

Syllabus: Strategic Project Management for Creative Professionals

VITALS

Course No.: J (300 – 400 Level Course)
Term: Term, Year TBD
Time & Day: 12-2 PM, Mondays and Wednesdays
Location: Allen Room No. TBD
Website: Canvas is your hub for many things: an electronic copy of the syllabus, readings, and the place to submit your assignments. Learn how to use it.
Texts: There is no textbook. There will be required readings post to Canvas. I suggest you sign up for and familiarize yourself with Lynda.com

PEOPLE

Instructor: Jared Macary
Office: Allen Room No. TBD
Office Hours: 12-2 PM, Tuesdays and Thursdays and by appointment
Email: jmacary@uoregon.edu
Phone: Office Phone No. TBD

Grad. Employee: First and Last Name TBD
Office: Office TBD
Office Hours: Office Hours TBD
Email: Email TBD
Note: Please visit your GE if you have course questions, comments, and concerns. Name serves similar roles to me in terms of helping you succeed in the course.

COURSE DESCRIPTION

What this Course is About: The purpose of this course is to empower you with the technical skills to manage the development of your creative projects. Nothing is worse than having a great idea and not knowing how to realize it. Almost as tragic is spending days or years working inefficiently on a project. Time spent spinning one's wheels can drain the fun and excitement of making something with meaning for others to receive. The skills you're going to learn in this course will help you be strategic in your own work and when working with or for others. In addition, you're going to see how what we do in this course has utility to your future as a communicator.

EXPECTED LEARNING OUTCOMES

- What You'll Learn: As a result of participating in Strategic Project Management for Creative Professional, students should be able to:
1. Describe the terms and processes to manage a creative project from its beginning to end.
 2. Evaluate potential risks to a project's health and apply tactics to mitigate potential problems.
 3. Examine techniques to build relationships with people and experiment with tactics to turn conflict into productivity.
 4. Evaluate the creative industry and develop seminal skills and abilities to lead projects in that industry.

ESTIMATED STUDENT WORKLOAD

- What You'll Do:
- Attend class session and participate in those sessions with your ideas as expressed through your voice and in writing.
 - Complete a short quiz at the end of each class. If you're reading, participating, and doing the work then these will not pose a problem.
 - Read and reflect on reading assignments uploaded to Canvas.
 - Write and upload writing assignments to Canvas.
 - In-class time will be no more than 4 hours per week (2 two-hour classes)
 - Expect out-of-class work time to be 12 hours per week minimum.
 - Manage your time. Out-of-class work time is based on a 3:1 ratio. That is, 3 hours of work out of class for every 1 hour in class. I want to stress the words "expected" and "minimum" as some students need more or less time to successfully complete coursework.

LEARNING RESOURCES

- Writing:
- Purdue OWL APA Format: <https://owl.english.purdue.edu>
 - SOJC Writing Central: <http://journalism.uoregon.edu/sojc-writing-central/>
- Visual Media
- Lynda.com business skills training and tutorials. You have access to free Lynda tutorials as a U of O student. This content may be very helpful in parsing out technical aspects of project management.

COURSE POLICIES

Attendance	There is no attendance policy. You're treated as a professional. You're working in this course because you want to. If you don't want to, I encourage you to manage your time into something else you care about. If you miss a class for any reason, you can coordinate with your peers to review their notes. Don't ask me. If you are absent with frequency, you will find it challenging to do well in this course. Being present, participating, doing the work is as much your responsibility in class as it will be in your profession.
Assignments	Readings on Canvas assigned prior to a class are to be completed before the class. Writing assignments on Canvas are to be uploaded to Canvas by the times they specify. Late work receives a penalty of one later grade per day. The drop in one letter grade starts the minute after the assignment deadline. So, if an assignment is due by 12 PM (noon) and you submit on 12:01 PM, you've automatically had a drop one letter grade. Professionals meet deadlines and you can start an assignment any time you like in advance following discussion with me. Assignment make-ups for extenuating circumstances may be arranged through prior verification by the professor.
Integrity	University of Oregon's rules on academic dishonesty (e.g., cheating, plagiarism, reporting false information, etc.) which are listed on the University of Oregon Student Conduct Code is strictly enforced in this course. There is zero tolerance regarding academic dishonesty and every case of suspected cheating and plagiarism will be report to the Office of Student Conduct. Visit http://dos.uoregon.edu/conduct for more information.
Plagiarism	Plagiarism is a form of academic dishonesty. Plagiarism is the taking someone else's work or ideas and passing them off as your own. Intellectual property (e.g., the source of a book or article) must be cited in the writing assignments you complete for this course. You must follow APA style for a bibliography or works cited as well as in-text citations (see resources section). For more information on academic misconduct, visit http://dos.uoregon.edu/academic-misconduct .
Technology:	Lecture slides will not be posted to Canvas. No audio or video recording or photography on devices is allowed at any time. Electronic devices including computers, phones, and tablets are not permitted, unless cleared by me ahead of time. If you are found using technology in class, you will be asked to leave. If you have an emergency and need to use technology, please leave class quietly as one would to use the restroom.
Equity & Inclusion	The University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education and employment at this institution without regard to race, color, sex, national origin, age, religion,

marital status, disability, veteran status, sexual orientation, gender identity, gender expression or any other extraneous consideration not directly and substantively related to effective performance. As a federal contractor, the University of Oregon is committed to affirmative action in employment as a means of ensuring equality of opportunity.

Accessibility University of Oregon is committed to creating an inclusive learning environment. Please speak with me if there are aspects of the course that result in disability related barriers to your participation. I also encourage you to connect with the Accessibility Education Center in 164 Oregon Hall. The Center's website is <http://acc.uoregon.edu>

Title IX The UO is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based bullying and stalking). If you have experienced any form of gender or sex-based discrimination or harassment, know that help and support are available. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that all UO employees, other than designated confidential resources (see <https://safe.uoregon.edu/services>) are required to report credible evidence of prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or state or federal law, I have to share the information with my supervisor or the University's Title IX Coordinator or the Office of Affirmative Action.

If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24-hour hotline to be connected to a confidential counselor to discuss your options, as confidential counselors are not required reporters. You can also visit the SAFE website at <https://safe.uoregon.edu/services> for more information. Each resource is clearly labeled as either "required reporter," "confidential UO employee," or "off-campus," to allow you to select your desired level of confidentiality.

GRADES

Scale & Meaning	A+ (97.0 – 100%)	Excellent: Mastery of concepts; professional quality work
	A (93.0 – 96.9%)	
	A- (90.0–92.9%)	
	B+ (87.0 – 89.9%)	Good: Strong performance; near-professional quality work
	B (83.0 – 86.9%)	
	B- (80.0 – 82.9%)	
	C+ (77.0 – 79.9%)	Average: Minimally acceptable performance; not professional quality work, but still acceptable for a student
	C (73.0 – 76.9%)	
	C- (70.0 – 72.9%)	
	D+ (67.0 – 69.9%)	Inferior: Poor performance; unacceptable quality work for a student
	D (63.0 – 66.9%)	
	D- (60.0–62.9%)	
F (< 60%)	Failure: Unacceptable performance or non-performance; no grasp of concepts or technical skills	

Assignment % of total grade

25 %	Quizzes
5 %	Assignment #1 Creative Brief
5 %	Assignment #2 Scope Statement
5 %	Assignment #3 Deliverable List and LOE
5 %	Assignment #4 Requirements List
5 %	Assignment #5 GANTT Chart
5 %	Assignment #6 Risk Register
10 %	Mid-term exam
5 %	Assignment #7 Promotion Plan
20 %	Assignment #8 Media Management Report
10 %	Final: Presentation of Assignments #1-7

Appeals

If a student believes there is a mistake with a grade, the student has the right to dispute a grade within one week of the assignment being returned to the student. All grade appeals must be made in writing prior to a scheduled appoint during the professor’s office hours. Written grade appeals should include: A) your concern, B) what you’re seeking or outcome you seek, and C) why this outcome per your concern should occur.

Assessing Your Grade

Final grades will be posted in Canvas, but no grades will be posted online prior to that point in time. The grading for this course is straightforward; you should be able to determine your own grade at any point in the term. You may speak with the professor at any point in the term about your grade and your progress in the course.

COURSE SCHEDULE

Week	Date	Class Topics	Reading Due	Assignment Due
1	Sept. 26	Review syllabus, definitions, course logistics		
	Sept. 28	The creative process; what we manage and why?	<ul style="list-style-type: none"> PDF on why project management is helpful. 	
2	Oct. 3	The Culture Industry and political economy; Quiz based on the reading	<ul style="list-style-type: none"> PDF on summary of Adorno and Horkheimer PDF on how and why to write a creative brief 	
	Oct. 5	Defining scope, level of effort, creating a scope statement; Quiz based on reading	<ul style="list-style-type: none"> PDF on how to write a scope statement Case study for class discussion 	Creative Brief
3	Oct. 10	Understanding and identifying deliverables; Quiz based on readings	<ul style="list-style-type: none"> Reading TBD 	Scope Statement
	Oct. 12	Case study analysis; Quiz based on reading	<ul style="list-style-type: none"> Reading TBD 	Deliverable List & LOE
4	Oct. 17	Gathering requirements; Quiz based on reading	<ul style="list-style-type: none"> Reading TBD 	
	Oct. 19	Managing time, scheduling, path analysis; Quiz based on reading	<ul style="list-style-type: none"> Reading TBD 	Requirements List
5	Oct. 24	Analyzing and allocating funds; Quiz based on reading	<ul style="list-style-type: none"> Reading TBD 	GANTT Chart
	Oct. 26	Managing risk; Quiz based on reading	<ul style="list-style-type: none"> Reading TBD 	
6	Oct. 31	Case study analysis; Quiz based on reading	<ul style="list-style-type: none"> Study for midterm exam 	Risk Register
	Nov. 2	Midterm		
7	Nov. 7	Managing people; Quiz based on reading	<ul style="list-style-type: none"> Reading TBD 	
	Nov. 9	Managing conflict; Quiz based on reading	<ul style="list-style-type: none"> Reading TBD 	
8	Nov. 14	Managing feedback and making changes; Quiz based on reading	<ul style="list-style-type: none"> Reading TBD 	
	Nov. 16	Case study analysis; Quiz based on reading	<ul style="list-style-type: none"> Reading TBD 	

9	Nov. 21	Promoting your project; Quiz based on reading	<ul style="list-style-type: none"> • PDF of sample promotion plans 	
	Nov. 23	Managing data and content; archiving; copyright. Quiz based on reading	<ul style="list-style-type: none"> • Reading TBD 	Promotion Plan

10	Nov. 28	Closing out a project; Job market for skills learned; Quiz based on reading	<ul style="list-style-type: none"> • Reading TBD 	Media Management Report
	Nov. 30	Final quiz; Presentation of project management plans		

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