

**UNIVERSITY OF WATERLOO**  
**GLOBAL BUSINESS AND DIGITAL ARTS**  
**GBDA204: WORKING IN TEAMS AND PROJECT MANAGEMENT**  
Winter 2022

Section 001 on Friday, 9:00 – 11:50 in DMS2022  
Section 002 on Friday, 13:00 – 15:50 in DMS2022  
Section 003 is on-line

Instructor: Dr. Sebastian Siebel-Achenbach  
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Office Hour: Tuesday, 11:00 to 12:00 noon

Initially, the designated office hour will have to be conducted 'virtually'. The instructor will organise a Zoom meeting for that time and invite anyone in the class to participate. Gradually, as the public health provisions hopefully loosen, the instructor will be available face-to-face (F2F). Should any student be willing and on the Stratford Campus at that time, they are welcome to drop by my office. Should that official office hour not work for you, please drop the instructor an e-mail suggesting an alternative time. The instructor hopes to be on campus on Tuesdays and Fridays once the lockdown has been rescinded. Should there be a pressing matter, e-mailing is the best option, but please be aware that the instructor can take days to respond, especially over weekends.

Teaching Assistants:

Ria Anikumar Sen [rasen@uwaterloo.ca](mailto:rasen@uwaterloo.ca)  
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Course Description:

Whether in a for-profit business or in a not-for-profit organisation, being part of campaigns will become part of any career. Campaigns can be about anything that a business or organisation considers important, from sales drives to public awareness to improving internal controls – and everything in-between. Project management is the term given to these campaigns in this context. The underlying assumption is for any type of project to be manageable, that is that a systematic approach can be applied in order to achieve the objective sought. Governments, non-governmental organisations, and certainly business all believe that they can acquire the means to achieve virtually any goal, but achievable only if systematically approached and executed.

Also noteworthy in contemporary organisations is the emphasis placed on team effort. Many projects are interdisciplinary in nature, meaning that they require knowledge and expertise from a number of areas, like finance, marketing, production, regulation. In order to best achieve an objective, harnessing the strengths of many divisions ensures that serious omissions of perspective will be minimised. Diverse teams are seen as an optimal way to harness the strengths of any organisation in order to best undertake the tasks needed to fulfil a project. Being part of teams is now part and parcel of organisational life.

Learning about how projects are devised and executed as well as how teams work will form the core of this course. What will also be emphasised is the link between the success of both and that of managerial skill. Projects and teams do not succeed in and of themselves. They succeed because there are individuals who take charge and direct others to achieve a common purpose. In business, they are termed managers, in government, administrators. Often, these managers take charge because of their title; their position gives them the authority to act. But what I hope will become apparent over the course is not a dependency on managers because of their title, but that success hinges more on leadership. Leaders are people who have personal 'power' which is used to effectively manage projects and teams. The hope is for students to realise the distinction between manager and leader and to recognise the latter in themselves through qualities they either already possess or can learn to acquire.

### Objectives:

- Learn about project management and how this is practised, both in a 'cascade/waterfall' and 'agile' approach.
- Be part of a team which has to form into a productive force to complete several assignments. Gain experience in working in teams to develop communication skills, develop active listening, conflict management, decision-making, and implementation strategies.
- Appreciate best practices and ethical behaviour to successfully manage and lead teams in the twenty-first century.
- Learn the four essential components of management (planning, organising, executing, and controlling) and how they are implemented.
- Appreciate the distinction between managers and leaders in an organisational context. Applying the theories on each to analyse articles and physical situations to gain experience which will assist in career development.
- Develop personal leadership skills through team participation and completing a project management case.

### Organisation:

**The instructor will make every effort to ensure that this course will conform as closely to previous iterations as is possible. Current students will not be disadvantaged any more than cannot be avoided given the circumstances caused by the COVID-19 pandemic.**

However, given the pandemic's impact and the University of Waterloo's responses, we are going to have to make some significant adjustments not on substance as much as on how this course is taught this semester. At the time of composing this syllabus, the University of Waterloo has decided to postpone in-person instruction for most courses until 24 January 2022. This was done as a precaution to restrict contact on UW campuses. If all goes to plan, we will have face-to-face teaching at the end of this first month. However, it must be acknowledged that circumstances could change and the restrictions prolonged; what was hoped to be provisional could become the norm for a sizeable part of the semester.

The instructor certainly hopes that this does not occur, but we need to recognise that it could. Consequently, we will start the course entirely 'remotely' for all three sections, meaning that all communication will be done through the Internet. Once we can physically assemble, Sections 001 and 002 will convene on Fridays as scheduled. For those in Section 003, on-line instruction

will be the norm throughout the semester. All that will need to be worked out is if synchronous sessions can be created for Section 003 to allow for one hour weekly discussion sessions. Ideally, I would like all three sections to do similar things to ensure course integrity. But if this is not possible, an alternative to the discussion sessions will have to be generated.

What is required of all of us therefore is the need to be flexible in how this course should be conducted. This temporary (?) reversion to virtual learning undoubtedly has caused insecurity to students. Should we get to the stage where in-person instruction is possible and you are not in a position to be physically present, something will be worked out so that you will not be penalised. **Let me state this boldly: no student will be consciously disadvantaged by the fluidity of our current situation. All this instructor asks is for you to be flexible about how this course can be delivered and received by you. Under no circumstances will any student who can reasonably request accommodation be penalised. As long as each of you do the various assignments and obligations of this course to the best of your ability, the instructor promises that arrangements will be made to allow you to do just that.**

Initially, all lectures will be given asynchronously, meaning that they will be recorded and uploaded to the D2L ('Learn') site. In most cases, the hour lectures will be divided into two parts to make viewing less of a challenge. They will be made available to students for viewing at any time once posted. The lectures will concentrate on three core subjects: project management, team building, and managerial leadership. The lectures will proceed in a thematic way, building upon the preceding sessions on each of these topics. While much of this may appear to be 'dry', it is the foundation; without this, the practical aspects of all three subjects would be harder to grasp and implement.

Lectures tend to be passive learning experiences, even more so when done 'remotely'. That is not always optimal and the instructor places value in more interactive learning experience. To that end, further 50 minute sessions weekly have been created which are given on a synchronous basis. The content of these is a mix of scholarly articles as well as videos recreating common issues in business related to project management. All the articles are available on Learn. Students are encouraged to read the articles beforehand and be prepared to discuss the contents of these as well as the short videos transmitted during the session.

To facilitate discussions, initially each section will be divided into three groups comprised of 15 to 20 students. That is an ideal size for discussions as everyone who wishes to participate will be given an opportunity in any session. Three time slots have been generated as follows:

Section 001	-	Group A	Friday, 9:00 to 9:50
		Group B	Friday, 10:00 to 10:50
		Group C	Friday, 11:00 to 11:50
Section 002	-	Group D	Friday, 13:00 to 13:50
		Group E	Friday, 14:00 to 14:50
		Group F	Friday, 15:00 to 15:50
Section 003	-	Group G	Thursday, 14:00 to 14:50 (provisional)
		Group H	Thursday, 15:00 to 15:50 (provisional)
		Group I	Thursday, 16:00 to 16:50 (provisional)

All the groups will be created by the instructor on a random basis. The instructor is hoping that those in Section 003 will be able to accommodate their assigned time. Should there be a genuine conflict or need to balance the groups, some shuffling between groups in the same

section is possible. If none of the time slots can work because of conflicts with other courses or because of time zone difficulties, an alternative assignment will be provided for each student in that situation. It is hoped that this will be an exception. With some goodwill by both parties, we will make this work. As with the formal lectures for those in Sections 001 and 002, the hope is for these sections to shift from exclusively remote to in-class over the semester whereby those who can – and are permitted – can attend these sessions in person in the second hour of the assigned time, while those who do not or cannot can continue ‘virtually’.

Finally, there is a nominal third 50 minute session devoted to team-building assignments. Every student will be assigned to a team (distinctive from a discussion group) by the instructor. Each of these teams will be given a challenge through a weekly case study as well as a final project at the end of the semester. Each week, the team is to meet (remotely at first, please) and collectively assess a case study which is obtainable from the Learn site. They are to address three core questions: what is the prime issue, how would you resolve the problem, and on what basis do you believe that your solution would work? The weekly case studies are reasonably short and can be assessed by a team within a 50 minute timeframe. It would be optimal to read the case beforehand, however. There will be a deadline as well as a 300 word limit on each of these team responses. The final project will be more involved and challenging, but within what can reasonably be expected of a second year university team assignment. Written submissions of the case studies and a team presentation of the final team project will be employed to judge the effectiveness of each team.

With this format of three 50 minutes sessions per week and a shift from exclusively remote to a hybrid form of learning, students will progress from passive to active and move from the theoretical to the practicalities of analysis, decision-making, and persuasion over the semester.

Requirements:

- A) Regularly listening to lectures as these form the foundation of the course. These will be made available on-line through Learn asynchronously throughout the semester, then in-person when permitted. Attendance will not be taken. However, regular listening to these is encouraged as the ability of a student to do well in the two examinations becomes compromised if not.
- B) Attending and participating regularly in discussion sessions. A specific reading has been assigned for each session which students are expected to read beforehand and be prepared to discuss. There are also videos depicting common issues in organisations which will also be analysed. Each student will be assigned to a group which convenes synchronously at first. For those in sections 001 and 002, these will be during our Friday sessions; for 003, Thursday afternoons have been provisional allocated. An attendance and participation mark has been assigned and to ensure that students have read the assigned reading or viewed the video, periodic quizzes will be given.
- C) Participating and contributing to the development of a team (these are distinctive from the discussion groups). These will be put together by the instructor by the second week. The teams will have two fundamental tasks: i) developing a team response to a weekly case-study; and ii) making a presentation before the class and writing a project management report on a specific situation assigned by the instructor toward the end of the course.

The first of these will require a written submission as a .doc(x) or .pdf file deposited in the appropriate Learn dropbox by a specific due date. Members of a team are to read the work, discuss the problem(s) presented, make a collective decision as to a recommended solution, justify this solution as much as possible, and finally set this down in proper English. The attachment is to be written with full sentences in grammatically correct English (no bullets or point form). The format is to take the form of an executive *précis* (summary), meaning no more than one standard page in length (not more than 300 double-spaced words including the names of the team members) with font not less than 11 (preferably in sans-serif script, e.g. Ariel). Given the space limitation, it is advisable that the team response concentrate on their recommended solution and the rationale for adopting this response. If the past is anything to go by, the weekly assignments do not take 50 minutes to complete.

The second significant team assignment will build on the weekly team projects. Following the reading break, the instructor will give each team a project management assignment. Teams are to assess the issue(s), and determine an optimal process to achieve a clearly defined objective. In addition to a written submission which will be upwards of three thousand words in length (roughly ten double-spaced pages), the team will give a ten minute presentation of their analysis in one of the final sessions – in-person or virtually. The final team projects are to be done by the team at a mutually agreeable time for all members – it is done outside of ‘class time’.

In addition to the team assignments, each student will have to submit a completed peer evaluation form (one page) at the end of the course. These are each student’s assessment of their team members in both quantitative and qualitative terms. These are designed to ensure that all members of a team contribute and not ride on the coattails of peers without the prospect of being censured. Conversely, those who do more than their fair share should expect to be rewarded.

- D) The submission of a mid-term examination after the winter break, which will be a ‘take-home’ if circumstances warrant.
- E) The submission of a final examination – a ‘take-home’ for 003 and a likely in-person for 001 and 002 sections. The material covered will be cumulative, meaning that all the lecture material from the first session onward will be potential subject material for this exam. Given the varied nature and detail of the discussion session readings and videos as well as the team project material, these will not be included in the final.

No student or team will be allowed to re-write or re-submit any of the quizzes, exercises, project management assignment, or examinations unless there are extenuating medical or personal circumstances. Documentation is a requirement and the instructor reserves the right to decide on the availability of a make-up or alternative on a case-by-case basis.

#### Assessment Format:

Substance is valued more highly than form – in business parlance ‘steak’ is preferred over ‘sizzle’. You may present beautifully, but if the answer is dodgy, all the stylistic effects will not alter the outcome. That is not to write that appearance has no value, but it will usually be subordinate to a substantive point. Emphasis should be placed accordingly.

The instructor will assess the progress of students on a weekly basis. Each discussion session will be assessed, so it is in your interest to participate – within reason. Merely attending for the duration of a session will ensure a 5/10, saying anything at all will even get you a 6/10, but if you say something that suggests you read the article or paid attention to the video, marks start at 7/10. The bar is not set particularly high here; the instructor is encouraging participation as much as possible. If the impression is given that answers are proffered merely to raise one's profile, this often comes at the expense of concerted thought and will be judged accordingly.

Given that there will be a large number of teams, the instructor will not be in a position to effectively judge all participants. Consequently, members will be given a peer assessment form near the end of the course. A fair evaluation of all team members' contribution to the collective effort is expected and an average of all will be employed in the final appraisal. Should the assessments smack of collusion or bias, the marks for the team as a whole will be adjusted accordingly. The instructor reserves the right to make the final call. Over everything else, the instructor will provide a mark for all submissions.

#### Division of Marks:

Discussion Session Participation	10%
Discussion Session Quizzes	10%
Weekly Team Assignments	10%
Project Management Assignment	20%
Project Management Presentation	10%
Peer Evaluation	10%
Mid-term Examination	15%
Final Examination	15%

This course grades on a numerical basis; no alpha marking will be used. Only whole or half marks are used, such as 11.5/15 or 7.5/10, as anything smaller only invites questions about referencing and objectivity. Each assignment, examination, quiz, or participation assessment will be done on the basis of its overall value, therefore a number out of 15 will be given for the mid-term and something out of ten for team evaluations, for example. For multiple assessments, like discussion participation, a mark out of ten will be assigned for each and then averaged out over the course. For instance, if your marks out of ten for the discussion groups were: 8, 6, 8.5, 7, -, 7.5, 6.5, 8.5, 9, - = 61. The lowest mark would be eliminated (we all have 'off' days), which when averaged out comes to 6.78 (61/90). This would be rounded to the nearest half, so the final mark would be 7/10 in this case.

For the team assignments, the two components will be assessed separately. Each of the weekly assignments will be assessed and all members to receive the same mark. With the project management assignment, the written report is worth 20% whereas the presentation component is worth 10%. The peer evaluation of 10% is meant to ensure that those who have carried more of the workload are recognised by their peers and suitably rewarded – as well as the converse.

Adding up your marks at any given time will give you a good sense of where you currently stand. All marks will be added at the end of the course to give a final percentage mark. The final marks submitted to the Registrar's Office will not be adjusted to a bell-curve or any other weighted scale.

#### Deadlines:

February 7 – Mid-term Examination  
 March 14 and 21 – Team Presentation (with slides delivered beforehand)  
 March 28 – Project Management Report  
 March 28 – Final Examination  
 April 4 – Peer Evaluation

Besides the exams, there are weekly team assignments; your weekly *précis* should be transmitted electronically with your team colour in the file name and placed in the appropriate Learn dropbox. The longer project management presentation slides are due electronically before the presentation date, while the written report is due in the last full week of the semester.

Punctual delivery is an indispensable business attribute and the instructor places value on the self-discipline it instills. Penalty for an overdue assignment is **ten percent** for each ten minutes overdue, thus if submitted at 17:31 when the due time was 17:00, the penalty already stands at 40 percent even if it is 'only' 31 minutes late. Please, do not submit anything under the instructor's door as custodial staff have been known to discard undoubted works of genius.

Should there be an issue with meeting a deadline, communication with the instructor well beforehand would be appreciated and in your interest. Consideration will be given for corroborated medical reasons or extenuating circumstances, but these will be evaluated on a case-by-case basis.

Academic Standards:

**Institutional-required statements for undergraduate course outlines approved by Senate Undergraduate Council, April 14, 2009:**

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity Webpage](https://uwaterloo.ca/academic-integrity/) (<https://uwaterloo.ca/academic-integrity/>) and the [Arts Academic Integrity Office Webpage](http://arts.uwaterloo.ca/current-undergraduates/academic-responsibility) (<http://arts.uwaterloo.ca/current-undergraduates/academic-responsibility>) for more information.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offenses and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the undergraduate associate dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71, Student Discipline](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm) (<http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>). For typical penalties check [Guidelines for the Assessment of Penalties](http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm) (<http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm>).

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70), Section 4 (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>). When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.

**Appeals:** A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals \(http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm\)](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm).

**Academic Integrity website (Arts):**

[http://arts.uwaterloo.ca/arts/ugrad/academic\\_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

**Academic Integrity Office (UW):** <http://uwaterloo.ca/academicintegrity/> If you are unsure about what constitutes academic offence, like plagiarism, double submission, cheating, please consult your instructor, academic advisor, or Policy #71 – Student Academic Discipline. Established offences will be referred to the Associate Dean – Undergraduate Affairs for adjudication and discipline.

**University Support:**

**Student Success Office (SSO):** Provides advice on a range of issues from offices in South Campus Hall. Access through [Student Success Office - Learning Resources](#).

**Students with Disabilities:** The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

**Mental Health Support:** Pay no attention to stigmas regarding mental health. If you find yourself in unfamiliar mental conditions, like being abnormally under stress, unable to respond effectively to a situation, feel threatened, are depressed, isolated, continuously agitated or any number of other symptoms, please seek help. The faculty and staff throughout the university encourage students to seek out mental health supports if they are needed. There are a number of supports both within and without the university.

**On Campus**

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca)/ 519-888-4567 ext. 32655;
- **MATES:** one-to-one peer support program offered by Federation of Students (WUSA) and Counselling Services [mates@wusa.ca](mailto:mates@wusa.ca);
- Health Services Emergency service: Student Medical Clinic - located across the creek from Student Life Centre, 519-888-4096.
- UW Police Services: Commissary building, 519-888-4567, ext. 22222.

**Off campus, 24/7**

- **Good2Talk:** Free confidential help line for post-secondary students. 1-866-925-5454;
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4318;
- St. Mary's Hospital. Phone: 519-744-3311;
- **Here 24/7:** Mental Health and Crisis Service Team, 1-844-437-3247;
- **OK2BME:** set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo, 519-884-0000 extension 213.

Full details can be found online at the University of Waterloo Faculty of Arts's [website](#). Download [UWaterloo and regional mental health resources \(PDF\)](#) or download the [WatSafe app](#) to your phone to quickly access mental health support information.



**Writing Skills:** For those with writing anxieties or who want to improve their written communication skills, please consider making an appointment at the **Writing and Communication Centre** (WCC) in the Dana Porter Library at <https://uwaterloo.ca/wcc>.

Recommended Textbook:

Coleman, John H.,III. 'Managing Projects in a project-based Organization'  
TopHat e-book, [support@tophat.com](mailto:support@tophat.com)  
1-888-663-5491 – Toll-free

There are some fine textbooks on project management. But the problem is potentially obtaining a physical copy at a reasonable price given where some students might actually be living. Consequently, the instructor is recommending an electronic text put out by TopHat, a learning management service based out of Toronto. This can be easily purchased for under half the usual textbook expense and is generally suitable. It provides more depth to the lectures with most of the acronyms and concepts given decent definitions and descriptions. It is a bit 'dense' but has the advantage of being concise; each chapter will only take about a half hour to read.

Within each chapter there are quiz questions. You can answer these at your leisure and they will be counted towards a bonus mark of 5%. The textbook is not mandatory, but those purchasing it and doing the exercises can be rewarded for their effort at the end of the course.

Articles Available on Learn:

January 10:	Latham, G.P. "The motivational Benefits of goal-setting," <i>The Academy of Management Executive</i> , 18, #4 (November 2004), 126-129.
January 17:	Collins, J.C. and J.I. Porras. "Building your company's Vision," <i>Harvard Business Review</i> , 74, #5 (September/October 1996), 65-77.
January 31:	Owens, B.P. and D.R. Hekman. "Modeling how to grow: An inductive Examination of humble leader behaviors, contingencies, and outcomes," <i>Academy of Management Journal</i> , 55, #4 (August 2012), 787-818.
February 28:	Cialdini, R.B. "Harnessing the Science of persuasion," <i>Harvard Business Review</i> , 79, #9 (October 2001), 72-81.
March 14:	Bazerman, M.H. and D. Chugh. "Decisions without blinders," <i>Harvard Business Review</i> , 84, #1 (January 2006), 88-97.

Course Outline:

<b>Week of</b>	<b>A)</b>	<b>Lecture [TopHat e-textbook chapter]</b>
	<b>B)</b>	<b>Discussion (Web articles and short visuals)</b>
	<b>C)</b>	<b>Team exercise</b>
January 5	A)	Introduction to Project Management and Working Teams
	B)	Organisational needs [Chapter 1]
	C)	Discussion of video situation cases
January 10	A)	Organisational Structures and cultures [Chapters 2 + 3]
	B)	Latham "The motivational Benefits of goal-setting"
	C)	"The Case of the missing time" {Due Jan. 14 at 17:00 E.S.T.}

January 17	A) Defining a doable Plan [Chapter 4] B) Collins & Porras "Building your company's Vision" C) "Keith Dunn of McGuffey's Restaurant". {Due Jan. 21 at 17:00}
January 24	A) Developing a Project [Chapter 9] B) Discussion of video situational cases C) "United Chemical Company" {Due Jan. 28 at 17:00 E.S.T.}
January 31	A) Organising Resources and Time [Chapters 7 + 8] B) Owens and Hekman "Modeling how to grow" C) "9:00 to 7:30" {Due Feb. 4 at 17:00 E.S.T.}
February 7	A) Managing People: Leadership [Chapters 5 + 6] B) Discussion of video situational cases <u>MID-TERM EXAM</u> {DUE FEB. 11 AT 17:00 E.S.T.}
February 14	A) Managing Teams [Chapter 10] B) Discussion of video situational cases C) "Education Pension Investment" {Due Feb. 18 at 17:00 E.S.T.}
February 21	MID-TERM STUDY BREAK (NO CLASSES)
February 28	A) Managing interorganisational Relations [Chapter 11] B) Cialdini "Harnessing the Science of persuasion" C) "Electro-Logic" {Due Mar. 4 at 17:00 E.S.T.}
March 7	A) Evaluating the execution [Chapter 13] B) Discussion of video situational cases C) "Tallahassee <i>Democrats's</i> ELITE team". {Due Mar. 11 at 17:00}
March 14	A) Getting to the goal [Chapter 12] B) Bazerman & Chugh "Decisions without Blinders" C) <u>Team Presentations</u>
March 21	A) Overseeing international Projects and Agile Project Management B + C) <u>Team Presentations</u>
March 28	A) Agile PM and on the Road to success B) <u>Final Examination</u> <u>Project Management report</u> {BOTH DUE APR. 1 AT 17:00 E.S.T.}
April 4	<u>Peer Evaluation form</u> {DUE APR. 4 AT 17:00 E.S.T.}

**Some of this syllabus is premised on the expectation that conditions will improve and allow for some level of direct instructor-student interaction. That might not happen. Let me reiterate that although some adjustments will have to be made and these might persist as circumstances are beyond our control, the instructor will do whatever to make this as much like a course you would have experienced before the pandemic as possible.**