



Minnesota State University, Mankato HOLD and CLEAR buttons only compatible with Acrobat V. 4 and 5
Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

(Check all that apply):		Proposal # <u>100</u>
College: <u>Arts and Humanities</u>	<input checked="" type="checkbox"/> Undergraduate	Effective Date of Change:
Department: <u>English</u>	<input checked="" type="checkbox"/> Graduate	Academic Year <u>07-08</u>
Program: <u>Technical Communication</u>	CIP # _____	(For Office Use Only)
Type of Change: <u>COURSE PROPOSALS</u>		
Proposed: <u>New Course</u>		
Title Current: _____		
Title Proposed: <u>Project Management in Technical Communication</u>		
24-Char. Abbrev: <u>Proj Mgmt in Tech Comm</u>		

Course Designator and Number	Number of Credits
ENG 4/569	4
(if applicable)	

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

This course is designed to introduce students to technical project management. This introduction is achieved through participation in a simulated project management experience. Assignments include standard documentation associated with project management and reflective writing.

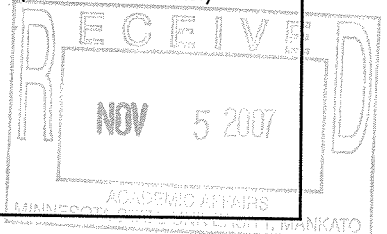
Rationale or Justification for change:

*****For General Education or Cultural Diversity Courses Only*****

General Education Course:	Cultural Diversity Course:								
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th style="width: 20%;">GE Category #</th> <th style="width: 80%;">GE Category Name (Maximum of 3 Categories)</th> </tr> <tr> <td align="center">N/A</td> <td> </td> </tr> <tr> <td align="center">N/A</td> <td> </td> </tr> <tr> <td align="center">N/A</td> <td> </td> </tr> </table>	GE Category #	GE Category Name (Maximum of 3 Categories)	N/A		N/A		N/A		(Please check one.) <input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.) <input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)
GE Category #	GE Category Name (Maximum of 3 Categories)								
N/A									
N/A									
N/A									
? For Writing Intensive Courses, attach a description of the kind and quantity of writing. ? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.									
Attach paper copies of the following: a. Syllabus or course outline. b. Course's student learning outcomes associated with each GE competency or CD designation. c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.									

*****For New Courses*****

(Check all that apply):	Instructional Type: <u>Lecture</u>	Course will be offered:
<input checked="" type="checkbox"/> Course is an elective.	Grading Format: <input checked="" type="checkbox"/> Grade <input checked="" type="checkbox"/> P/N	<input checked="" type="checkbox"/> Fall Semester
<input type="checkbox"/> Course is required for program		<input checked="" type="checkbox"/> Spring Semester
<input checked="" type="checkbox"/> Pre- or Co-requisites:	<u>ENG 271</u>	<input type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.) _____		
<input type="checkbox"/> Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)		
Attach paper copies of the following: a. Syllabus or course outline. b. Course's student learning outcomes. c. A list of resources required to offer and support this course. d. A description of how teaching this course will affect department staffing. e. If 400/500 level course, an explanation of added expectations of graduate students.		





Minnesota State University, Mankato
Curriculum Proposal

Signature Page

Department

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

John Baumgardner 10/11/07
Department Chair Date

Comments:

College Curriculum Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Christine Muench 10/31/07
Committee Chair Date

Comments:

College Dean

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Blairley 11/04/07
Dean Date

Comments:

General Education Subcommittee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

General Education Subcommittee Chair Date

Comments:

Undergraduate Curriculum and Academic Policy Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 10/10/07
UCAP Faculty Chair Date

Comments:

Faculty Association Graduate Committee

Recommended
 Not Recommended

Faculty Association Graduate Chair Date

Comments:

Graduate Dean

Recommended
 Not Recommended

Graduate Dean Date

Comments:

Academic Affairs Council

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Ornella Flansburg 12/20/07
Assistant Vice President Date

Comments:

Senior Vice President and Vice President for Academic Affairs

Approved (Category/ies _____)
 Not Approved (Category/ies _____)

[Signature] 12/20/07
Sr. Vice President / Vice Pres. Academic Affairs Date

Comments:

ENG 4/5xx: Project Management

on-line w/meetings on xxxx from 7:00 p.m. – 7:50 p.m.
xxxx Semester, xxxx
4 credits

Professor's Contact Information

Dr. Gretchen Haas
201N Armstrong Hall
gretchen.haas@mnsu.edu
(507) 389-5506

Office Hours

Monday 5:00 – 6:00
Tuesday 12:00 – 2:00, 4:00-5:00
Thursday 4:00 – 5:00

Feel free to use my office hours for “drop-in” appointments. I am also available to meet outside of office hours if you contact me in advance to arrange an appointment.

About the Course

“Managing Technical Communication Projects,” or “Project Management” for short, is a course designed to prepare students for technical project management by simulating a project management experience. Learning will occur in this course through a number of methods including the simulated experience, reading the course texts, viewing supplemental materials, working with classmates in “project management roundtables,” producing project documentation, and reflecting on the project management experience in writing. Since the course is worth four credits and meets weekly for only fifty minutes at a time, students should be independent and motivated. The learning experiences of the course have been structured so that students will find themselves learning a great deal outside of the fifty-minute class meeting. Project management is alternately known as a discipline and an art. Thus, while students will learn the tools of the project management trade (the discipline), they will also learn from the experience (the art). Since project management skill is ultimately crafted through experience, this course is intended to provide an initial project management experience for students. In support of the intent to foster development through experience, I require reflective writing in the course so that students can have an opportunity to overtly reflect on simulated project events and to provide rationale for their project-based responses and decisions, thus training students how to think and reason as project managers.

Texts

1. Lewis, James P. *Fundamentals of Project Management*. 2nd ed. New York, NY: Amacom, 2002.
2. Custom text titled “Project Management” available from MSU bookstores. This text is comprised of readings from two separate texts, which you may purchase in lieu of the custom text:
 - Berkun, Scott. *The Art of Project Management*. Sebastopol, CA: O’Reilly, 2005.
 - Stellman, Andrew and Jennifer Greene. *Applied Software Project Management*. Sebastopol, CA: O’Reilly, 2006.

Academic Dishonesty

Academic dishonesty is not tolerated in this classroom or in any classroom at Minnesota State University, Mankato. Committing academic dishonesty in any portion of your work for this course is grounds for course failure.

Accommodations for Students with Disabilities

If you are a student with a documented disability, please see me as early in the semester as possible to discuss the necessary accommodations, and/or contact the Disability Services Office at (507) 389-2825 (V) or (800) 627-3529 (MRS/TTY).

Learning Objectives

- Understand a basic technical project development lifecycle
- Understand management processes of technical system development
- Understand the function and purpose of project management
- Be able to analyze a situation that requires a decision, to make a decision, and to articulate a rationale for that decision
- Be able to manage processes related to change management and risk mitigation
- Create and manage a project timeline
- Manage a project
- Understand the utility of project management practices for a project's success
- Understand the implications of the project you are managing for a company's employees, product, culture and ongoing business practices
- Learn how to work together with people – the people you manage as well as the people who manage you – to enable their success
- Value the management role and recognize the vast influence it has – for good and bad – in organizations
- Gain an ability to assess project management practices and be able to gauge their fittedness for your own project management philosophy and style

Assignments and Grades

As an undergraduate in this course, your grade will be comprised of your work in two categories: project documentation and reflective writing. As a graduate student in this course, your grade will be comprised of your work in three categories: project documentation, reflective writing, and your facilitation of a project management roundtable session. See Table 1 below for a breakdown of how your work in these categories will contribute to your overall grade. Note that the project portfolio due at the end of the class will include all of the documentation and reflective writing you did throughout the semester and will offer you the opportunity to revise documentation and add to your reflective writing, therefore also giving you the opportunity to earn a revised grade.

Assignment Category	Percentage of Final Grade (Undergraduate)	Percentage of Final Grade (Graduate)
Project Documentation (10 documents)	50%	45%
Reflective Writing (13 instances)	50%	45%
Facilitation of Project Management Roundtable Session	0%*	10%

Table 1: Breakdown of Final Grade Calculation
* Groups of two to three undergraduate students may request to facilitate a project management roundtable session and receive supplemental credit for that work, therefore possibly earning more than 100% in the course.

There will be no tests in this class. Rather, you will be “tested” through your assignments. All assignments (project documentation and reflective writing) are due to me via e-mail by 8:00 am on Mondays. The class schedule indicates the weeks that project documentation and reflective writings are due. Due to the nature of this course, assignments should not be turned in prior to Friday or you may miss some key information that would contribute to the assignment. I do not have any specific requirements regarding assignment formatting because the way you format your assignments will be part of your grade. I expect all assignments to be submitted without spelling and grammar errors. If you have an excessive number of errors in your assignment, I will return it to you for revision without grading it and you must turn in your revised assignment to receive a grade. Attending our on-line Wednesday meeting is important and your failure to attend will result in a lower grade.

The evaluation criteria for the two types of assignments will be elucidated in a separate document. For undergraduate students:

- Meeting the criteria of each assignment will merit a C for your work.
- Mastering the criteria of each assignment will earn an A for your work.
- Should you fall short of meeting the criteria for the assignments, you will receive an F for your work.

For graduate students:

- Meeting the criteria of each assignment will merit a B for your work.
- Mastering the criteria of each assignment will earn an A for your work.
- Should you fall short of meeting the criteria for the assignments, you will receive a C for your work.
- The Graduate School reserves D and F grades for grossly substandard performance.

Course's Student Learning Outcomes

- Understand a basic technical project development lifecycle
- Understand management processes of technical system development
- Understand the function and purpose of project management
- Be able to analyze a situation that requires a decision, to make a decision, and to articulate a rationale for that decision
- Be able to manage processes related to change management and risk mitigation
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Resources Required to Offer and Support This Course

No resources in addition to staffing are required to offer and support this course.

Impact on Department Staffing

Since the course has already been offered as a topics course, there is no impact on department staffing by assigning the course its own designator.

Explanation of Added Expectation for Graduate Students

Graduate students are expected to facilitate a "project management roundtable" and to conduct research on a supplementary area of project management knowledge.

English Department Meeting
9:00 a.m., September 26, 2007, AH 208
Minutes

Present: Arnold, Banschbach, Black, Bunkers, Casella, Drescher, Dyer, Flaherty, Griffin, Haas, Hurley, Johnston, Joseph, Larsson, Lybeck, Mink, Nord, O'Meara, Puttock, Robbins, Sewell, Sheffer, Stoyhoff, Terrill, and Tesdell.

1. **Approval of minutes** for September 5 and 27, 2007, was moved, seconded and approved.

2. Committee Reports:

Assessment & Program Review (Banschbach): The track self-studies will be due at the end of October. There will be meetings in November to complete the department's self-study.

Curriculum (Haas): Several proposals for changes in the technical communications curriculum were moved, seconded and approved. The title of English 680 was changed to Proposals. Four new courses were approved: English 272 Business Communications, English 480 Proposals, English 4/568 Document Design and Usability, and English 4/569 Project Management in Technical Communications. Program requirements were changed: English 272 can be used as an entrance requirement to the programs, and English 480, 4/568, 4/569, 674, and 680 can be used as electives.

Departmental, Student and Community Relations (Sewell): Sigma Tau Delta's first event of the year will be an evening of bowling on October 3rd. Everyone is invited; see Candace for information.

Personnel (Robbins): Heather Camp, the new director of composition, will join the department on February 29.

Professional Development & Research Activities (Sheffer): No report.

Scheduling: (O'Meara): The first draft of 2008-2009 teaching assignments will be available this week. Please check the assignments carefully to see that program needs are being met.

Technology (Flaherty): The department's equipment request list is almost ready. There has been no announcement yet about allocations.

Graduate (Stoyhoff):

- a) The Career Workshop will be held October 23rd from 11-1 p.m. in CSU 284.
- b) Graduate student enrollments are now 3% higher than last year's.

1. **Other Topics:**

- Fall 2007 enrollment numbers indicate a gradual decline in several areas. There was discussion about ways to reverse the decline through changes in scheduling and through recruitment, and about the need to consider this in the department's self-study.
- Lee Tesdell's sabbatical application was voted on and approved by the department.
- Terry Flaherty's application for phased retirement was voted on and approved by the department.

Dates and Events:

October 11 Good Thunder: Robert David Clark, Gwen Hart, Thomas Maltman
October 12 Faculty Improvement Grant applications due

October 12 Faculty Research Grant applications due
October 19 Teaching Scholar Fellowship applications due
November 1 Andreas faculty research grant applications due
November 1 Good Thunder: Robert C. Wright Minnesota Writer Residency:
Luke Rolfes and Marie Myung-Ok Lee
November 7 Department meeting

Respectively submitted

Kate Voight

Administrative Assistant
English Department