

Texas A&M University-Commerce
College of Science & Engineering
Department of Engineering & Technology

Course Syllabus-Fall Semester 2014

TMGT 510 01W (82505)

August 25-December 12, 2014

Course Title: **Management of Technology in Organizations** CIP: 1506120019
Three (3) semester credit hours.

This section of this course is 100% online. No face-to-face meetings are conducted. All correspondence is via email with the Professor.

Professor: Dr. Jerry D. Parish, CSTM

Contact Information: *On-Campus Office:* Charles J. Austin Engineering & Technology Building
Email Address: jerry.parish@tamuc.edu
Contact Telephone: 903-886-5474

Office Hours: On-campus: **Wednesday** 10:00am -3:00pm.
Online Office Hours: Monday-Thursday/Times online will vary during day.
On-campus office visits are available by appointment only.
Appointments must be made at least 24 hours in advance by calling 903-886-5474 or by contacting Ms. Beverly Luke in AGIT 119. You will be required to present a valid and current TAMUC student ID at the time of your scheduled appointment.

General Course Information

Course Description: Examination of cutting-edge engineering and technology concepts, tools and technologies that apply to contemporary technology-intensive organizations. Includes active study of organizational structures, effective management processes and controls, ethical practices, project evaluation, technology-oriented teams, innovation and environmental quality. Extensive reading, researching the body of literature/knowledge related to the course content and completion of original writing assignments required of the student.

Prerequisite: TMGT 595 or concurrent enrollment or permission of Department Head

Textbook(s) Required: **Management of Technology**
Written by: Hans J. Thamhain
Published by: John Wiley & Sons
ISBN: 13:978-0-471-41551
2005

Suggested Readings: Any current text or publication related to the content of this course.

Reference Sources:

- **The Technology Management Handbook**
Editor-in-Chief: Richard C. Dorf
CRC Press/IEEE Press
ISBN: 0-8493-8577-6
1999
- www.atmae.org
- www.plagiarism.org
- www.tamu-commerce.edu/studentlife/guidebook.pdf
- **Publication Manual of the American Psychological Association (APA)**
6th Edition
ISBN: 10:1-4338-0561-6
13:978-1-4338-0561-5
2011

Student Learning Outcomes (SLO)

Student Learning Outcomes define what you should know and be able to do as a result of your participation in this course of study. All of the activities that constitute this course are designed toward the accomplishment of that goal.

- **Student Learning Outcome #1:** The learner based on their readings, research and study of the current body of literature will be able to compose, analyze and report their research findings in an original analytical research paper titled: **Common Principles and Practices Used to Successfully Manage the 21st Century Technology-Intensive Organization.**
- **Student Learning Outcome #2:** The learner based on their readings, research and study of the current body of literature will be able to compose, analyze and report their research findings in an original analytical research paper titled: **Project Management Processes Common to Technology-Intensive Organizations.**
- **Student Learning Outcome #3:** The learner will be able to construct original analytical research papers that comply with the published course writing guides and the **Publication Manual of the American Psychological Association (APA).**

Academic Honesty Policy-2014

Each enrolled student in this course agrees to abide by the following Academic Honesty Policy-2014:

Texas A&M University-Commerce
Department of Engineering & Technology
Academic Honesty Policy-2014

Statement of Ethical and Professional Conduct:

Students enrolled in this course are expected to follow the highest level of ethical and professional behavior at all times. Each student will be expected to maintain legal, ethical and moral principles, practice professionalism and civility throughout this course of study.

Actionable Conduct:

The following actions on the part of the student will bring sanction against that student:

- **Dishonest Conduct:** Seeking to obtain unfair advantage by stealing, purchasing or receiving unauthorized copies of course related assignments, projects, and/or examinations.
 - Intentionally preventing others from completing their course related work.
 - The falsifying of records in order to gain admission or to complete an academic program of study.
 - The purchase of course related work from any outside or external source.
- **Cheating:** The unauthorized use or copying of another's work and reporting or representing it as your own.
- **Plagiarism:** Using or copying someone else's words, ideas and/or work without citations and the giving of proper credit (reference).
- **Collusion:** Acting with others to perpetrate any of the above actions regardless of your personal gain.

Sanctions:

Faculty, guided by a clearly delineated policy in the course syllabus, will be the arbiter for all in-class violations. All violations will be reported to the Department Head of Engineering & Technology to assure equity and to provide appropriate counsel. In addition, the Department Head will maintain departmental records of violations by students.

Sanctions beyond those imposed on the student by the course faculty member will be at the discretion of the Department Head and College Dean. Administrators, faculty and students are guided by the course syllabus, current undergraduate and/or graduate catalogs of the University, University Rules & Procedures, and

The Student's Guidebook.

Students will always be afforded due process and review as appropriate under University policy.

As an official university student enrolled in this academic course, you will be held accountable for your actions in this course. This *Academic Honesty Policy* is in effect for the duration of this course of study and all enrolled students are expected to abide by the stated policy.

1. If you **cannot accept** this *Academic Honesty Policy* you must notify your Professor immediately by email or in-person and **also officially withdraw from this course of study.**
2. If you choose to remain in this course you are hereby accepting and agreeing to abide by this

Academic Honesty Policy. **No further action on your part is required.**

Dr. Jerry D. Parish, Professor of Technology Management-2014

Please print and read this document before continuing in this course of study.

General Overview of This Course of Study

As you are aware, this is a graduate level course. This fact alone dictates a different learning environment than you may have experienced in your past education and will require, in some cases, a new approach to the learning process on your part. A graduate degree has value in its ability to expand and enhance the depth and breadth of your current career, future career goals and your overall ability to become a more aware thinker, decision maker, resource manager, project manager and communicator. You will be expected to develop your reading, research and writing skills to a level that you may never have experienced previously. This will required a dedication to this course, your desire to advance your education and the art of learning that may be new to you. Additionally, your time management skills will be put to the test as you try and balance other courses, career, family, leisure time and other obligations along with your responsibilities to this course.

The educational philosophy of this course is as follows:

The student is the center of the learning process; therefore, the student is expected to assume the responsibility for their learning and to the degree and level that learning is achieved. The Professor will serve as the guide and facilitator for the student learning experience. The student is expected to approach learning with purpose, commitment, dedication, seriousness and an attitude of exploration. The student is expected to read carefully all materials provided by the Professor, complete all course assignments in accord with the instructions and specifications provided by the Professor comply with assignment deadlines and work within the assignment/course evaluation criteria.

*As the student you are to be an active learner, be fully engaged in all facets of the course and its content. You will be expected to assess all of your work **before and after** it has been evaluated by the Professor. It is critical to your success for you to comply with the writing guides associated with this course of study and for you to have a high level of understanding of these associated writing guides. Before you turn any work into the Professor, it is your responsibility to compare your written material with the requirements/specifications of the writing guides provided for this course of study and to ensure to the Professor that you have fully complied with all requirements of the assignment, project examination and/or course.*

Communications with Professor

- Generally most correspondence with your professor in this course will be done via email.
- Emails must be written in a formal business format, with complete sentences, correctly spelled words, correct punctuation, etc.
- All emails and/or assignments sent to the Professor **MUST** have the following in the email ***SUBJECT LINE***:

TMGT 510 01W - J. Parish: *Your First Name, Your Last Name, Your CWID #*

- **Online Office:** My online office hours are noted on page 1 of this syllabus. If you have course related questions or concerns, you may email me and I will respond.
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Basic Technology Requirements

- For maximum efficiency, you will need a good computer connected to high-speed Internet.
- ***Microsoft Office Word 2010*** is highly recommended.

Online Access & Navigation

- This course will be facilitated using **eCollege**, the *Learning Management System* used by **Texas A&M University-Commerce**.
- To begin the course go to: <https://leo.tamu-commerce.edu/login.aspx.traditional>
- You will need your *Campus Wide Identification Number* (CWID) to log into the course.
- If you have questions and/or problems contact: **Technology Services** at 903-468-6000 or helpdesk@tamu-commerce.edu.
- **eCollege** HelpDesk is available 24 hours a day, seven days a week. You may contact the **eCollege** HelpDesk at: 1-866-656-5511 or helpdesk@online.tamuc.org or through the Online Chat by clicking on the “Live Support” tab within your **eCollege** course.

Course Policies

This graduate course will require you to read, conduct research and write at a level appropriate for a university graduate student. It is assumed that you can read and write at this level coming into the course.

- You will be expected to read and comprehend the course syllabus and course announcements.
- You will be expected to manage your time effectively and efficiently throughout the semester.
- You will be expected to meet all deadlines/due dates.
- You will be expected to participate fully in the course by checking announcements and responding to emails, etc.
- You will be expected to practice **civility** and formal business writing style/format in all of your correspondence (including emails) and in your verbal interactions with the professor, staff and students.
- You will be expected to devote **at least 9 clock hours** to this course each week of the semester (including on-line, off-line and in-class).
- You will be expected to log into **eCollege** and this course at least once per week.

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- Work, vacation, travel, sickness/accident/death outside your immediate family does **NOT** constitute an approved excuse for not completing assignments, projects, examinations and/or not meeting course deadlines/due dates.

Late assignments, projects and examinations may receive a score of “0” points at the discretion of the professor based on the facts presented by the student.

No extra credit, additional work to improve a grade or the re-doing of an assignment, project or examination will be permitted in this course.

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- If you find it necessary to miss a deadline/due date and you believe you have a valid reason that meets university guidelines and that meets the course policy, notify me immediately in writing!

I will work with you to find a solution for your situation, if possible.

Civility is the rule at all times!

Tips for Success

This is an online course of study; therefore, I am providing you the following tips for success as an online learner:

Be Proactive!

If you have course related questions or do not understand an assignment, it is time for you to seek clarification via the Virtual Office or your Professor. Do not wait until your grade is in jeopardy to act; your instructor is there to guide you through the course. *However, your questions should be serious, well-written, positive and to the point.* It is not wise or effective to wait until the assignment, project or examination is due to begin-*your grade will suffer.* Time management, planning ahead and organization are “key” to success in any academic course.

Utilize Available Writing Assistance

Both on-site and online writing assistance is available through the University Writing Center. The Writing Center is dedicated to helping writers take advantage of all opportunities for learning inherent in the writing process; to that end, center tutors can assist writers at any stage of the writing process. By working with students one-on-one or in small groups, tutors can help writers analyze the rhetorical demands of the writing task, generate and focus ideas at the prewriting stage, ensure they are addressing the writing assignment directly and effectively, elaborate and rework a rough draft after hearing the writer read the draft aloud, discover their strengths and weaknesses in a particular rhetorical context, strengthen arguments, spot weak rhetorical choices and make more effective choices, and address formatting or other surface-level concerns. At no point do center tutors write these papers for the students. All writers working in the Writing Center maintain control of their work; tutors simply offer support and feedback and ask questions they may not have been asking themselves (or may not have even known to ask themselves).

For more information refer to the Writing Center’s web pages at:

<http://web.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx>

Do Not Presume: Many students assume that online classes require less work, time and are generally “easier” than traditional face-to-face university courses. In reality, online classes are designed to be just as rigorous, just as detailed, and just as demanding and they include the same content as a face-to-face course. Be prepared to devote a minimum of 9 clock hours a week in an online course-and that is a modest estimate. Some weeks and some courses will require far more than 9-hours per week.

Study and Pay Attention to the Course Student Learning Outcomes: Every course has established learning outcomes that are expected of the student. These are carefully crafted and serve as the foundation on which a well-designed course is built. Every aspect of the academic course including readings, research, assignments, projects and examinations flow from the course student learning outcomes. Understanding these will provide a better understanding of what is expected of you, the student, in all aspects of the course.

Communication in the Online Course: The majority, if not all of your communication in an online course will be by written word; therefore, be prepared to type instead of talk. There may be discussion boards, written assignments/projects, etc. Email is the common mode of communication in this type of course. This is different than the face-to-face course where verbal communication is prevalent. Be prepared to read and write a “great amount”.

Participation in an Online Class: If your class is using a discussion board, you may be required to participate. Always respond to discussion board questions with substantive, well-researched remarks. An example of a *bad* posting would be a very short response such as, “*I agree with the previous post*”. An acceptable response would be multi-sentenced, would be thoroughly researched by you and would generate additional thoughts that relate directly to the lesson’s subject matter. Use this opportunity to interact and to have a meaningful conversation with your classmates.

Establish a Regular Schedule: It is a good habit to work on your course each day or at least 5-days a week. Your course requires you to spend at least 9-hours per week reading, researching and/or writing. It is not wise or effective to wait until the assignment, project or examination is due to begin-*your grade will suffer*. Time management, planning ahead and organization are “key” to success in any academic course.

Surveys: Your feedback may be requested by Texas A&M University-Commerce during the semester/term regarding your course. *It is important that you take a serious and constructive approach to this activity. The information gained from you will assist in course evaluation by the university/college/department to insure that effective learning is taking place within the existing course structure. If changes are indicated, this will help with course re-design and/or other revisions that will make the course more relevant for future students and the employers of graduates.*

Avoid Plagiarism

United States law supports that words and ideas can be stolen. The expression of original ideas is considered intellectual property, and is protected by copyright laws, just like other inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (*such as a book or computer file*).

All of the following are considered plagiarism:

- Turning in someone else’s work as your own.
- Copying words and/or ideas from someone else without giving proper credit.
- Failing to put a quotation in quotation marks.
- Providing incorrect information about the source of a quotation or information source.
- Changing words, but copying the sentence structure of a source without giving proper credit.
- Copying so many words or ideals from a source that it makes up the majority of the work you have written, whether you give credit or not.

To avoid plagiarism, an individual must give credit whenever they:

- a) use another individual's idea, opinion, or theory;
- b) use facts, statistics, graphs, and drawings that are not common knowledge;
- c) use quotations of another individual's spoken or written words; or
- d) paraphrase another individual's spoken or written words.

Any works referenced should be properly cited in accordance with the APA 6th edition Publication Manual.

Web resources for additional reference regarding what constitutes plagiarism and how to avoid it include:

<http://www.plagiarism.org/>

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Turnitin, or other similar plagiarism verification services, may be utilized to verify the absence of or presence of plagiarism in any or all student assignments/work submitted for the comprehensive examination or other coursework.

Also, be aware that the statute of limitations for penalties for plagiarism does not expire upon the completion of the course or even upon graduation. If an instance of plagiarism is found any time after the completion of the course, the course grade is subject to change accordingly and any awarded degree utilizing the course is subject to revocation.

In most cases plagiarism can be avoided by citing your sources correctly. Simply acknowledging that certain material has been borrowed, and providing your audience with the necessary information to locate that source, is usually enough to avoid a plagiarism charge.

Plagiarized assignments, projects and examinations will result in a grade of F (0 points).

Use of Outside Sources for Written Work, Papers & Assignments

In this course, if it is determined that a student uses paid services to obtain previously written work, to write course papers or to complete course assignments, that student will receive a failing grade on the work in question.

In addition, the student may be subject to dismissal from the course and/or the university.

This type of practice is unethical and is not in keeping with the established tenets of obtaining a higher education degree. Zero tolerance is the rule!

Guide to Grading

In the workplace, you will be expected to produce documents that are clear, easy to read, error-free, and visually effective. Your written products must also satisfy general requirements of the organization, be appropriate for a specific purpose, and meet the needs of your audience. Final course letter grades are defined as follows:

TMGT 510 01W-Fall Semester

A=Outstanding work: Demonstrates superior analysis of the assignment; provides excellent selection of content, organization, design, and style that addresses both the practical and rhetorical requirements of the particular situation; uses a style that is fluent and coherent; excellent choice and use of visuals, has no major mechanical errors; shows insight, perceptiveness, originality, and thought.

B=Good work: Above the level necessary to meet course requirements; has a thorough, well-organized analysis of the assignment; shows judgment and skill in the presentation of material appropriate for the intended audience and purpose; supports ideas well with concrete details; has an interesting, precise, and clear style; good use of visuals; strong, interesting work; and is free from major mechanical errors, although minor problems may be present.

C=Acceptable work: Meets all basic requirements of the course and assignment; provides a satisfactory analysis of the writing task, subject, and audience; accomplishes its purpose with adequate content, design, and detail; uses details, organization and expression appropriate for the rhetorical and practical context; adequate use of visuals; has acceptable mechanics; nothing remarkably good or bad about the work; equivalent work could be used in the professional world, but generally would be considered minimal.

D=Needs improvement: Minimally meets the assignment but is weak in one of the major areas (content appropriate for purpose, organization, style or mechanics) or offers a routine, inadequate treatment; document design and use of visuals is inadequate or inappropriate; shows generally substandard work with some redeeming features.

F=Unacceptable work: Does not meet the course requirements; fails to meet one or more of the core requirements of the course or assignment; may fail to cover essential points, or may digress to nonessential material; may lack adequate organization and show confusion or misunderstanding of genre or context; may use an inappropriate tone, poor word choice, excessive repetition, or awkward sentence structure; may be unclear; poor quality design and/or use of visuals; may contain an unacceptable level of errors.

Each document, presentation, or visual you prepare reflects your professional knowledge and establishes your professional image. In some cases, a document may be read by your professor and qualified professionals in the discipline. These professionals may be asked to comment on the content, presentation quality, and value of your work for evaluation purposes. It is critical that your work be done in a professional manner and written at the appropriate level for your intended audience.

Grade book

Your Professor maintains the official grade book and calculates grades externally from the courseware. The eCollege grade book is NOT the official grade book and is utilized only for the purpose of retrieving assignment, project and examination grades, when applicable, and as a convenient feedback utility to inform students of individual assignment grades, once available. The eCollege grade book may or may not display all credit assignments at any given time during the semester and therefore is NOT to be used as a planning tool for identifying required activities or due dates. Grade totals and percentages in the eCollege grade book may not reflect actual course performance.

Final Examination for the Master's Degree

Refer to Texas A&M University-Commerce Procedure 11.04.99.R0.20.

All Master of Science Degree in Technology Management candidates must satisfactorily pass a comprehensive examination covering course work within their master's degree program of study. For candidates pursuing the Master of Science Degree in Technology Management the comprehensive examination will be online and written. Evaluation of the comprehensive examination will be conducted by an *advisory committee* in the Department of Engineering & Technology and the final student grade will be recorded as **PASS** or **FAIL**. A candidate who fails the comprehensive examination must complete whatever further courses or additional study that are stipulated by the *advisory committee*. This additional work must be satisfactorily completed and the comprehensive examination must be taken again and passed before the student will be eligible for graduation. If failed, the comprehensive examination may **NOT** be retaken during the same semester or term.

It is strongly recommended that students retain electronic copies of the course syllabus and coursework for each graduate course used to satisfy the Master of Science Degree in Technology Management in order that they may have materials to prepare for the Comprehensive Examination.

Writing Guide Documents for an Analytical Research Paper

Definition:

An analytical research paper helps to provide answers to the questions of who, what, when, where and how. This type of paper cannot conclusively ascertain answers to why. An analytical paper includes information from a wide range of sources. The primary focus is on analyzing the different viewpoints uncovered in the existing body of literature based on the facts uncovered in the research rather than presenting one's opinion on the data uncovered. The author of this type of paper will focus on the findings, methodology or conclusions of other researcher's work and will conclude such a paper with a summation of the findings, and a suggested framework and/or process for further study on the issue. Analytical research can be used as a pre-cursor to quantitative research and should help identify specific issues and/or variables that are worthy of additional and more definitive and focused study. The analytical paper research generally yields large amounts of data that must be analyzed by you in order to develop a paper that is concise, states the facts, adds value to your audience and answers the question(s) posed in the class assignment.

Parts of an Analytical Research Paper:

- **TITLE PAGE:** Refer to the template provided in this course syllabus.
- **ABSTRACT:** The abstract has a **limit of 150 words**.
- **INTRODUCTION:** An introduction is necessary to introduce your reader to the topic that you are discussing in the paper they are about to read. The introduction provides the reader supporting information about your topic, the significance, the rationale, your objectives or generally what you will be discussing in your paper. The introduction will not contain detailed information; this will be done in the body of the paper. Some would say that the introduction should contain your thesis statement. **The introduction should not be more than one (1) page in length.**
- **BODY of the PAPER:** This part of the paper should contain your detailed research findings and information you gained from your research and readings that relate directly to the topic of the class assignment. **Layout this part of the paper in sections, with headings/sub-headings that help to organize the presented material and to assist the reader in their understanding of your methodology and discussion.** Make, support and document your research findings in this section of the paper.
- **CONCLUSION:** Here you summarize your findings and tie back to your introduction. In the conclusion, the reader should be able to (if they only read the conclusion) to gain 70-80% of the data or main points presented in your paper in a summary format. This is your opportunity to leave a final and lasting impression on the reader. **The conclusion is the most important part of the analytical paper and you must treat it as such, so spend time developing an outstanding and well written conclusion. The conclusion generally should be at least one-page in length, with two pages generally the maximum length.**
- **REFERENCES:** The reference page(s) will follow the paper conclusion section beginning on a new page.

Master of Science Degree in Technology Management

MS-TMGT Manuscript/Assignment Guide-Parish

This document shall serve as a general guide for the preparation of manuscripts and other written materials (including course assignments) in the **Master of Science Degree Program in Technology Management**, unless specifically directed otherwise by your Professor.

Refer to the ***Publication Manual of the American Psychological Association, 6th edition***, for style and organization of elements not addressed in this guide.

General Writing Guidelines (reference APA Manual, section 8.03 and sample papers, chapter 2)

- Paper size: Manuscripts shall be typewritten on 8.5" x 11" paper, one side only.
- Line Spacing: Double-space between all text lines of the manuscript (**except abstract**).
- Margins: One inch margins on all sides (**top, bottom, left, right**).
- Font type and size: Times New Roman, 12 point.
- Paragraph indentation: Indent the first line of every paragraph 5-7 spaces (**1/2 inch**), with the exception of the Abstract and reference list entries.
- Alignment: Align text left (**uneven right edges**), not justified (**even left and right edges**).
- Spacing after punctuation: Use 1 space after commas, colons, and semicolons within sentences and 2 spaces after punctuation marks at the end of sentences.
- Pagination: Number all pages consecutively, beginning with number Page 1 of ? on the title page. Page numbers shall be flush-right on the first line of every page (**use the header function**) one inch from the right edge of the paper. ***Do not bold page numbers.***
- Running head: **In this course of study**, the running head on each page (*other than the title page*) is to consist of the following information:
In this order: *your last, your CWID number, and the assignment number.*
The running head shall be flush left in all uppercase letters using 12 point font and on the same line as the page numbers. Do not bold the running head.
- Heading levels: Follow guidelines in **APA Manual, section 3.03**.

Title Page (reference APA Manual, section 2.01-2.02, 8.03, and sample papers, chapter 2)

- The first line of the title page is to be **10 single spaces** down from the top line of the page.
- Use 12-point font.
- **No running head on the title page.**
- **Follow the title page template provided in this course syllabus.**
- Title: The title shall be centered on the page and shall be typed in **bold** uppercase and lowercase letters.
- Author: The author's name shall be double-spaced and centered beneath the title.
- CWID: The author's college-wide ID number shall be double-spaced and centered beneath the author's name.
- Assignment: The assignment number shall be double-spaced and centered beneath the ID number

- Course Number & Name: The course number, including section number, and name shall be double-spaced and centered beneath the assignment name/number.
- Professor's Name/Title: As illustrated on the template provided.
- Date: Date of your submission.

Research Paper Title (Shall be 10 single spaces down from the first line of the page)

Your Full Name

Your College-wide ID number

Assignment Number (e.g. Assignment #1)

Course number, section & title (e.g. TMGT 590 01W Technology Management Seminar)

Presented to:

Dr. Jerry D. Parish, Professor of Technology Management

Date of Submission (e.g. April 20, 2014)

Abstract (reference APA Manual, section 2.04, 8.03, and sample papers, chapter 2)

Note: Abstracts may not be required or permitted in some assignments. Refer to the course assignment specific instructions.

Pagination: The abstract shall begin on a new page (page 2).

- **Heading:** The label “Abstract” shall be typed using uppercase and lowercase letters. It shall be centered on the page on the first line (Do **not bold**).
- **Length:** The abstract is a brief summary of the contents of the assignment/manuscript. **Refer to APA 2.04. The abstracts for this course have a limit of 150 words.**
- **Format:** The abstract shall be typed as a single paragraph with no indentation, aligned flush-left. **Do not italicize.**
- **Line Spacing:** The abstract shall be **single-spaced** for this course.

Note: Keywords, as shown in the APA Manual sample paper, are not to be included in this paper.

Manuscript Body (reference APA Manual, section 2.05-2.08, 8.03, and sample papers, chapter 2)

- **Pagination:** The body of the paper shall begin on a new page (page 3).
- Subsections of the manuscript body do not begin on a new page.
- **Title:** The paper title shall be centered on the first line of page 3. The paper title shall be **boldfaced** and is typed in uppercase and lowercase letters.
- **Introduction:** The first section of your paper’s body is to be an introduction. The heading **Introduction** is to be centered and double-spaced beneath the paper title on page 3.
- **Headings:** The remaining sections and subsections of the paper shall all be titled appropriately using headings and sub-heading that will benefit the reader. **Refer to 3.03 Levels of Heading in the APA Manual.**
- The body of your paper must include an identifiable introduction and conclusion sections.

Tables and Figures (reference APA Manual, chapter 5)

Note: Do not cut and paste any table, figure, chart, etc. unless it is of very print high quality. If it appears that you did cut and paste, points will be deducted.

- **Format:** The format for tables and figures is provided in the **APA Manual, chapter 5.**
- **Table Number & Title:** Tables are numbered sequentially as they are presented in the text, beginning with Table 1. The table title is double-spaced beneath the table title. The table title is typed in upper and lowercase letters. The table number and title appear above the table, as shown below.

Table 1

Summary of the Data Collected during Experiment 1

Table Data

Figure Number & Title: Figures are numbered sequentially as they are presented in the text, beginning with Figure 1. The figure title, or caption, provides an explanation of the figure. The figure number and caption appear beneath the figure, as shown below.

Figure

Figure 1. Software development flow char

Citations (reference APA Manual, chapter 6)

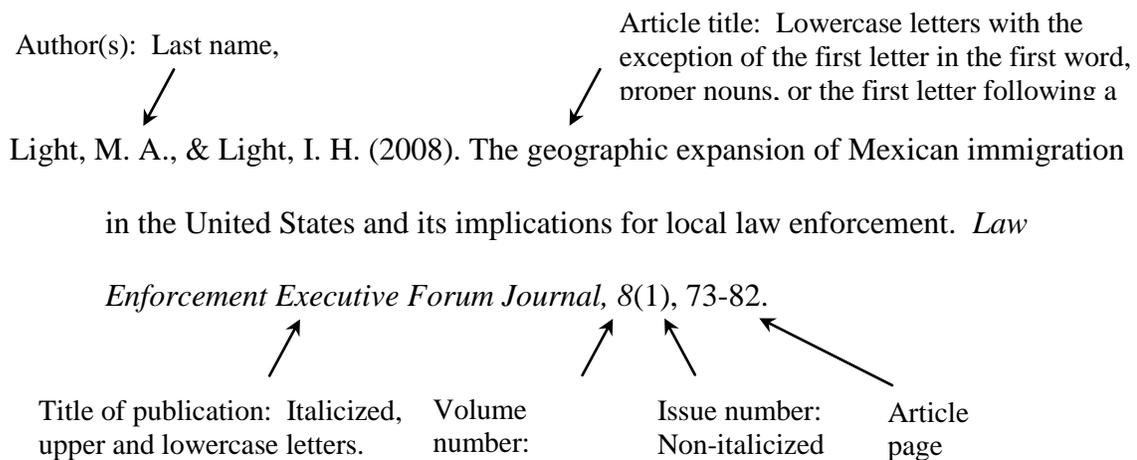
- **Format:** All references used in the paper must be cited in the text using the APA author-date system. All references cited must be included in the reference list. Likewise, each entry in the reference list must be cited in the text. The guidelines for citations are provided in the **APA Manual, chapter 6**. Two basic examples of the author-date citation system are shown below.

Kinsler (2009) stated that individuals are more likely to select engineering as a profession if they took higher level mathematics courses in high school.

Students who took higher level mathematics courses in high school are more likely to select engineering as a profession (Kinsler, 2009).

References (reference APA Manual, section 2.11, 8.03, sample papers, chapter 2, and chapters 6-7)

- **Pagination:** The reference list shall be on a new page following the conclusion section of the manuscript body.
- **Heading:** The label “References” shall be typed using uppercase and lowercase letters. It shall be centered on the page on the first line. **Do not bold.**
- **Indentation:** Reference entries shall use a hanging indent format. The first line of the reference is flush-left and all subsequent lines are indented 5-7 spaces (**1/2 inch**).
- **Format:** The references shall be arranged in alphabetical order following APA format outlined in the **APA Manual, chapters 6 & 7**. An example of a journal article reference is provided below with explanation.



- **Digital Identifier:** If a digital identifier is assigned to an article, include “doi:xx.xxxxxxxx”, following the page numbers.
- **URL Address:** If an article is retrieved online, include “Retrieved from http://www.xxxxxxxx” following the page numbers.

**If you have additional format questions not addressed in this course syllabus,
refer to the
Publication Manual of the American Psychological Association (APA),
6th edition.**

IMPORTANT NOTICE

Grading policies and requirements identified in this syllabus are non-negotiable and will be followed in this course with all students held to an identical standard. If you do not agree with any requirement herein, believe any of them to be “unfair” or “unreasonable,” or believe that less should be expected of you than your classmates to earn a comparable grade, you should **IMMEDIATELY WITHDRAW** from this course and re-evaluate your dedication to academic integrity and success!

Grading & Evaluation Policy

The final course grade for each student will be based on the following:

- Assignments 200 maximum points possible
 - Examination 200 maximum points possible
- TOTAL POSSIBLE POINTS: 400

Grading Scale:

- A = 400 – 360 Points*
- B = 359 – 319 Points*
- C = 318 – 278 Points*
- D = 277 – 237 Points*
- F = 236 – 000 Points*

*To determine final grades in this course of study, points earned will be rounded up if .5 or greater exist.
No exceptions will be granted.

**NO EXTRA CREDIT, MAKE-UPS, OR RETAKES
WILL BE PERMITTED IN THIS COURSE!**

Required Course Assignments & Examination

All work in this course is to be completed individually, without collaboration from others.

Each student in this course of study agrees to accept and abide by the
Academic Honesty Policy found in this course syllabus.

- Assignments must be turned-in to the Professor as an **email attachment** via eCollege.
 - This course does **NOT** use a **drop box** in eCollege.
 - Refer to “*Communications with Professor*” section in this course syllabus for instruction for sending emails and/or assignments.
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Before you Work on the Required Course Assignments Please Read the Following:

*As you conduct outside readings and research, familiarize yourself with the requirements of this course. As you read, take notes of points that you may wish to include in your assignment responses. After you have read and researched your source materials, review each assignment and begin to organize your thoughts as to the most effective, complete and concise response. Write a draft first, then read, **think**, and make necessary revisions. Repeat this process as many times as you need in order to produce **your best** response. Be careful of format, word usage, spelling, grammar and be sure to cite your sources, if applicable. Additionally, I will be looking for evidence that you have conducted extensive outside readings and research and that you understood what you read. Write to your intended audience and at a level they can understand.*

Refer to the **MS-TMGT Manuscript/Assignment Guide** and **APA 6th ed. Style Manual**.

A research paper presents to the reader the results of your investigation on a selected topic. Based on your own thoughts and the facts and ideas you have gathered (researched) from a variety of sources, the research paper is a creation that becomes uniquely yours. The experience of gathering, interpreting and documenting appropriate information, developing and organizing ideas and conclusions, and then communicating them clearly to your audience will prove to be an important and satisfying aspect of your individual higher education journey.

**After you have completely read the course textbook, you should
commence work on the course assignments.**

ASSIGNMENT #1 – Value 100 Points

DUE: October 7, 2014 by 11:59pm

Instructions:

Based on your readings of the textbook and other related sources, your extensive literature review on the assigned topic and your independent study, organize and write an original analytical research manuscript titled:

**Common Principles and Practices Used to Successfully Manage the 21st Century
Technology-Intensive Organization.**

- **Hint:** Research and *compare traditional business management principles and practices with those found in today's **technology-intensive organizations**. Be sure you can support your findings with valid sources/citations. To support your narrative, you may want to consider creating a matrix that will illustrate/compare your research findings.*
 - Your manuscript is to be between **2500** and **3000** total word count, including the **title page, abstract, body of paper** and **reference page (s)**. Do not include: table of content or suggestion for future research statement.
 - Your research paper should have *at least six (6)* cited references (the course textbook may count as one reference source). These references **must** come from: articles found in refereed journals, articles from edited magazines published by professional organizations/societies, articles from refereed proceedings of professional conferences and/or published books. **No articles published on the Internet that is not directly connected to an established professional conference, journal or magazine is acceptable as a reference source. Published books are acceptable.**
 - Keep your reader and intended audience in mind when developing and writing your paper. The reader should receive value from your research and what you write. Be sure you have a well-developed introduction, body and conclusion based on your research findings.
 - Use of a matrix and/or graphs, charts and tables might be helpful in the readers understanding of your researched material.
 - Your research paper must be written at the graduate level and should demonstrate a high degree of understanding, on your part, about the topic of this assignment.
 - Follow the **MS-TMGT Manuscript/Assignment Guide and APA Manual** for all writing.
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ASSIGNMENT #2 – Value 100 Points*DUE: November 18, 2014 by 11:59pm***Instructions:**

Based on your readings of the textbook and other related sources, extensive literature review on the assigned topic and your independent study, organize and write an original analytical research manuscript titled:

Project Management Processes Common to Technology-Intensive Organizations

- Develop and write an original analytical research paper with the title above that incorporates the following key aspects of project management:
 - (1) *Common processes utilized for project selection and evaluation,*
 - (2) *how project selection is accomplished,*
 - (3) *common project planning fundamentals,*
 - (4) *how to utilize project cost control in project selection and evaluation and*
 - (5) *the scheduling of a project utilizing the critical path method (CPM).*

Your work should present information and data that is common to contemporary technology-intensive organizations globally.

- Your manuscript is to be between **3000** and **3500** total word count, including the **title page, abstract, body of paper** and **reference page (s)**. Do not include: table of content or suggestion for future research statement.
- Your research paper should have *at least eight (8)* cited references (the course textbook may count as one reference source). These references **must** come from: articles found in refereed journals, articles from edited magazines published by professional organizations/societies, articles from refereed proceedings of professional conferences and/or published books. **No articles published on the Internet that is not directly connected to an established professional conference, journal or magazine is acceptable as a reference source. Published books are acceptable.**
- Keep your reader and intended audience in mind when developing and writing your paper. The reader should receive value from your research and what you write. Be sure you have a well-developed introduction, body and conclusion based on your research findings.
- Use of a matrix and/or graphs, charts and tables might be helpful in the readers understanding of your researched material.
- Your research paper must be written at the graduate level and should demonstrate a high degree of understanding, on your part, about the topic of this assignment.
- Follow the **MS-TMGT Manuscript/Assignment Guide and APA Manual** for all writing.

ASSIGNMENT #3 – Value 200 Points

DUE: December 1, 2014 by 11:59

FINAL EXAMINATION:

- The **Final Examination** in this course will be an individual open-book research based examination completed over a period of time.
 - It will be sent to each student via email on or about **October 15, 2014** and will be due on December 1, 2014.
 - The examination will be based on the content of the course textbook and will also require that you conduct extensive additional outside research in order to successfully formulate your complete responses to the examination questions posed.
 - Source citations and complete references will be required for each response.
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University/College/Department Policies & Procedures

ADA Statement

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library

Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Student Conduct/Citizenship

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

Students are expected, at all times, to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time and effort toward the educational process.

At no time is a student allowed to exchange dialog with, make requests of, or make implications to a member of the faculty that could be construed as a request for, or expectation of preferential or differential treatment among members of a class. A student may not place the Professor in a position in which there is an expectation by the student that he/she will be evaluated, assessed, or given consideration in a manner inconsistent with that of the entire class. All students within a class will be held to an identical standard of expectation and assessment, within the law.

Research Studies/Human Subjects

Refer to the **Texas A&M University-Commerce Rules & Procedures 15.00.01.R0.01-Human Subject Protection**.

Scholarly Expectations

Work submitted at the graduate level, is expected to demonstrate a high-level of cognitive and analytical skills and represent the student's best possible effort on the assignment. Any effort, on any activity, that is less than the student's best effort is insufficient and will most likely result in a lower grade.

Drops & Withdrawals (and understanding the difference)

Drop – Removal of the student from one or more courses while remaining actively enrolled in one or more remaining courses in a given semester. A drop must be initiated by the student, with reason, subject to the Professor's approval, or it may be initiated by the Professor in the case of excessive absences, at the discretion of the Professor. Drop requests **must** be submitted on or before the drop deadline. A student **may not** be dropped from a single course after the drop deadline is passed. Requests to drop a course are submitted via the student's myLEO account.

Withdraw – Elective removal of the student from **ALL** courses in which he/she is enrolled in a given semester. A withdrawal request must be initiated by the student submitting the official [Withdrawal Form](#) to the Office of the Registrar on or before the last day to withdraw. Withdrawals cannot be initiated by the Professor and do not require the Professor's approval.

During the open registration period at the beginning of the semester, students may add or drop courses without specific authorization (prerequisite requirements and permission-only courses excepted). Should the student determine it to be necessary to drop the course, or withdraw from the semester, it is the student's sole responsibility to submit the proper request **PRIOR** to the official deadlines to complete either of these actions. Drop/Withdrawal requests may **NOT** be submitted through your Professor and informing your Professor of your intent to take either action does not constitute your official request to do so. Professor approval is required to drop the course after the end of the open-enrollment period and prior to the drop deadline. The student **cannot** be dropped after the drop deadline or withdraw after the withdrawal deadline. (This is university procedure, NOT a Professor decision.) The Professor is **required** to submit the actual grade earned by each student remaining on the official roster after the withdrawal deadline, regardless of the level of grade attainment.

The student is responsible for confirming official university dates/deadlines and meeting any and all necessary deadlines pertaining to drops & withdrawals. In the event of a discrepancy between a date provided in the course and a date on the official university calendar, the date on the official university calendar, or revised date officially announced by the registrar or other authorized university official, will take precedence.

Grade of "X" (Incomplete)

In accordance with the Academic Procedures stated in the TAMU-C Catalog, "students, who because of circumstances beyond their control, are unable to attend classes during finals week or the preceding three weeks will, upon approval of their Professor, receive a mark of 'X' (incomplete) in all courses in which they were maintaining passing grades." The mark of "X" is rarely applicable and will only be considered in strict compliance with University Policy upon submission of complete medical or other relevant documentation. Discovery of an impending failure of a course, although personally disappointing, DOES NOT constitute an emergency in academia and does not meet the criteria for the assignment of an incomplete.

Course Activity Calendar-Fall, 2014

Day/Date	Activity
Monday, August 25	First Class Day. Begin reading carefully and reviewing the course syllabus. Note assignments, final examination and the due dates. Begin work on Assignment #1.
Tuesday, October 7	Assignment #1 Due.
Wednesday, October 15	Look for <i>Final Examination</i> via email from your Professor. Begin working on Final Examination.
Tuesday, November 18	Assignment #2 Due.
November 27-28	Thanksgiving Holiday-University Closed
Monday, December 1	Final Examination Due.
Friday, December 12	University Graduate School Commencement

Refer to the 2014-2015 Texas A&M University-Commerce Events Calendar for more details of University due dates and deadlines.

Professional Biographical Summary

Dr. Jerry D. Parish, CSTM, is a tenured Senior Full-Professor of *Technology Management* in the Department of Engineering & Technology/*College of Science, Engineering & Agriculture (COSEA)*.

He received his Ed.D. Degree from East Texas State University and has taught and performed various levels of administrative duties for more than 37 years including Hillcrest High School (Dallas, Texas), Southeastern Louisiana University (Hammond, Louisiana), Baker College (Baker City, Oregon) and Berry College (Rome, Georgia) before joining **Texas A&M University-Commerce** in 1994 as the Department Head for Engineering & Technology. He also has served as the Associate Dean-College of Business & Technology, Director for the Center for Excellence and the first Dean of the College of Science, Engineering & Agriculture at TAMUC.

He is a member of the American Society for Engineering Education (ASEE); Institute of Industrial Engineers (IIE); Society of Manufacturing Engineers (SME), The Association of Technology, Management, and Applied Engineering (ATMAE) and the Association for the Advancement of Cost Engineering International (ACE International). His consulting experience has included numerous business, manufacturing and educational institutions throughout the United States. Additionally he has held several national professional leadership offices in various professional organizations.

Current research areas include leadership, knowledge management and technology management. He has published in various professional journals including the International Journal of Engineering Research and Innovation, The International Journal of Agile Manufacturing, Journal of Industrial Technology, The Technology Interface Journal, and Journal of Epsilon Pi Tau. He has also made formal presentations at numerous professional conferences.