circumstances, e.g., if we become aware of child abuse.) If you are experiencing or have experienced any form of sexual harassment or violence and would like to get support and learn about your options without triggering a report or an investigation, the PSU Women's Resource Center hosts advocates who can maintain confidentiality, and their services are available to students of all genders. To book an appoint with a confidential advocate, go to [psuwrc.youcanbook.me](http://psuwrc.youcanbook.me) or call (503) 725-5672. You may also wish to seek help from the Center for Student Health and Counseling (SHAC), where counselors are not subject to the same reporting requirements as your instructors.

### **Mandatory Safe Campus Online Training Module**

PSU requires all students to take the learning module entitled "Creating a Safe Campus: Preventing Gender Discrimination, Sexual Harassment, Sexual Misconduct and Sexual Assault." The module should take about 45 minutes to complete and contains important information and resources. If you have not done so already, please complete the Safe Campus Module. If you have technical difficulties with the module, contact OIT's help desk (see above). If you have any questions about the module requirement refer to Safe Campus Module FAQs or contact [saveact@pdx.edu](mailto:saveact@pdx.edu). PSU's Student Code of Conduct makes it clear that violence and harassment based on sex and gender are strictly prohibited and may result in a range of sanctions, including suspension and expulsion.

### **Students' Right to Privacy**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. Under FERPA, students have the right to inspect and review their education records maintained by the school. Generally, schools must have written permission from the student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to certain parties or under the specific conditions. Schools may also disclose, without consent, "directory" information such as a student's name, address, and telephone number, unless the student has requested that the school not disclose directory information about them. These sites provide additional information:

<https://www.pdx.edu/registration/student-records-privacy-policy>

[http://www.pdx.edu/sites/www.pdx.edu.education/files/gse\\_handbook\\_student\\_privacy.pdf](http://www.pdx.edu/sites/www.pdx.edu.education/files/gse_handbook_student_privacy.pdf)

### **CAMPUS RESOURCES**

There are numerous resources available on campus to help you feel comfortable at PSU and succeed academically, most of which are free to registered students. A list of these resources with links and descriptions is posted in Canvas; I can also help connect you with support that aligns with your needs, so send me an email if you don't know where to start.