Course Syllabus

I. Course Information

RPJM-119 1DL, Spring 2018
April 11, 2018 – June 19, 2018
Distance Learning Course Week: Wednesday through Tuesday

Instructor: Sean Milligan
You can contact me through discussion forums on our course web site: by replying to any of my posted messages, posting a new topic on the Questions and Comments forum, or posting to one of the various forums established for each class assignment.

To reach me privately, please use the Private Forum. The Private Forum is the method I will use to contact you privately, and is always preferred over email. This method ensures that all of our communications are contained within Latte and are documented for agreement.

Syllabus Overview
This syllabus contains all relevant information about the course: its objectives and outcomes, the grading criteria, the texts and other materials of instruction, weekly objectives, outcomes, readings, assignments, and due dates. Consider this your roadmap for the course. Please read through the syllabus carefully and feel free to share any questions that you may have.

Course Description
This course examines the various Human Factors that Project Managers experience that often impact the projects they manage, both in positive and negative ways. The course examines the history of these factors and how they manifest themselves in the way project team members and stakeholders interact. Because Human Factors have created a focus on people management, this course also presents strategies for building leadership skills to effectively influence the behaviors of others through effective leadership.

Relevant Programs
• Graduate required course for the MS in Management of Projects and Programs

Prerequisites
• RPJM101: Foundations of Project Management

Welcome to The Human Side of Project Leadership!
Every Project Manager strives to build self-managed teams. However, the benefits of this type of team are many times challenged by conflicts, personal agendas, and counter-productive interactions among team members that threaten the achievement of project objectives. Due to these challenges, the Project Manager position requires additional focus on the human factors that affect team interactions. This focus, sometimes referred to as “soft skills,” is now a more essential element to developing and growing high performance project teams.
This course will examine the behavioral elements of individuals, teams, and organizations in the context of project leadership, and allow students to evaluate the various ways leaders can develop their skills to adopt a focus on management styles, leadership skills, conflict resolution, and positive, productive interactions between team members. Students will be exposed to thought-provoking discussions and assignments that will allow for insight into the primary behavioral elements of teams, as well as personal leadership styles and best practices for improvement. Online discussions will provide depth and analysis to the subject matter so that students can learn from one another.

Procedures and policies for the course are clearly defined throughout this syllabus and the materials posted on the LATTE website. Please familiarize yourself with these materials and feel free to ask any questions throughout the course so that you are clear about what is expected of you.

**Materials of Instruction**

*a. Required Texts*

*b. Recommended Texts*

c. Journal Articles & Case Studies
- 3 Journal Articles & 1 Case Study, available on the course site (in LATTE).

d. Online Course Content
This section of the course will be conducted completely online using the Brandeis LATTE site, available at [http://latte.brandeis.edu/](http://latte.brandeis.edu/). The site contains the course syllabus, assignments, discussion forums, links/resources to course-related professional organizations and sites, and weekly checklists, objectives, outcomes, topic notes, self-tests, and discussion questions. Access information is emailed to enrolled students before the start of the course.

To begin participating in the course, even before the start of Week 1, please review the Getting Started Checklist located within the Week 1 Block on the course home page.

**Overall Course Objectives**

The course is intended to provide students with an understanding of:

- The evolution of human factors and how they developed into a primary focus for Project Managers.
- Behavioral elements that affect project outcomes: why they exist, how they impact teams, and how to develop behaviors that develop high performance teams.
- Individual and team motivation.
- Project Management spaces.
- Elements of team performance.
- Personality types and how they impact project teams.
- Effective facilitation for productive outcomes.
- Personal leadership styles and habits: how to assess them and improve on them.
- Effective habits for anticipating and resolving conflict and managing difficult personalities.
- Management of team dysfunction and politics.
- Emotional Intelligence and its impact on Project Management.

**Overall Course Outcomes**

At the end of the course, students will be able to:

- Recognize the evolution of organizational structure that has created a focus on Human Factors in Project Management.
- Identify the three spaces of Project Management and how each of these spaces affects the management of teams and projects.
- Identify the key elements of team performance and select appropriate methods and strategies for managing these elements.
• Develop effective team facilitation techniques.
• Assess the stages of team development and analyze examples of challenges that arise in each stage.
• Identify strategies for assessing and managing personal and team conflict, and high and low level behaviors.
• Use course content to build a personal leadership assessment and development plan.

**Overall Grading Criteria**

<table>
<thead>
<tr>
<th>Percent</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 %</td>
<td>Weekly Discussions / Online participation</td>
</tr>
<tr>
<td>30 %</td>
<td>Journal Article (3) &amp; Case Study Analysis (1)</td>
</tr>
<tr>
<td>20 %</td>
<td>Final Project – Personal Leadership Plan</td>
</tr>
<tr>
<td>20 %</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

**Description of Grading Components**

**Weekly Discussions / Online Participation (30%, 3% per week)**

All student participation will be done online via LATTE. Each weekly block has a page that includes "Discussion Questions." This page describes the topics for discussion related to the course materials posted that week. Each topic description includes a series of discussion questions or other directions for providing a response.

To earn full credit for the Participation component of the grade, students will be expected to complete the following during weeks 1 through 10 of the course:

- Respond to at least 2 discussion topics each week. Post an original response to one topic by end of day Saturday, midnight EST, and to another by end of day Monday, midnight EST.
- Post at least 2 other substantive replies to the discussions each week by end of day Tuesday, midnight EST. These messages are replies to the original response messages of others, or replies to someone else’s reply message. The assumption is that you will read through the posts of your classmates to enhance your learning; reply to those of your choice, based upon your own experiences and insights.
- Post messages on a minimum of three different days of the course week. While you may post all the required original responses and replies before the due dates, it is important for you to be involved in the discussions throughout the week.

During some weeks, responses to specific topics are due on certain dates; in other weeks, students may choose from among the available topics. Please review the discussion topic requirements carefully. These discussion requirements are described within the Discussion Questions page within each weekly block on the course home page; they are also listed in the Checklist page for each week.

Each of the two required original response messages contributes 30% of the weekly participation grade. Maximum grade is given for each of these if the posted message:

- Answers all questions asked and follows all directions specified in the topic description.
- Includes shared industry experiences and/or relates concepts to the topic notes and readings as appropriate. Note that all sources should be cited (refer to the Research Help > Citing Sources” link in the LATTE Resources block)
- Uses good grammar/spelling/format and cites sources as appropriate.
- Provides sufficient detail; original responses must include a minimum of 200–300 words in order to count. Some topics require lengthier responses in order to answer all of the questions.

Each of the two required substantive reply messages contributes 15% of the weekly participation grade. Maximum grade is given for each of these if the posted message:

- Provides substantive comments (beyond an "I agree" post) with follow-on points or questions to extend the conversation. Substantive replies must include a minimum of 100–200 words in order to count.
- Uses good grammar/spelling/format and cites sources as appropriate.
Posting of discussion messages needs to be done in a timely manner so that others in the class have sufficient opportunity to review these and provide replies.

- **Half credit** is deducted for an original response that is one day late.
- **No credit** is earned for original responses that are posted more than one day late.
- **No credit** is earned for substantive replies that are posted late.

Additionally, 10% of the weekly participation grade is based on your participation in the discussions throughout the week.

- Maximum grade is given for those that post messages to the weekly discussions forum on three (or more) days during the course week.
- Partial credit is given for those that post their messages to the weekly discussions forum on only one or two days of the course week.
- The online participation grade for each week is based on your contribution to the weekly discussion forum, for example “Week 1 Discussions.” Posts to the forums set up for discussion of general questions and comments, exercises, or assignments are not considered in the weekly participation grade.

To summarize, the online participation grade for each week is based on the following requirements:

<table>
<thead>
<tr>
<th>Weekly Requirement</th>
<th>Portion of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Original response #1 by Saturday Night</td>
<td>30%</td>
</tr>
<tr>
<td>Post Original response #2 by Monday Night</td>
<td>30%</td>
</tr>
<tr>
<td>Post Substantive reply #1 by Tuesday Night</td>
<td>15%</td>
</tr>
<tr>
<td>Post Substantive reply #2 by Tuesday Night</td>
<td>15%</td>
</tr>
<tr>
<td>Post messages to the weekly discussions forum on three different days</td>
<td>10%</td>
</tr>
</tbody>
</table>

During weeks when multiple options are available for discussion questions, students should contribute to all discussions in some way. For example, if two questions are available for the Saturday discussion requirement and the student chooses Discussion Question #1, then at least one substantive reply should also be posted in Discussion Question #2 that week so that all topics are covered as part of the weekly requirements.

Each week, the online participation in these discussions contributes 3% to the overall course grade. Over ten weeks, this amounts to 30% of the overall course grade.

**Journal Article & Case Study Analysis (30%)**

There are 3 journal articles and 1 case study assigned over the course of the semester.

For each Journal Article, students will address four items:

1. Describe the focus of the article and its relevance to Project Management and Human Factors, per your readings thus far.
2. List the specific topics addressed.
3. How do the concepts relate to your personal experiences as a Project Manager?
4. Was the article helpful? Do you agree with the author? Why or why not?

Details for the Case Study assignment will be included in the assignment description presented in Week 7.

Submission of journal article and case study assignments are due by Tuesday at midnight in the week they have been assigned. Half credit is deducted for an assignment that is submitted one day late. No credit is earned for an assignment submitted more than one day late.

**Final Project – Personal Leadership Plan (20%)**

Concepts reviewed in this class will be compiled into a project in which students create a comprehensive Personal Leadership Plan. Each student will analyze their strengths and weaknesses as they relate to their professional leadership styles and skills, and build a measurable plan that can be used as a real-world roadmap for improvement.

Details of the assignment will be addressed as part of the full assignment guidelines, found in Latte.
The Personal Leadership Plan will be due on the last day of Week 10, and will not be accepted beyond the due date.

Final Exam (20%)

This exam will consist of multiple choice and essay questions. Weeks 1 through 10 will be covered in the final exam, and students will be expected to demonstrate their understanding and knowledge of human factors in project management in each of the questions.

The exam will be administered online through Latte, and will be due on the last day of Week 10. The Final Exam will not be accepted beyond the due date.

II. Weekly Information

On the course site, the home page contains 10 weekly blocks, one for each week of the course. Within each weekly block on the home page, you will find information and resources about the activities for each week:

- Overview: Checklist, Objectives and Outcomes
- Discussions
- Topic Notes & Other Required Readings
- Additional Readings/Materials
- Assignments/Assessments

Initially some of these items (related to discussions, assignments or assessments) will be hidden on the course home page. As we come to the appropriate point in the course, they will become visible and available. Most of the items listed in the checklists are required for this course, but some are highlighted as "optional" for this course. As your schedule permits, you are encouraged to complete the optional work, as it will benefit your learning.

The following pages of this syllabus present a summary of the weekly objectives, outcomes, readings, assignments, and assessments. The chapter readings are planned to generally follow the sequence of the weekly topic notes.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>What Are Human Factors and Why Do They Matter?</th>
<th>4/11/18 – 4/17/18</th>
</tr>
</thead>
</table>
| Objectives | • Develop an understanding of a team and values-based organizational structure, and how this structure has dictated a focus on Human Factors and how team members treat each other.  
• Identify the three spaces of Project Management. |
| Outcomes | • Describe ways that Human Factors have become driving factors in leading successful projects.  
• Provide examples of current projects and the Human Factors that arise in those projects.  
• Apply knowledge of the three spaces of Project Management to current projects or environments.  
• Describe what motivates team members in relation to the provided theories of motivation provided.  
• Describe how differences in motivation potentially alter styles of managing projects. |
| Readings | • Human Factors in Project Management: Introduction and Chapters 1 and 2  
• Emotional Intelligence for Project Managers: Chapters 1 and 2  
• Week 1 Topic Notes and Readings |
| Assignments, Assessments, and Self-Assessments | • Complete the Academic Integrity Agreement  
• Introduce yourself within the "Introduce Yourself" forum  
• Week 1 Discussion Topics (3%)  
  o Post a response to one topic by Saturday and to another by Monday. Two substantive replies are due by Tuesday. All discussion due dates assume midnight EST.  
  o Note: Refer to the Description of Grading Components section above for discussion of expectations and evaluation methods.  
• Week 1 Self-Test (optional) |
<table>
<thead>
<tr>
<th>Week 2</th>
<th>Team Space and Key Elements of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>4/18/18 – 4/24/18</strong></td>
</tr>
</tbody>
</table>
| Objectives | • Develop a comprehensive understanding of content, process, and behavioral factors that affect team performance, and how these elements contribute to the success or failure of projects.  
• Develop an understanding of how the behavioral factors affect how team members interact with one another. |
| Outcomes  | • Describe the three elements of team performance and how they interact to drive individuals to success or failure in projects.  
• Describe each of the subcategories of the three elements and identify their effect on real-world projects and experiences.  
• Identify strategies for separating the team performance elements to isolate issues and resolutions. |
| Readings | • Human Factors in Project Management: Chapters 3, 4, and 5  
• Week 2 Topic Notes and Readings |
| Assignments, Assessments, and Self-Assessments | • Week 2 Discussion Topics (3%)  
• Week 2 Self-Test (optional) |

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Team Space: Structure, Development, and Management</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>4/25/18 – 5/1/18</strong></td>
</tr>
</tbody>
</table>
| Objectives | • Develop an understanding of how the three key elements of team performance can be separated to effectively manage struggling teams, as well as how a focus on process and facilitation can shape a team’s ability to make decisions.  
• Understand the five main stages of team development and how they contribute to how a team defines and executes on a project. |
| Outcomes  | • Provide strategies for using the team performance elements to drive successful project outcomes.  
• Describe the four stages of team development and the issues that may arise during these stages.  
• Analyze how teams work together and how leaders emerge during the completion of tasks.  
• Describe various facilitation techniques and identify scenarios where each could be employed to facilitate decisions.  
• Describe various leadership styles for Project Managers and how they can contribute to successful projects. |
| Readings | • Human Factors in Project Management: Chapters 6, 7, and 8  
• Week 3 Topic Notes and Readings  
• Journal Article #1: The Project Manager’s Leadership Style as a Success Factor on Projects  
• TED Talk: Build a Tower, Build a Team |
| Assignments, Assessments, and Self-Assessments | • Week 3 Discussion Topics (3%)  
• Journal Article Analysis #1 (5%). Available Wednesday, Week 3. Due by Tuesday, Week 3.  
• Week 3 Self-Test (optional) |
<table>
<thead>
<tr>
<th>Week 4</th>
<th><strong>Personal Space: Personalities and Team Conflicts</strong>&lt;br&gt;5/2/18 – 5/8/18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong>&lt;br&gt;• Develop an understanding of how personal space affects us as team members, and how the temperament types work together on teams.&lt;br&gt;• Understand how core values and motivations are affected by this diversity in temperament types, and how conflict can arise due to differences in how team members react to change or differences in values or behaviors.</td>
<td></td>
</tr>
<tr>
<td><strong>Outcomes</strong>&lt;br&gt;• Analyze the element of Personal Space as it relates to team performance and dynamics.&lt;br&gt;• Describe how the three elements of culture, experiences, and personality types affect team performance and behaviors.&lt;br&gt;• Identify various drivers of conflict and describe how they manifest themselves in individual and team behaviors.&lt;br&gt;• Describe personality types and how they affect team behaviors.&lt;br&gt;• Personalize the concept of personality types by taking the Myers-Briggs and DISC assessments and applying results to team discussions.</td>
<td></td>
</tr>
<tr>
<td><strong>Readings</strong>&lt;br&gt;• Human Factors in Project Management: Chapters 9 and 10&lt;br&gt;• Emotional Intelligence for Project Managers: Chapters 3 and 4&lt;br&gt;• Week 4 Topic Notes and Readings</td>
<td></td>
</tr>
</tbody>
</table>
| **Assignments, Assessments, and Self-Assessments**<br>• Week 4 Discussion Topics (3%)
• Take the Myers-Briggs Type Indicator Assessment
• Take the DISC Personality Assessment
• Week 4 Self-Test (optional) |

<table>
<thead>
<tr>
<th>Week 5</th>
<th><strong>Personal Space: Managing Personal Space in Times of Conflict</strong>&lt;br&gt;5/9/18 – 5/15/18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong>&lt;br&gt;• Develop an understanding of how the temperament types manage and resolve conflict, as well as how the passive-aggressive threshold model can be used to center our behaviors and respond to conflict in a positive, constructive manner.&lt;br&gt;• Understand how expanding one’s personal space can help to develop strategies for avoiding and resolving conflict.</td>
<td></td>
</tr>
<tr>
<td><strong>Outcomes</strong>&lt;br&gt;• Identify how each of the temperament types manage and resolve conflict and apply personal experiences to discussions.&lt;br&gt;• Describe the various methods for expanding personal space and apply personal experiences to discussions.&lt;br&gt;• Perform analysis on conflict resolution and how it can positively or negatively affect project success.</td>
<td></td>
</tr>
<tr>
<td><strong>Readings</strong>&lt;br&gt;• Human Factors in Project Management: Chapters 11 and 12&lt;br&gt;• Week 5 Topic Notes and Readings&lt;br&gt;• Journal Article #2: Conflict Resolution to Project Performance&lt;br&gt;• TED Talk: Dare to Disagree</td>
<td></td>
</tr>
</tbody>
</table>
| **Assignments, Assessments, and Self-Assessments**<br>• Week 5 Discussion Topics (3%)
• Journal Article Analysis #2 (5%): Available Wednesday, Week 5. Due by Tuesday, Week 5.
• Week 5 Self-Test (optional) |
### Week 6: Upper and Lower Behaviors  
**5/16/18 – 5/22/18**

**Objectives**
- Develop a comprehensive understanding of upper and lower-level behaviors and how these can affect the interactions of team members.
- Understand how difficult personalities can negatively impact team performance, and learn about strategies for managing these personalities.

**Outcomes**
- Apply techniques for avoiding lower-level behaviors and help teams reach a higher set point during conflict.
- Describe the behaviors of difficult team members and methods for working constructively with them.
- Define strategies for fostering positive behaviors in individuals and teams.

**Readings**
- Human Factors in Project Management: Chapters 13 and 14
- Emotional Intelligence for Project Managers: Chapters 5 and 6
- Week 6 Topic Notes and Readings

**Assignments, Assessments, and Self-Assessments**
- Week 6 Discussion Topics (3%)
- Week 6 Self-Test (optional)

---

### Week 7: Emotional and Intellectual Needs: How Do We Manage Motivation?  
**5/23/18 – 5/29/18**

**Objectives**
- Engage in productive discussion regarding fears and how these affect the behaviors of the temperament types.
- Learn how these types can manage these fears and avoid lower-level behaviors.
- Develop an understanding of motivation and how it fulfills our emotional and intellectual needs as team members.

**Outcomes**
- Analyze stories of individual breakthroughs to identify behavioral strengths and weaknesses in the temperament types.
- Identify ways to build on emotional and intellectual needs to strengthen individual and collective motivation.
- Identify the elements of high performing teams.
- Apply knowledge of behavioral types to the Human Factors that affect motivation.

**Readings**
- Human Factors in Project Management: Chapters 15 and 16
- Emotional Intelligence for Project Managers: Chapters 7 and 8
- Week 7 Topic Notes and Readings
- Case Study (5%): Ambidexterity as a Competence of Project Leaders
- TED Talk: What Makes Us Feel Good About Our Work

**Assignments, Assessments, and Self-Assessments**
- Week 7 Discussion Topics (3%)
- Case Study Analysis: Available Wednesday, Week 7. Due by Tuesday, Week 7.
- Week 7 Self-Test (optional)
### Week 8  
**Modeling Human Factors**  
*5/30/18 – 6/5/18*

#### Objectives
- Develop an understanding of the Ten Models of Human Factors and how these can be utilized to develop leadership capabilities.
- Learn how the Three Spaces of Project Management can also be influenced by leadership and increase power and authority over personal and team behaviors.

#### Outcomes
- Identify the characteristics of effective leaders and motivators.
- Identify strategies for increasing the effectiveness of individuals and teams.

#### Readings
- Human Factors in Project Management: Chapter 17  
- Week 8 Topic Notes and Readings  
- Journal Article #3: A Fresh Look at the Contribution of Project Management to Organizational Performance  
- TED Talk: How Great Leaders Inspire Action

#### Assignments, Assessments, and Self-Assessments
- Week 8 Discussion Topics (3%)
- Journal Article Analysis #3 (5%): Available Wednesday, Week 8. Due by Tuesday, Week 8.
- Week 8 Self-Test (optional)

### Week 9  
**Dysfunction and Politics**  
*6/6/18 – 6/12/18*

#### Objectives
- Develop an understanding of key negative Human Factors that affect individual and team performance.
- Learn how dysfunction in teams can be managed and avoided to emphasize productivity.
- Engage in productive discussion regarding political agendas and how they can affect team performance.

#### Outcomes
- Identify the key elements of dysfunction in teams and develop strategies for building trust and accountability in individuals.
- Apply knowledge of politics in organizations and teams and analyze strategies for effectively managing these factors.

#### Readings
- Emotional Intelligence for Project Managers: Chapters 9 and 10  
- Week 9 Topic Notes and Readings  
- Executive Summary: Five Dysfunctions of a Team  
- Executive Summary: Silos, Politics, and Turf Wars

#### Assignments, Assessments, and Self-Assessments
- Week 9 Discussion Topics (3%)
- Week 9 Self-Test (optional)
| Week 10 | The Future of the Project Management Leader  
6/13/18 – 6/19/18 |
|---------|--------------------------------------------------|
| **Objectives** | - Study how Human Factors will evolve as Project Management practices also evolve.  
- Discuss opportunities for Project Managers to develop their skills to motivate individual behaviors and improve team performance.  
- Integrate a collective knowledge of Human Factors into discussions regarding organizations and operational strategies. |
| **Outcomes** | - Identify ways in which Human Factors will become more visible as organizations evolve.  
- Develop strategies for fostering productivity through effective leadership.  
- Develop strategies for increasing team performance through managing behaviors.  
- Apply readings to identify personal strengths and weaknesses and strategies for realization of personal leadership goals. |
| **Readings** | - Human Factors in Project Management: Epilogue  
- The 9 Traits That Define Great Leadership |
| **Assignments, Assessments, and Self-Assessments** | - Week 10 Discussion Topics (3%)  
- Final Exam: Available Wednesday, Week 10. Due by Tuesday, Week 10.  
- Personal Leadership Plan: Available Wednesday, Week 1. Due by Tuesday, Week 10. |
III. Course Policies and Procedures

Orientation

From the home page of the course web site, students are expected to read all of the Orientation Materials.

Asynchronous and Synchronous Work

All required work for the course may be done asynchronously; i.e., students can login to the course, read/download materials, post to the Discussions, and submit assignments throughout the course week. Please carefully follow the syllabus and the weekly checklists to help manage your time throughout the course week; once we enter week 2 or 3, students typically become much more comfortable with the pace and flow of the course. As needed throughout the semester, synchronous Chat sessions can be made available using the course site’s Chat Room facility.

Work Expectations

Students are responsible to explore each week's materials and submit required work by the specified due dates. On average, a student can expect to spend approximately 3-5 hours per week reading and approximately 4-6 hours per week completing assignments, assessments, and posting to discussions. The calendar of due dates is located at the end of this syllabus.

Although students plan to complete course work according to the specified due dates, sometimes things interrupt these plans, resulting in late work. In most cases, late work is accepted, but there is an impact on the grading (as discussed in the following section), and repeated late work can significantly and negatively affect your grade.

In general, students are expected to manage the risks that may adversely affect their timely completion of course work to minimize the grading penalty for late work. Whenever you anticipate that some work will be late for some reason, a note to the instructor is appreciated.

Late Work

See the section titled “Description of Grading Components” for the criteria for handling late work related to the online participation components of this course. In order to allow adequate time for students to respond to the messages of others, it is especially important that messages from each student be posted in a timely manner. Grading penalties are incurred for any late postings. The Personal Leadership Plan and Final Exam will not be accepted late.

Grading Standards

Grades are not given but are earned. Students are graded on demonstration of knowledge or competence, rather than on effort alone. Each student is expected to maintain high standards of honesty and ethical behavior. All student work submitted during the course is meant to represent your own individual work. Students are expected to conduct themselves courteously online. If in the instructor’s judgment a student’s conduct is not courteous, that student's grade may be reduced.

All course work should be completed with attention to good grammar and spelling. When instructions are provided regarding the mechanics for completing or submitting work, these details should be carefully followed. If submitted work is inadequate in any of these regards, the grade may be reduced.

How Points and Percentages Equate to Grades

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94</td>
<td>A</td>
</tr>
<tr>
<td>93-90</td>
<td>A-</td>
</tr>
<tr>
<td>89-87</td>
<td>B+</td>
</tr>
<tr>
<td>86-83</td>
<td>B</td>
</tr>
<tr>
<td>82-80</td>
<td>B-</td>
</tr>
<tr>
<td>79-77</td>
<td>C+</td>
</tr>
<tr>
<td>76-73</td>
<td>C</td>
</tr>
<tr>
<td>72-70</td>
<td>C-</td>
</tr>
<tr>
<td>69-67</td>
<td>D+</td>
</tr>
<tr>
<td>66-63</td>
<td>D</td>
</tr>
<tr>
<td>62-60</td>
<td>D-</td>
</tr>
<tr>
<td>59 or &lt;</td>
<td>F</td>
</tr>
</tbody>
</table>
Feedback

Feedback will be provided on all assignments and the Final Exam within 10 days of the due date. In each case, review comments are provided through the relevant LATTE assignment activity.

Feedback about online participation will be provided through the "Participation Feedback" assignment activity within each weekly block.

Grades for all of the course assignments and assessments are viewable through the LATTE "Grades" facility within the Left-Frame block on our course home page.

Access to LATTE Web Site

Members of the University's technical staff have access to all course sites to aid in course setup and technical troubleshooting. Program Chairs and a small number of Graduate Professional Studies (GPS) staff have access to all GPS courses for oversight purposes. Students enrolled in GPS courses can expect that individuals other than their fellow classmates and the course instructor(s) may visit their course for various purposes. Their intentions are to aid in technical troubleshooting and to ensure that quality course delivery standards are met. Strict confidentiality of student information is maintained.

Students have access to the LATTE course web site throughout the duration of course and for approximately two months after the course completes. If there are any materials that students want to download from their course site, this should be done before the site is closed to student view.

Class Schedule

The course runs for ten weeks. Each week begins on a Wednesday and ends on a Tuesday. To accommodate celebration of holidays, traveling on business trips, or taking time for vacations, students are expected to schedule their course work accordingly, submitting work in advance of due dates when necessary.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wednesday, April 11 – Tuesday, April 17</td>
</tr>
<tr>
<td>2</td>
<td>Wednesday, April 18 – Tuesday, April 24</td>
</tr>
<tr>
<td>3</td>
<td>Wednesday, April 25 – Tuesday, May 1</td>
</tr>
<tr>
<td>4</td>
<td>Wednesday, May 2 – Tuesday, May 8</td>
</tr>
<tr>
<td>5</td>
<td>Wednesday, May 9 – Tuesday, May 15</td>
</tr>
<tr>
<td>6</td>
<td>Wednesday, May 16 – Tuesday, May 22</td>
</tr>
<tr>
<td>7</td>
<td>Wednesday, May 23 – Tuesday, May 29</td>
</tr>
<tr>
<td>8</td>
<td>Wednesday, May 30 – Tuesday, June 5</td>
</tr>
<tr>
<td>9</td>
<td>Wednesday, June 6 – Tuesday, June 12</td>
</tr>
<tr>
<td>10</td>
<td>Wednesday, June 13 – Tuesday, June 19</td>
</tr>
</tbody>
</table>

Calendar of Due Dates

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Available</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal Article #1 Analysis</td>
<td>Wed, Week 3</td>
<td>Tues, Week 3</td>
</tr>
<tr>
<td>Journal Article #2 Analysis</td>
<td>Wed, Week 5</td>
<td>Tues, Week 5</td>
</tr>
<tr>
<td>Case Study Analysis</td>
<td>Wed, Week 7</td>
<td>Tues, Week 7</td>
</tr>
<tr>
<td>Journal Article #3 Analysis</td>
<td>Wed, Week 8</td>
<td>Tues, Week 8</td>
</tr>
<tr>
<td>Personal Leadership Plan</td>
<td>Wed, Week 1</td>
<td>Tues, Week 10</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Wed, Week 10</td>
<td>Tues, Week 10</td>
</tr>
</tbody>
</table>
IV. University and Division of Graduate Professional Studies Standards

Please review the policies and procedures of Graduate Professional Studies, found at http://www.brandeis.edu/gps/resources/student-handbook.html.

We would like to highlight the following.

**Learning Disabilities**

If you are a student who needs accommodations because of a documented disability, you may present your letter of accommodation from the Rabb School Disability Coordinator to me, as soon as possible and ideally before the course begins. If you have questions about documenting a disability or requesting academic accommodation you should contact the Rabb School Disabilities Coordinator directly (781-736-8787).

**Academic Honesty and Student Integrity**

Academic honesty and student integrity are of fundamental importance at Brandeis University and we want students to understand this clearly at the start of the term. As stated in the Brandeis Rights and Responsibilities handbook, "Every member of the University Community is expected to maintain the highest standards of academic honesty. A student shall not receive credit for work that is not the product of the student's own effort. A student's name on any written exercise constitutes a statement that the work is the result of the student's own thought and study, stated in the student's own words, and produced without the assistance of others, except in quotes, footnotes or references with appropriate acknowledgement of the source." In particular, students must be aware that material (including ideas, phrases, sentences, etc.) taken from the Internet and other sources MUST be appropriately cited if quoted, and footnoted in any written work turned in for this, or any, Brandeis class. Also, students will not be allowed to collaborate on work except by the specific permission of the instructor. Failure to cite resources properly may result in a referral being made to the Office of Student Development and Judicial Education. The outcome of this action may involve academic and disciplinary sanctions, which could include (but are not limited to) such penalties as receiving no credit for the assignment in question, receiving no credit for the related course, or suspension or dismissal from the University.

Further information regarding academic integrity may be found in the following publications: "In Pursuit of Excellence - A Guide to Academic Integrity for the Brandeis Community", "(Students') Rights and Responsibilities Handbook", AND "Graduate Professional Studies Student Handbook." You should read these publications, which all can be accessed from the Graduate Professional Studies Web site (http://www.brandeis.edu/gps/). A student that is in doubt about standards of academic honesty (regarding plagiarism, multiple submissions of written work, unacknowledged or unauthorized collaborative effort, false citation or false data) should consult either the course instructor or other staff of the Division of Graduate Professional Studies.

**University Caveat**

The above schedule, content, and procedures in this course are subject to change in the event of extenuating circumstances.