

EMBA 511
Project Management
Session 1

COURSE TYPE:

This is an **online course** that is delivered in an 8-week format. It is important that you actively participate throughout the course, starting with the first day of the term. This includes that you ensure access to the necessary technology prior to the start of the course, that you have studied all relevant material prior to attending the mandatory, weekly live-chat, and that you deliver all assignments by the deadlines indicated. If you have technical questions, please contact the CLU Help Desk by telephone at 805-493-3698, by email to helpdesk@callutheran.edu.

INSTRUCTOR INFORMATION:



Name: David Church
Phone Number(s): 818-516-6056
Email Address: dchurch@callutheran.edu
Office Location: Virtual
Office Hours: By appointment

Instructor Profile:

To give you some background on who I am, I have an extensive background in technical project management, consulting and managing client relationships. I am currently employed at Bank of America as a "Senior Vice President, Business Solutions - Technology." I have worked at Bank of America / Countrywide for over 10 years in various project management, product management and analysis roles. In my current role I work with the "Retail" side of mortgage, helping to support the Home Loans Pricing & Fees side of the house. Before I joined Bank of America, I worked in "Big 5" consulting firms - Arthur Andersen, KPMG Consulting and BearingPoint.

I received an MBA from the University of California, Los Angeles - Anderson School of Management, where I was also a Global Access Program Fellow. I have a BS in Business Administration (Information Systems emphasis) from the University of Southern California - Marshall School of Business. Additionally, I am certified as a "Project Management Professional" (PMP).

In terms of my teaching experience, I teach Undergraduate and MBA business courses currently at Cal Lutheran University and National University. I have also taught at Cal State University - Channel Islands (Camarillo and DeVry University.

TIME / PLACE:

- **Term Dates:** 08/07/17 – 10/01/17
- **Weekly Live Chat Session:** Mondays, 10:00 am – 11:30 am PT
- **Classroom:** Blackboard/Collaborate

REQUIRED TEXTBOOKS/READINGS:

The required textbook for this course is:

| | |
|----------------------|---|
| Author(s): | Jack R. Meredith, Samuel J. Mantel Jr., Scott M. Shafer |
| Text Title: | Project Management: A Managerial Approach |
| Year of publication: | 2014 |
| Edition: | 9 |
| Publisher: | Wiley |
| ISBN Number: | 978-1118947029 (Hardcopy) 978-1119031987 (E-Text) |

COURSE DESCRIPTION:

Project management is an increasingly prominent and sought-after discipline within private and public organizations alike. More and more organizational managers aim to acquire project management skills to deliver company strategic objectives while applying proven project management principles to execute their projects. This course is an introduction to the basic fundamentals of project management designed for experienced managers. Specifically, the course will focus on building core competencies required to pass the Project Management Professional (PMP) certification examination. Students will receive a general baseline of project management knowledge based on the nine knowledge areas defined by the Project Management Institute (PMI).

<http://catalog.callutheran.edu/grad/schoolofmanagement/>

TECHNOLOGY REQUIREMENTS:

Cal Lutheran utilizes Blackboard to enhance course learning and achieve the designated student learning outcomes. Technology requirements for the Blackboard Learn and Collaborate are as follow:

- Check your OS and Java version [here](#), and enter into the Configuration Room to make sure you can get into [Blackboard Collaborate](#) or enter the following in your browser:
<http://support.blackboardcollaborate.com/ics/support/default.asp?deptID=8336>
- Minimum computer requirements:
 - Memory: 4 GB RAM or higher
 - Hard Drive: 10% or more free space on your hard drive
 - Working speaker and microphone, check within the Configuration Room above
- Broadband connection highly recommended – DSL or above
- Program(s) that can open Microsoft Office documents and PDFs (e.g. .doc, docx, .ppt, .pptx, .pdf, etc.)

These are the minimum requirements; specific courses may have technological needs above and beyond this list.

LEARNING OUTCOMES:

The MBA-EP Program at California Lutheran University's School of Management has been designed to achieve a total of nine learning outcomes. While each course alone, including this present one, teaches only towards a subset of those nine outcomes, all of them will be accomplished by students upon successful completion of their program.

1. **FUNDAMENTALS:** *Graduates of the School of Management are equipped with knowledge of the essential concepts and tools in their professional field, as well as the ability to relate and apply theoretical concepts into practical situations both within their discipline and across disciplines.*
2. **PLANNING AND ORGANIZATION:** *Graduates of the School of Management have the ability to plan, organize, direct and control effectively in contemporary organizations.*
3. **INDIVIDUAL COMPETENCIES:** *Graduates of the School of Management have individual competencies related to critical and creative thinking, integrity and ethical judgment, and the ability to function in a complex and demanding professional environment.*
4. **INTERPERSONAL COMPETENCIES:** *Graduates of the School of Management have interpersonal competencies related to effective and appropriate communication and collaboration that support and enhance their individual and organizational effectiveness.*
5. **GLOBAL ENVIRONMENT:** *Graduates of the School of Management have a sound understanding of the global environment and its importance to organizational effectiveness, as well as the ability to successfully operate in an international context.*
6. **LEADERSHIP AND CHANGE:** *Graduates of the School of Management are able to demonstrate effective and principled leadership including the ability to influence organizations in complex and changing environments.*
7. **QUANTITATIVE AND QUALITATIVE TOOLS:** *Graduates of the Masters of Business Administration for Experienced Professionals (MBA-EP) program are able to appropriately use quantitative and qualitative methods and tools to identify and analyze business problems and opportunities.*
8. **TECHNOLOGY:** *Graduates of the Masters of Business Administration for Experienced Professionals (MBA-EP) program are able to effectively manage and utilize technology to collect, analyze, synthesize, present and employ relevant information for decision-making.*
9. **CORPORATE SOCIAL RESPONSIBILITY:** *Graduates of the Masters of Business Administration for Experienced Professionals (MBA-EP) program are able to make business decisions incorporating a distinct awareness of social responsibility, including, in particular, sustainable business practices.*

Didactic Approach Information on which learning outcomes are addressed in this course can be found in the section on "Assessments and Learning Outcomes" below.

DIDACTIC APPROACH:

This course rests on several components – self-study, lectures, interaction, as well as practice and application:

- Self-Study
 - Preparation in self-study by students before lecture to become familiar with new material and to stimulate thinking, generate ideas and questions.
- Lecture
 - Presentation of topics in class by instructor using narrated PowerPoint slides.
- Student-Instructor Interaction
 - Discussion of selected questions, finding of examples, answering of questions etc. in the weekly live-chat.
 - Asynchronous, instructor-facilitated discussion of relevant topics on discussion boards.
 - Direct interaction between student and instructor.

- Practice and Application
 - Preparation of short assignments by students before class.
 - Participation in discussion boards.
 - Deepening of concepts in discussion.
 - Final project / presentation on a selected topic.

ASSESSMENT AND GRADING:

Assessment in this course is based on multiple elements. Each form of assessment addresses different (sometimes multiple) learning outcomes and each form of assessment requires a different set of knowledge, skills and abilities:

Attendance:

The mandatory attendance policy for all courses offered through the Online MBA-EP program at California Lutheran University serves to improve student learning and comply with federal regulations and financial aid policies. CLU Online MBA-EP courses consist of synchronous and asynchronous activities. All activities are mandatory and in some way count towards the final grade. While the degree of participation in asynchronous activities (e.g. weekly assignments, threaded discussions, quizzes, etc. as outlined in the syllabus of an online course) is documented by the degree of completion and the quality of the outcomes, the degree of participation in synchronous activities (e.g. a weekly live chat session in a virtual classroom) is documented by the actual presence of a student during such activities. Based on this general policy, the following rules apply:

- Attendance of synchronous activities (e.g. weekly live chat session in a virtual classroom) is mandatory for all students and in all Online MBA-EP courses.
- Students may be dropped from the course if they do not attend the first synchronous activity of the course (unless discussed with the instructor prior to the activity) and/or if they have not logged into the learning management system (online course) during the first week of the term.
- Students may miss a maximum of two synchronous activities. Attendance of less than 75% of a synchronous activity will be considered as insufficient (i.e. missed). Failure to meet the individual course attendance requirements may result in a grade of F.
- Students can make up for a maximum of two missed synchronous activities. In the case of a live chat session, students must listen to the archived chat session for that week and complete an assignment at the instructor's discretion.
- In addition to these attendance requirements, each instructor will have separate grading policies concerning participation in synchronous activities.

Additional requirements (if any):

Details on grading standards for each form of assessment can be obtained from the following grading rubric:

Participation

| | Below Average | Average | Above Average | Outstanding |
|----------------------------|---|--|---|--|
| | Student Achievements | | | |
| Class Participation | <p>Students do not participate actively in the live-chat and even when directed do not contribute to class substantively.</p> <p>The grade point range for this level is 1- 4</p> | <p>Students are largely passive during the live-chat, but do provide informed responses to questions when asked. Or, students are pro-active, but do not provide contributions of essential value.</p> <p>The grade point range for this level is 5-8</p> | <p>Students speak frequently during the live-chat without the need for the facilitator to stimulate their participation. Their contributions are of acceptable value, but largely generic.</p> <p>The grade point range for this level is 9-12</p> | <p>Students are very active during the live-chat. They ask questions or make comments that help clarify and synthesize discussion, relate their ideas or experiences to chat topics, contribute examples that are relevant, acknowledge and extend the ideas of others and relate content from class materials, readings and experiences to the discussions.</p> <p>The grade point range for this level is 13-16</p> |
| Discussion Forum | <p>Students largely restate the obvious, concur with other students' opinions or simply repeat text from other sources used in the course. They do not foster further dialogue. Contributions lack substance and coherence.</p> <p>The grade point range for this level is 0</p> | <p>Students' contributions lack substance, but they are coherent and well structured. They are not challenging, and do not foster further dialogue.</p> <p>The grade point for this level is 0.5</p> | <p>Students' contributions are substantive and coherent, but they are isolated, not challenging and do not foster further dialogue.</p> <p>The grade point for this level is 1</p> | <p>Students show initiative by initiating or stimulating a discussion with statements or further questions that are challenging and/or foster further dialogue. Contributions / reactions to other students' contributions are substantive and coherent.</p> <p>The grade point for this level is 1.5</p> |

Additional requirements:

Assignments/Papers/Presentations

| | Student Achievement | | | |
|----------------------------|---|---|--|---|
| | Below Average | Average | Above Average | Outstanding |
| Written Assignments | <p>Students do not follow the instructions for the assignment and/or are not or not sufficiently capable of presenting their ideas in a concise, coherent, relevant and insightful manner.</p> <p>The grade point range for this level is 1-2</p> | <p>Students largely follow the instructions for the assignment. Their comprehension of the assignment is not complete. Their work shows considerable room for improvement concerning coherence, conciseness, relevance, and insightfulness.</p> <p>The grade point for this level is 3</p> | <p>Students closely follow the instructions for this assignment. They demonstrate comprehension of the assignment. Their work shows some room for improvement concerning coherence, conciseness, relevance and insightfulness.</p> <p>The grade point for this level is 4</p> | <p>Students closely follow the instructions for the assignment. They not only clearly demonstrate comprehension of the assignment, but they also display flawless coherence, conciseness, relevance and insightfulness.</p> <p>The grade point for this level is 5</p> |
| Final Team Paper | <p>Students do not follow the instructions for the assignment and/or are not or not sufficiently capable of presenting their ideas in a concise, coherent, relevant and insightful manner.</p> <p>The grade point range for this level is 1-2</p> | <p>Students largely follow the instructions for the assignment. Their comprehension of the assignment is not complete. Their work shows considerable room for improvement concerning coherence, conciseness, relevance, and insightfulness.</p> <p>The grade point for this level is 3</p> | <p>Students closely follow the instructions for this assignment. They demonstrate comprehension of the assignment. Their work shows some room for improvement concerning coherence, conciseness, relevance and insightfulness.</p> <p>The grade point for this level is 4</p> | <p>Students closely follow the instructions for the assignment. They not only clearly demonstrate comprehension of the assignment, but they also display flawless coherence, conciseness, relevance and insightfulness.</p> <p>The grade point for this level is 5</p> |
| Team Presentation | <p>Students do not sufficiently follow the instructions for the presentation and/or are not or not sufficiently capable of describing the concept at hand in a concise, relevant, rigorous and coherent manner. There is limited or insufficient use of the knowledge base from the course.</p> <p>The grade point range for this level is 1-2</p> | <p>Students closely follow the instructions for the final presentation. Their comprehension of the concept at hand is not complete, and they fail to critically evaluate it. Slides lack clarity and/or oral presentation shows considerable room for improvement. There is somewhat limited or insufficient use of the knowledge base from the course.</p> <p>The grade point range for this level is 3-5</p> | <p>Students closely follow the final presentation for this assignment. They demonstrate deep comprehension of the concept at hand but fail to fully evaluate it in a structured and critical manner. There's some lack of clarity in the slides and and/or some room for improvement of the oral presentation. There is good, but not perfect use of the knowledge base from the course.</p> <p>The grade point range for this level is 6-8</p> | <p>Students closely follow the instructions for this assignment. They not only clearly demonstrate comprehension of the concept at hand but are also capable of critically evaluating it. Their slides and their oral presentation have definite clarity. There is good, close to perfect use of the knowledge base from the course.</p> <p>The grade point range for this level is 9-10</p> |

Additional requirements:

ASSESSMENTS AND LEARNING OUTCOMES:

The following table provides information on how various forms of assessment contribute to these 9 student learning outcomes:

- | | |
|-------------------------------|---------------------------------------|
| 1. Fundamentals | 6. Leadership and Change |
| 2. Planning and Organization | 7. Quantitative and Qualitative Tools |
| 3. Individual Competencies | 8. Technology |
| 4. Interpersonal Competencies | 9. Corporate Social Responsibility |
| 5. Global Environment | |

The following learning objectives are addressed by each form of assessment used in the course:

| Form of Assessment | Student Learning Outcomes | | | | | | | | |
|-------------------------------|---------------------------|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Consultations with instructor | | | X | X | | | | | |
| Weekly Live Chats | X | | X | X | | X | | | |
| Discussion Boards | X | | X | X | | X | | | |
| Quizzes | X | | X | | | | | | |
| Written Assignments | X | | X | X | | X | | | |
| Narrated PowerPoint Slides | X | | X | X | | X | | | |
| Required Readings | X | | X | X | | X | | | |
| Final Team Paper | X | | X | X | | X | | | |
| Team Presentation | X | | | X | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

OVERVIEW AND SCHEDULE OF TOPICS & ACTIVITIES:

| Session | Readings | Topics | Assignments |
|---------|-----------------|---|---|
| 1 | Chapter 1 | Projects in Contemporary Organizations | <ul style="list-style-type: none"> • Review Syllabus • Attend Online Class • Discussion Boards • Online Reading |
| 2 | Chapters 2, 3 | Strategic Management and Project Selection, The Project Manager | <ul style="list-style-type: none"> • Attend Online Class • Discussion Boards • Online Reading • Written Assignment |
| 3 | Chapter 4 | Managing Conflict and the Art of Negotiation | <ul style="list-style-type: none"> • Attend Online Class • Discussion Boards • Online Reading • Written Assignment |
| 4 | Chapters 5, 6 | The Project in the Organizational Structure, Project Activity and Risk Planning | <ul style="list-style-type: none"> • Attend Online Class • Discussion Boards • Online Reading • Quiz |
| 5 | Chapter 7 | Budgeting: Estimating Costs and Risks | <ul style="list-style-type: none"> • Attend Online Class • Discussion Boards • Online Reading • Written Assignment |
| 6 | Chapters 8, 9 | Scheduling, Resource Allocation | <ul style="list-style-type: none"> • Attend Online Class • Discussion Boards • Online Reading • Written Assignment |
| 7 | Chapters 10, 11 | Monitoring and Information Systems, Project Control | <ul style="list-style-type: none"> • Attend Online Class • Discussion Boards • Online Reading • Quiz |
| 8 | Chapters 12, 13 | Project Auditing, Project Termination | <ul style="list-style-type: none"> • Attend Online Class • Discussion Boards • Online Reading • Final Team Paper • Team Presentation |

DESCRIPTION OF ACTIVITIES:

I. Online Class Participation

Every week we will have a synchronous, online classroom session. Attendance is a big factor in receiving credit, however, so is active participation. During the classroom sessions we will focus on key topics, expectations and discussions questions. The content discussed during the chat sessions do not eliminate the need to actively keep up with the assigned textbook and online reading. Students who are unable to attend the online chat session may earn credit for the missed chat by submitting a summary of the archived chat by midnight Sunday of the week in which the missed chat session occurs.

2. Discussion Boards

Every week we will have two, graded discussion boards. You're expected to respond to each discussion board a total of three times per board. That includes your initial response, and then two additional responses to other classmates. Thus, with two graded discussion boards, your total weekly minimum is 6 responses per week. Please remember your posts should be substantive and help advance the discussion.

3. Written Assignments

Our Written Assignments deal with responding to assigned questions and/or case studies. You're then asked to provide 2-3 pages of content, not including your cover page and reference section. Ensure you always include a cover page and reference section (even if only the textbook). All four written assignments should be APA formatted.

4. Quizzes

Each quizzes will include 10 multiple choice questions worth 1.0 points each. The exam will be cumulative, that is potentially covering all chapters preceding the Quiz date. Quizzes can cover discussion board topics, lecture notes, online class sessions and the textbook.

5. Final Team Paper

See the team presentation topic listed below. Your paper should be in APA format. Do not forget to put your team member names, class, assignment name and submission date on the front page. Your team's final paper should be 5 - 7 pages long, plus a cover page and reference section. The structure of your paper will follow closely to your presentation. The final team paper grades are separate from the team presentation grades.

6. Team Presentation

Case studies provide an opportunity to test your comprehension of course concepts, business judgment, and decision-making ability in the context of real business problems. Therefore, it is critical that you prepare well ahead of time for your team case analysis and presentation to ensure your success in the class. Project managers frequently execute presentations as part of their responsibilities. Many of those presentations involve summarizing the many aspects of a project and leveraging key team members. You will be asked to form teams of 3-4 for the presentations. For each team, you will select an opportunity or problem that could lend itself to a project. This can be from your work experience or in your personal lives. Once selected, your team will get approval on the project from the instructor. Then, you are asked to create and summarize in your presentations the following:

- Introduction: High-level introduction on topic selected
- Scope summary: What is the scope of what your proposed project is looking to accomplish? Ensure to outline what is in scope versus what is out of scope
- Time / schedule summary: What is the projected timeline for this proposed project? This should include a high-level summary of key milestones, an indication of the critical path of tasks, and a Gantt chart diagram
- Cost summary: What do you project will be the cost for this? Ensure to include human resources, as well as capital, lease / rental, equipment, software licenses, etc.
- Risks: What are the projected risks that you believe your project may encounter? Ensure you categorize your risks based on the FMEA. Discuss what risk planning you have documented for the top 3 risks.
- Post Control: To conclude, what will your project team measure after the project is completed to indicate success? Describe the measurements at a high-level and your plan to measure them.

Your presentations should all be in MS PowerPoint format. Everyone on the team should present, and the entire team will share the same grade. So, emphasis on ensuring you practice and review ahead of time. Presentations will be 7-10 minutes in duration, with 2 minutes allotted for Q&A. Presentations must be

submitted by the Week 8 online classroom schedule, as you will be presenting during our Week 8 online class. Ensure to include any references at the bottom of the slides, or as the last slide.

GRADING:

Grading in this class will be based on the following elements and the grading scale provided below:

| Percentage | Grade |
|------------|-------|
| >94% | A |
| 90% to 93% | A- |
| 87% to 89% | B+ |
| 84% to 86% | B |
| 80% to 83% | B- |
| 77% to 79% | C+ |
| 74% to 76% | C |
| 70% to 73% | C- |
| 67% to 69% | D+ |
| 64% to 66% | D |
| 60% to 63% | D- |
| <60% | F |

| Activity | Points |
|----------------------------|------------|
| Online Class Participation | 16 |
| Discussion Boards | 24 |
| Written Assignments | 20 |
| Final Team Paper | 10 |
| Team Presentation | 10 |
| Quizzes | 20 |
| Total | 100 |

Extra Credit Assignments – This class does not offer any extra credit opportunities.

STUDENT WORKLOAD FOR THIS COURSE:

A detailed breakdown of times (1 hour = 50 minutes) and activities can be found from the following table:

| Activity | Instructor-Led | | Independent | | Remarks |
|-------------------------------|----------------|-----------|-------------|-----------|---------|
| | Weekly | Course | Weekly | Course | |
| Consultations with instructor | 1 | 9 | | | |
| Weekly Live Chats | 1.5 | 12 | | | |
| Discussion Boards | 2 | 16 | | | |
| Quizzes | | | 2 | 16 | |
| Written Assignments | | | 2 | 16 | |
| Narrated PowerPoint Slides | 1 | 8 | | | |
| Required Readings | | | 4 | 32 | |
| Final Team Paper | | | 1 | 12 | |
| Team Presentation | | | 1 | 14 | |
| TOTAL Hours | | 45 | | 90 | |

COURSE EVALUATIONS:

All course evaluations are conducted online. Your feedback is important to us. You will receive an email message reminding you when the website is open for your feedback. The link is: <http://courseeval.callutheran.edu>

ACADEMIC INTEGRITY:

The educational programs at California Lutheran University's School of Management are designed and dedicated to achieve academic excellence, honesty and integrity at every level of academic life.

This Policy and the Procedure for Reporting and Handling Violations of Academic Integrity in the School of Management are built upon the university's framework, but are specific to the School of Management only. As stated in the Procedure For Reporting and Handling Violations of Academic Integrity in the School of Management, students and faculty share responsibility for maintaining high levels of scholarship and academic integrity. In the same manner, faculty and students share an obligation to report violations of academic integrity to their Program Director.

Our definition of academic dishonesty is "any behavior or act that implies intent to make someone believe what is not true, as giving a false appearance." Since academic honesty is central to the academic enterprise, students and faculty must accept and respect the principle of acknowledging information, ideas and language that have been borrowed from someone else. Plagiarism (any failure to document sources), cheating, unethical use of technology, and facilitation of academic dishonesty are examples of such behaviors.

Any behavior or act that falls within the definition of academic dishonesty will meet with appropriate disciplinary remedies. Due to the serious nature of such offenses and resulting questions regarding student ethics, graduate programs within the School of Management may assign remedies including academic probation, suspension or dismissal from the university after a first offense with the approval of the Dean and Vice President for Academic Affairs. Remedies will be determined by reviewing each specific breach of academic honesty, the context of the breach and the nature of the breach.

UNIVERSITY HARRASSMENT POLICY:

Be civil to each other, both on- and offline. For information on the University's **student harassment policy and rights, please go to the following link:** [Student Life Handbook](#)

SEXUAL MISCONDUCT:

California Lutheran University does not tolerate any degree of sexual misconduct on or off-campus. We encourage you to report if you know of, or have been the victim of, sexual harassment, misconduct, and/or assault. If you report this to a faculty member, she or he must notify Cal Lutheran's Title IX Coordinator about the basic facts of the incident. More information about your options for reporting can be found at: <http://www.callutheran.edu/title-ix/>

PEARSON LIBRARY:

The Pearson Library holds over 318,500 volumes including 185,300 full-text e-books; 300 print and electronic journal subscriptions; 161 online databases with over 70,000 full text journals and full-text articles from scholarly journals. Specialized business and management databases include [Business Source Premier](#), [Business Full Text](#), [Data-Planet Statistical Datasets](#), [Emerald eJournals](#), [First Research](#), [LEXIS](#), [Mergent Online](#), [Morningstar](#), [ProQuest](#), [Research Monitor](#), [Westlaw](#), among others. To begin using these materials, visit the Pearson Library's business research guide at <http://libguides.callutheran.edu/BusinessAdmin>. For assistance, you can also contact the library's School of Management liaison, Henri Mondschein MLS, Ed.D., Email mondsche@callutheran.edu, phone: (805) 493-3012. For general assistance, you can chat live on the Library's homepage at <http://www.callutheran.edu/library/> or you can contact the library via email at clulibrary@callutheran.edu or via phone at (805) 493-3255.

CLU WRITING CENTER:

The Writing Center provides writing consultations, in-person and online, with trained undergraduate and graduate writing consultants. We welcome all writing-related projects at any stage of the writing process across the diverse disciplines of study at CLU. The Writing Center also hosts writing workshops, provides in-class visits, facilitates writing groups, and offers a writer's studio option for longer, sustained projects. Services suit writers of all levels, including traditional undergraduates, graduate students from all fields, all English language learners, and accomplished scholars alike. All members of the CLU community with a @callutheran.edu email address are welcome to make use of our services. For more information, please visit at www.callutheran.edu/writing_center or call (805) 493-3257. Please schedule appointments online through MyCLU Blackboard with the yellow "The Writing Center" icon in "Tools," or stop by The Writing Center itself, located in the Darling Collaboration Suite of Pearson Library.

VETERANS RESOURCES:

If you are a veteran, military member, or a family member of a veteran or military member, please refer to Cal Lutheran's Veterans Resources webpage for important information: <http://www.callutheran.edu/veterans/> Also, if you are a veteran receiving benefits and you are struggling in a class, you most likely qualify for free tutoring. Please contact the Veterans Coordinator, Jenn Zimmerman, veterans@callutheran.edu or (805) 493-3648 for more information.

DISABILITY STATEMENT:

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Disability Support Services Coordinator, Wendy Jimenez, for the facilitation and verification of need. The Disability Support Services Coordinator is located in the Center for Student Success Office in the Academic Services Building, and can be contacted by calling (805) 493-3464 or emailing wjimene@callutheran.edu

HELP DESK:

Students may contact the Help Desk about telephone, network, wireless network, software questions password problems, hardware problems, and general consultation (i.e. you cannot log into your MyCLU portal, or you are having problems with Blackboard). Please email specific details about your problems to helpdesk@callutheran.edu, click on the following link for more information http://www.callutheran.edu/iss/technology_services/helpdesk.php or call (805) 493-3698.

DISCLAIMER:

This syllabus may change from time to time to accommodate changing circumstances. Every effort will be made to alert students to changes that occur in a timely manner.