ENGL 4203: Writing Project Management
Spring 2012

Syllabus

Instructor
Dr. Sally Henschel
Office Hours
Mondays: 9:00 a.m. to noon; 1:00 p.m. to 4:00 p.m. (CT)
Thursdays: 9:00 a.m. to noon
Other times by appointment

Prerequisites
English 1123

Course Description
For students of all disciplines who want to develop knowledge of and skills in writing project management. Focus on team-produced documents for publication in a variety of media. Discussion and practice of techniques in (a) managing documentation projects; (b) negotiating the major phases of the information-development process, including planning, design, development, production, and evaluation; and (c) collaborating and problem solving with team members.

Departmental Learning Goals Addressed in Course

Critical Inquiry (Objective 1.1): Student engages in an increasingly sophisticated discourse and demonstrates aesthetic and critical discernment through close textual analysis. (Objective 1.2): Student evaluates secondary sources and applies skills in information gathering and management, and document design, using traditional sources and emerging technologies.

Knowledge of Language and Literature (Objective 2.1): Student understands the usage and structure of the English language. (Objective 2.4): Student is introduced to academic and professional publications in the field of technical and professional writing.

Writing as Process (Objective 3.1): Student reflects on his or her arguments over multiple stages of development. (Objective 3.2): Using traditional resources and emerging technologies, the student references and formats primary and secondary sources using one style manual consistently.

Engagement (Objective 4.1): Student is aware of a cultural context for his or her own values and those of his or her sources.

Course Objectives

“Management,” according to Peter Drucker, is “what tradition used to call a liberal art—‘liberal’ because it deals with the fundamentals of knowledge, self-knowledge, wisdom and leadership; ‘art’ because it is practice and application.” This course introduces students to the critical skills and tasks of writing project management across a wide range of professions and industries. As a member of a collaborative team, each student participates in planning, scheduling, coordinating, developing, and completing a documentation project for an academic or off-campus customer. This course
ENGL 4203: Writing Project Management prepares students for the rhetorical situations and challenges they will face in the workplace.

Upon completion of this course, students will be able to:

- Participate, communicate, collaborate, and problem solve effectively in teams. Measurement: participation in class and team discussions and forums, development of team project-management folder, and completion of team-produced content, plans, and reports.

- Manage a documentation project. Measurement: successful completion of the five-phases of the information-development cycle: planning, design, development, production, and evaluation. Each student will serve as a project manager during a phase of the team project.

- Complete a team-produced documentation project that meets all contextual goals for the project. Measurement: development of team project-management folder, completion of team-produced content, plans, and reports, and successful completion and publication of a team-produced documentation project.

- Create documents that are clear and cogent, and adhere to standard conventions of English usage. Measurement: successful completion of team and individual writing assignments and a team-produced documentation project.

- Synthesize course readings into an expression of the student’s approach to documentation project management. Measurement: completion of team reports, individual reflective essay, and discussion board postings. Individual reflective writing on the application of course outcomes to student’s discipline and career field.

Course Materials


Other assigned readings will be provided in PDF or linked within course site.

Course Deliverables

A team project management folder and an individual student course portfolio provide evidence of a student’s participation in a team-documentation project and in individual course assignments and activities. Both the folder and the portfolio are to be posted online to a Web or wiki site, and updated weekly to reflect course assignments and project plan schedules.

Acceptable and expected items for the Team Project-Management Folder are organized by the five-phases of the information-development cycle and include the following:

Phase One: Planning

- Information-Development Project Plan
  - Overview
  - Vision and goals
  - Scope
ENGL 4203: Writing Project Management

- Stakeholders
- Communication standards and procedures
- Roles and responsibilities
- Schedule
- Risks

Phase Two: Design
- User and task analysis
- Annotated topic/content list
- Deliverable structure
- Authoring guidelines
- Final approved content design plan
- Revisions to project plan
- Meeting minutes
- Weekly progress reports

Phase Three: Development
- Topic/content list
- Draft of content
- Edited content
- Final content
- Index keywords
- Revisions to design plan
- Meeting minutes
- Weekly progress reports

Phase Four: Production
- Production plan
- Usability tests
- Production checklist
- Localization and translation requirements
- Final delivered output

Phase Five: Evaluation Documents
- Team member reviews (evaluating the team and opportunities for improvement)
- Customer satisfaction survey/feedback
- Problem resolution analysis
- Draft project report
- Final project report

Acceptable and expected items for the individual Student Course Portfolio include the following:
- Description of student’s role(s) in the team project
- Correspondence and communication with others on the team project (e.g., emails, chat logs, posts to team discussion forums)
- Content student authors or co-authors (e.g., topics, analyses, outlines, drafts, specification sheets, progress reports, completion reports)
- Work diary (e.g., wiki time tracker)
- Posts to course discussion board (copy from course site)
- Progress report
- Final essay on the application of the course readings and outcomes to student’s discipline and/or career field (attach final draft)
### Deliverables Point System

<table>
<thead>
<tr>
<th>Team deliverables</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team project-management wiki (documentation of all phases of information development cycle)</td>
<td>10</td>
</tr>
<tr>
<td>Information-development plan</td>
<td>10</td>
</tr>
<tr>
<td>Project deliverables</td>
<td>20</td>
</tr>
<tr>
<td>Project final report</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>55</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Individual deliverables</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course portfolio wiki</td>
<td>5</td>
</tr>
<tr>
<td>Discussion board posts (3 total: 1 worth 5 points; 2 worth 2.5 points each)</td>
<td>10</td>
</tr>
<tr>
<td>Progress report</td>
<td>10</td>
</tr>
<tr>
<td>Final essay assignment (annotated bibliography 5, first draft 5, final draft 10)</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>45</td>
</tr>
</tbody>
</table>

**Course Total** 100

### Grading System

- 100 - 90% — A
- 89 - 80% — B
- 79 - 70% — C
- 69 - 60% — D
- < 60% — F

### Required Contact

Students are required to attend weekly synchronous class meetings on Tuesday evenings at 6:00 p.m. (CST). The class sessions will be conducted using the Midwestern State University Blackboard course management chat, Google Group chat, or Skype. Any student who fails to interact with an instructor via class attendance, telephone, email, or in person during any two-week period of the term may be subject to administrative withdrawal from the course by the instructor.

### E-mail Format

When sending emails to the instructor, a student should include in the subject line his or her last name, course, and the content of the email  (e.g., Jones 4203 question).

### Academic Dishonesty

All students are expected to adhere to the Midwestern State University Student Honor Creed when completing any work for this course. A student's name on any assignment scheduled to be turned in is his/her pledge that all work contained therein is his/hers alone. When using the ideas of other unpublished and published sources, students must use accepted documentation conventions (i.e., MLA). See the MSU Student Handbook (PDF attached to Course Documents in CourseCompass) to read the Student Honor Creed (4) and the university’s policy.
on academic dishonesty (71).

**Professionalism**

Members of this class are expected to treat one another with courtesy, professionalism, and respect. Repeated unprofessional, rude, or inappropriate behavior can result in 50-100 points being deducted from a student's final grade for the course per instance of such behavior.

**Americans with Disabilities Act**

Midwestern State University is committed to providing equal access for qualified students with disabilities to all university courses and programs, and by law, all students with disabilities are guaranteed a learning environment that provides reasonable accommodation of their disabilities.

This guarantee is provided through Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The ADA reads: "No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subject to discrimination by any such entity."

To obtain disability support services, students must

- be accepted for admission to Midwestern State University,
- complete a request for services form available through the Office of Disability Services, and
- provide current documentation from a qualified professional (such as a licensed physician, psychologist, audiologist, etc.) diagnosing the disability, as defined by the Americans with Disabilities Act.

For information on Disability Services at Midwestern State University see the following: [http://students.mwsu.edu/disability/](http://students.mwsu.edu/disability/)

If the instructor does not have proper notification, she will expect the same performance from each student enrolled in the course.

**Schedule of readings and assignment due dates**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Date</th>
<th>Readings below are in <em>Information Development</em>. See weekly course notes for links to additional online readings. All assigned readings are to be completed prior to class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 17</td>
<td>Introduction to course</td>
<td>Jan 19 Last day to add/drop courses without Dean’s permission</td>
</tr>
</tbody>
</table>
|              |            | **Week 2**
| Jan 24       | Project Planning: The Rhetorical Situation | Chpt. 1 “An Introduction to Information-Development Management”  
Chpt. 2 “The Information Process Maturity Model”                                                                                                                                                      |
|              |            | **Week 3**
| Jan 31       | Chpt. 7 “Developing User Scenarios” | Chpt. 10 “Developing Effective Teams”  
Chpt. 12 “Developing as an Effective Leader”  
Client visit: WALC                                                                                                                                                                                     |
*Student course portfolio/wiki created by 8:00 a.m. Jan. 31

Week 4
Feb 7  Discussion Post 1 due by midnight Sunday Feb. 5 (note each student is assigned one major posting: these are numbered 1-13. You will sign up for these posts the 2nd and 3rd week of class.)
Chpt. 14 “An Introduction to Project Management”
Chpt. 15 “Starting Your Project”
Chpt. 16 “Planning Your Information Development Project” (template)
*Team project-management folder/wiki created by 8:00 a.m. Feb. 7

Week 5
Feb 14  Chpt. 17, “Implementing a Topic Architecture”

Week 6
Feb 21  Discussion Post 3 due previous Sunday by midnight
Chpt. 18 “Keeping Your Project on Track”
Chpt. 19 “Managing as the Project Changes”

Week 7
Feb 28  Discussion Posts 4 and 5 due previous Sunday by midnight
Chpt. 20 “Managing in a Collaborative Environment”

Week 8
Mar 6  Discussion Post 6 due previous Sunday by midnight
Chpt. 21 “Managing Quality Assurance”
Chpt. 22 “Managing Localization and Translation”
Project folder/wiki review

Week 9
Mar 13  No classes – Spring Break

Week 10
Mar 20  Mar 19 Last Day for “W”
Discussion Posts 7 and 8 due previous Sunday by midnight
Chapter 23 “Managing Production and Delivery

Week 11
Mar 27  Discussion Posts 9 and 10 due previous Sunday by midnight
Project folder/wiki review

Week 12
Apr 3  Discussion Posts 11 and 12 due previous Sunday by midnight
Workshop

Week 13
Apr 10  Discussion Post 13 due previous Sunday by midnight
Workshop
*Student essay topic/annotated sources due by 8:00 a.m. Friday
Apr. 13

Week 14
Apr 17  Chpt. 24 “Evaluating the Product”
*Deliverables due by 8:00 a.m. Apr. 17

Week 15
Apr 24  *Evaluation documents due by 8:00 a.m. Monday Apr. 23
*Draft: Team Final Project Report due by 6:00 p.m. Apr. 24
<table>
<thead>
<tr>
<th>Week 16</th>
<th>Last class:</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 1</td>
<td>*Team Final Project Report due by midnight, May 1</td>
</tr>
<tr>
<td></td>
<td>*Team project-management folder/wiki due by 8:00 a.m. Friday, May 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 17</th>
<th>Our Final exam period: Final draft of student essay and link to course portfolio wiki due by 6:00 p.m. May 8</th>
</tr>
</thead>
</table>