

substantive responses to assessment posts that others have written. This type of class discussion—personalized interaction with your peers—increases the value of the learning process and students get to share ideas with each others. Simply agreeing or appreciating a response is not considered substantive. Responses should:

- Encourage additional discussion by asking follow-up questions so that your fellow students thinks more deeply.
- Share your own experiences in relationship to the topics being discussed.
- Suggest other solutions; constructively disagreeing at times.
- Refer to course readings; apply these course readings; asking your fellow candidates how they are applying the course readings or address their understanding of the course readings in relationship to being a faculty member for our institution.
- Demonstrate your content knowledge in relationship to our discussions.

For these Class Case Assessments students can receive a maximum of 10 points for each weekly case discussion forum. Up to (2) points will be given for the student's Initial Posting to the discussion question. Up to (6) points will be given for the student's Class Assessment Reviews and up to (2) points for the assessment responses.

#### **4. PROJECT WHITE PAPER BRIEF (10%):**

Each student is required to submit a final project assignment in the form of a Project White Paper Brief (written assignment). So what is a White Paper Brief? In this context, a white paper brief is an informational document issued to promote or highlight the features of a solution, product, or service that it offers or plans to offer. Students must submit their briefs via the Assignment link in Canvas. Select one of the following project management special topic areas and write a white paper on how you plan to improve on the results of your next project; provide appropriate references to support your planned improvement

- Managing team and partnership negotiations
- Planning and managing risk
- Understanding and dealing with ethics and cultural differences
- Incorporating EVM tools and techniques into overall project management
- Managing virtual project teams

Project White Paper Brief Mechanics. The students white paper brief should provide well-researched information and it should have a compelling narrative to keep the reader's attention. For this white paper brief the student should:

- Research and fully define the topic.
- Write an attention-grabbing introduction that describes the flow of the paper.
- Structure of the paper should clearly promote students approach to the planned improvement.
- Format the paper for easy reading using an acceptable referencing standard.

For this brief students should have a Cover Page and then a white paper of 5-7 pages; double-spaced brief (1" margins all around); this does not include cover page, references pages, attachments, and appendices you may have. References and paper formatting should use APA or MLA formats. The assessment rubric that will be used for this white paper is shown below.

WHITE PAPER RUBRIC				
	EXCEEDED EXPECTATION (10 points)	MET EXPECTATION (9 points)	MET SOME EXPECTATIONS (7-8 points)	FAILED EXPECTATION (0-6 points)
<b>CONTENT &amp; FOCUS (35%)</b>	<ul style="list-style-type: none"> <li>- Exceptionally clear, focused, interesting thesis.</li> <li>- Strong, rich supporting details and examples that prove thesis.</li> <li>- A meaningful conclusion explaining the importance of research and how it can be used.</li> </ul>	<ul style="list-style-type: none"> <li>- Clear thesis which maintains a consistent focus from beginning to end.</li> <li>- Specific supporting details are present.</li> <li>- A clear conclusion as to why the research is important.</li> </ul>	<ul style="list-style-type: none"> <li>- Contains thesis but with inconsistent focus.</li> <li>- Generalized supporting details that prove thesis.</li> <li>- Conclusion tends to summarize research.</li> </ul>	<ul style="list-style-type: none"> <li>- Thesis statement lacks clarity and focus.</li> <li>- Inadequate or missing supporting details.</li> <li>- Missing a summarizing conclusion</li> </ul>
<b>ORGANIZATION (25%)</b>	<ul style="list-style-type: none"> <li>- Strong introduction and conclusion.</li> <li>- Consistent and coherent logical progression.</li> <li>- Uses clear and skillful transitions.</li> </ul>	<ul style="list-style-type: none"> <li>- Clear introduction and conclusion.</li> <li>- Illustrates some consistency and shows some logical progression.</li> <li>- Uses clear transitions.</li> </ul>	<ul style="list-style-type: none"> <li>- Introduction and conclusion is present but not clear.</li> <li>- Show some attempt of consistency and order.</li> <li>Paper shows attempt of transitions between paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>- Unable to clearly identify introduction and conclusion.</li> <li>- Lack of consistency and order.</li> <li>- Paper shows little or no attempt of transitions between paragraphs.</li> </ul>
<b>STYLE (20%)</b>	<ul style="list-style-type: none"> <li>- Written in formal language (avoids slang completely).</li> <li>- Elaborate and colorful language.</li> <li>- Consistently strong and varied sentence structure.</li> <li>- Direct quotes support student's ideas.</li> <li>- Paper written in student's own words.</li> </ul>	<ul style="list-style-type: none"> <li>- Majority of paper written in formal language.</li> <li>- Language appropriate to topic.</li> <li>- Words convey intended message.</li> <li>- Direct quotes support student's ideas.</li> <li>- Majority of paper written in student's own words.</li> </ul>	<ul style="list-style-type: none"> <li>- Some use of formal language recognized; informal language is dominant.</li> <li>- Most language is appropriate to topic.</li> <li>- Able to get vague idea of message.</li> <li>- Some parts of paper written in student's own words.</li> </ul>	<ul style="list-style-type: none"> <li>- Paper frequently uses informal language.</li> <li>- Language is not appropriate to topic.</li> <li>- Message is unclear.</li> <li>- Majority of paper is plagiarized.</li> </ul>
<b>SOURCES/FORMAT (10%)</b>	<ul style="list-style-type: none"> <li>- Follows APA or MLA guidelines:</li> <li>- Uses 5 or more cited sources.</li> <li>- Sources meet the guidelines for types of sources and all researched info is documented.</li> <li>- All parenthetical documentation is APA/MLA correct (author's name, pg. #).</li> </ul>	<ul style="list-style-type: none"> <li>- Follows APA or MLA Guidelines with few exceptions:</li> <li>- 3-4 cited sources used.</li> <li>- Sources meet the guidelines for types of sources.</li> <li>- Few errors noted in parenthetical documentation</li> </ul>	<ul style="list-style-type: none"> <li>- Inconsistent use of APA or MLA style guidelines.</li> <li>- Less than 3 cited sources used.</li> <li>- Majority of parenthetical documentation done incorrectly.</li> <li>- Random APA/MLA documentation.</li> <li>- Rarely documents sources.</li> </ul>	<ul style="list-style-type: none"> <li>- Fails to follow APA or MLA style Guidelines.</li> <li>- Less than 3 cited sources used little or no parenthetical documentation.</li> <li>- Works Cited page is not understandable.</li> </ul>
<b>CONVENTIONS (10%)</b>	<p>Superior editing. Rarely makes errors in the following areas:</p> <ul style="list-style-type: none"> <li>- Spelling and mechanics.</li> <li>- Correct usage and grammar.</li> </ul>	<p>Careful editing. Makes few errors in the following areas:</p> <ul style="list-style-type: none"> <li>- Spelling and mechanics</li> <li>- Correct usage and grammar</li> </ul>	<p>Some evidence of editing:</p> <ul style="list-style-type: none"> <li>- Extensive spelling and grammatical errors.</li> </ul>	<p>Poor editing:</p> <ul style="list-style-type: none"> <li>- Spelling and grammatical errors make it difficult to read paper.</li> </ul>

### Final Addendum Thoughts:

If you have any questions, or are unsure about anything in this Course Syllabus or Addendum, just drop me a line and I'll try and clarify it ASAP.