Class meets: Monday from 7:20 PM to 10:00 PM in Enterprise 173
Instructor: Gwendolyn K. Crider, MPA
Office: Enterprise Hall, Room 207
Office hours: By appointment only
Contact: e-mail: gcrider@gmu.edu [This is the most reliable way to reach me]
703-993-4164, ext. 101475
Course web site: Course material will be posted on Blackboard.
Prerequisites: MGMT 301 & degree status

COURSE DESCRIPTION:
This course will cover a variety of topics relevant to diversity in organizations. We will consider cultural and psychological process that influence the manner in which people deal with one another, as well as the history of workplace discrimination in the U.S. We will apply these concepts to discussions of specific dimensions of diversity, including gender, racioethnicity, sexual orientation, religion and disability. Finally, we will consider ways in which organizations can and do manage diversity.

COURSE GOALS
The three goals of this course are: (a) to increase students’ knowledge about the facts relevant to understanding the role of diversity in human affairs and especially in the workplace; (b) to increase students’ understanding of various demographic groups and their ability to work successfully with others who differ from themselves; (c) to increase students’ understand of the role of diversity in the workplace, along with the procedures and practices of diversity management.

LEARNING GOALS FOR THE MANAGEMENT PROGRAM
Students who are competent in the management discipline will meet the following learning goals.
• Students will understand and apply the theories, models, research findings, and tools related to organizational behavior.
• Students will understand and apply the theories, models, research findings, and tools related to the management functions of planning, organizing, staffing, leading and controlling.
• Students will analyze and solve problems creatively.
• Students will integrate key components of human resource management (including: selection, training, compensation, strategic human resource planning, performance evaluation, employee relations, and employment law).
• Students will synthesize key aspects of strategic management

COURSE LEARNING OBJECTIVES: BY THE END OF THE SEMESTER, I HOPE YOU WILL BE ABLE TO
• describe many of the ways in which people differ from one another (dimensions of diversity) and explain how those differences affect your experiences and behavior.
• explain the cultural and psychological processes that influence how individuals perceive and react to others – especially those who differ from themselves.
• use your understanding of the above to increase your awareness of how you have developed your beliefs about various groups.
• use your understanding of the above to increase your awareness of why you act as you do toward other people.
• detail the challenges of being a member of an underrepresented group in the workplace, and explain how those challenges vary with the dimension of diversity.
• interact and work with others who differ from you more comfortably and successfully than was the case before you took this course.
• explain the potential value of diversity and why effective management of diversity is needed for organizations to attain that value.
• discuss some of the specific challenges involved in effectively managing diversity along various dimensions of diversity.
• describe some of the ways in which organizations manage diversity.
• critique an organization’s diversity management policies and practices.
• design policies and procedures to enhance an organization’s management of diversity.

CLASS FORMAT
The class activities will include lectures, class discussions, study group discussions, and presentations by external speakers and by students.

STUDENT EVALUATION
What you learn and how much you learn will depend on how actively you approach this course. I encourage you to push yourself to make the most of the opportunities offered. I use a variety of deliverables to maximize learning (different deliverables lead to different types of learning) and fairness (different students excel at different types of assignments).

Journals: One assignment is to keep a journal of your observations and thoughts regarding diversity as it relates to this class.

• Purpose. The purpose of the journal is to motivate you to think about diversity and specifically about each week’s topic. It also provides me with a way to assess contributions to the class; you are more likely to contribute to class discussion if you have thought about the issues before class.
• Content. The journal will be an account of your feelings, thoughts, experiences and insights during the course of the semester. Each journal must deal with the topic specified in the schedule below, though you may also write about additional issues.
• Length and format. The paper must be at least one double-spaced printed page (250+ words) long. Write your name at the top of the page, along with the course ID (MGMT 412), and the date of the relevant class.
• Grading and credit. These papers will be graded on a 1/0 basis. The normal grade will be 1. A grade of zero will be assigned to papers that are too short (less than 250 words) or that do not focus on the assigned content.
• Delivery. Because this is the only way in which I give credit for class contributions, you must attend class to turn in the journal entry. Furthermore, to receive credit you must remain for the entire class – you may not leave except in case of an emergency, in which case you must inform me of your departure and reason therefore. The due dates are indicated in the schedule shown at the end of this syllabus. If we miss class (e.g., due to inclement weather) the schedule will change accordingly.
• Number required. Because students must sometimes miss class for professional or personal reasons, you only need to receive credit for 9 of the 11 possible journals to receive full credit for this assignment. I recommend that you get them done early in the semester, because unexpected problems may force you to miss some later in the semester and an “excused absence” is not an option. I will not assign extra credit if you turn in more than the required number of journals.
Quizzes

- **Purpose.** The purposes of the quizzes are to: (1) motivate you to do the assigned reading before class, and (2) help you learn the material. Research has shown that memory of material is improved both by studying and by being tested on the material (cf. Roediger & Karpicke, 2006, *Perspectives on Psychological Science, 1*, 181-210).

- **Content.** The quiz questions will be drawn from the readings assigned for the classes indicated in the schedule below. “Readings” include all the activities that should have been completed for the class.

- **Format.** Each quiz will contain six questions. It will usually include 5 multiple choice questions and one short answer question, but I may use other types of questions (e.g., matching) and any mix of question types is possible.

- **Timing.** Quizzes will be given on the dates indicated in the schedule shown at the end of this syllabus. [If we miss class (e.g., due to inclement weather) the schedule will change accordingly.] Quizzes will be administered at the beginning of class. If you arrive after the quiz has been administered you will receive a grade of zero.

- **Grading.** Each question will be worth 1 point. Most questions will be graded 0/1, but partial credit will be possible for some questions. Scores can range from 0 to 6.

- **Overall grade.** I will give 6 quizzes. I will drop your 2 lowest grades, so you can earn up to 24 points (6 points for each of 4 quizzes).

Examination: There will be one examination.

- **Timing.** It will be administered on the day specified in the schedule at the end of this syllabus. [If we miss a day (e.g., due to inclement weather), the date will be moved back accordingly.]

- **Content.** It will include all the material covered before that day.

- **Format.** It may include any type of question. I expect about 75% of the points will come from objective questions (e.g., multiple-choice) and 25% will come from subjective questions (e.g., short essays).

- **Scantron.** Bring a Scantron for recording your answers to the multiple-choice questions.

- **Tardiness & Absence.** If you are late to class, you will have less time to work on the exam. I will offer a makeup examination only for university-sanctioned reasons, which include hospitalization on the date of the exam, death of an immediate family member, and other such traumatic events. Except for absences due to last-minute emergencies, no makeup exam will be given unless I am notified of you impending (and excused) absence prior to the date of the exam. Documented proof must be provided to justify any absence.

Understanding Others Essay

- **Basic Information.** This essay will be a report of interviews you complete with people who belong to a demographic group to which you do not belong. Your task is to try to understand their experience—to see the world through their eyes. You should give special attention to their workplace experiences. You may complete this assignment alone or with a partner. If you work with a partner, which I recommend, the two of you should differ along some important demographic dimensions so you can learn from your partner. If you decide to work with a partner, you must tell me of the partnership by Class 8. More information about this assignment is given in a separate document posted in the Deliverables section of the class web site.

- **Tardiness & Absence.** The essay is due at the beginning of the class period specified in the schedule at the end of this syllabus, though there is a 10 minute grace period for traffic problems. If the paper is more than 10 minutes late, it will receive a penalty of 20%. If the paper is not turned in before the end of class on the date specified, it will receive an additional penalty of 20% for each day thereafter. If you work with a partner, either member of the team may deliver the paper. If neither of you can come to class that day, you may e-mail the paper to me the day before class or put it in a sealed
Envelope and ask a classmate to deliver it for you. If I receive it later than one day before or if your classmate fails to deliver it, I will treat it as a missing paper and assess penalties as described above.

**Course Reflection Paper**
- **Purpose.** The purpose of this brief paper is to motivate you to think about how you have been affected by this course. A second purpose is to give me some indication of how the course has affected you.
- **Content.** You should write about how your view of the world and/or your behavior has been affected by taking this course. If your perspective and/or behavior have been affected, you should give specific examples of how your views have changed or of actions you have taken due to your experiences in this course. (Please do not mention actions you took simply to satisfy the requirements of this course.)
- **Privacy.** Because I want you to feel free to report your honest reactions to the class, even if your reactions are negative, these papers will be submitted anonymously. When turning in your paper, you will be asked to remove your name, place your name in one envelope and the paper in a separate envelope. I may be asked or may choose to prepare a report about this course. Such a report would include a discussion of the impact the course has on students. If you do not want me to include the information you provide, you must say so at the end of the paper. I may also want to quote you as “an anonymous student.” If you do not want me to quote you, you must say so at the end of the paper.
- **Length and format.** The paper must be at least one double-spaced printed page (250+ words). Write your name at the top right corner of the page, so it can easily be removed. At the top left of the paper, print the course ID (MGMT 412), the semester, and the assignment (“Course Reflection Paper”).
- **Grading and credit.** These papers will be graded on a 2/1/0 basis. The normal grade will be 2. A grade of 1 will be assigned to papers that are too short (less than 250 words) or are turned in after the class begins but before it ends. A grade of 0 will be given to papers that do not focus on the assigned content. Note that what you say will not affect your grade, so please be entirely honest. If you believe this course has not affected you in any way or has had a negative effect on you, you should say that and you will still get credit for this assignment. Also, you will receive credit whether or not you give me permission to use your statement or quote you. In short, you will get full credit if you turn in this assignment on time and it satisfies the content and length requirements.
- **Delivery.** The Course Reflection Paper is due at the beginning of the final class, though there is a 10 minute grace period for traffic problems. You must attend class to turn in the paper and you must remain for the entire class. If you leave early, you will be penalized 1 point.
- **Tardiness & Absence.** You will be penalized 1 point if the paper in turned in after the 10 minute grace period or if you do not remain in class after turning it in. If the paper is not turned in before the end of class, it will not be accepted and you will receive a grade of 0.

**Team Project**
- **Paper – Basic Information.** I will create learning teams a few weeks into the semester. Each learning team must evaluate a local organization in terms of its level of diversity, approaches to diversity management, and the like. More information about this assignment is given in a separate document posted in the Deliverables section of the class web site.
- **Paper – Tardiness & Absence.** These papers (both an electronic and paper version) are due at the beginning of the final exam period, though there is a 10 minute grace period for traffic problems. If the paper is more than 10 minutes late, it will receive a penalty of 20% if it is turned in before the end of class and an additional 40% for each day thereafter. Any member of the team may turn in the paper.
- **Presentation – Basic Information.** Each team must give a presentation summarizing their findings during the final exam period. More information about this assignment is given in a separate document posted in the Deliverables section of the class web site.
• **Presentation – Tardiness & Absence.** There will be a 10% penalty if you do not give me the file containing PowerPoint slides before class begins. In addition, you will receive a grade of zero if you are not ready to give your presentation when your turn comes.

• **Paper & Presentation – Grading.** The grades you receive will be based on the team performance and your teammates’ evaluations of your contributions to the team. If you do not do your share of the work, your grade will be decreased accordingly.

### Weighting and due dates of Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date (assuming no class cancellations)</th>
<th>% of grade</th>
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</thead>
<tbody>
<tr>
<td>Journal</td>
<td>Multiple dates: See schedule</td>
<td>9</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Multiple dates: See schedule</td>
<td>24</td>
</tr>
<tr>
<td>Examination</td>
<td>Class 5</td>
<td>25</td>
</tr>
<tr>
<td>Understanding Others Essay</td>
<td>Class 11</td>
<td>15</td>
</tr>
<tr>
<td>Course Reflection Paper</td>
<td>Class 14</td>
<td>2</td>
</tr>
<tr>
<td>Team Project – Paper</td>
<td>Final exam period</td>
<td>18</td>
</tr>
<tr>
<td>Team Project – Presentation</td>
<td>Final exam period</td>
<td>7</td>
</tr>
</tbody>
</table>

Semester grades will depend on the total points you earn on the assignments, using the percentage cutoffs shown below. Scores exactly at a cutoff will be assigned the higher grade. There will not be a curve, but extra credit is possible as explained below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>F</th>
<th>D</th>
<th>C</th>
<th>C+</th>
<th>B-</th>
<th>B</th>
<th>B+</th>
<th>A-</th>
<th>A</th>
<th>A+</th>
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<td>60-70</td>
<td>70-77</td>
<td>77-80</td>
<td>80-83</td>
<td>83-87</td>
<td>87-90</td>
<td>90-93</td>
<td>93-97</td>
<td>97-100</td>
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**Extra Credit Essay–Becoming a Minority:** This exercise is designed to give you the experience of being a minority (or a minority of a different group than usual). More information is given in a separate document posted in the Deliverables section of the class web site. The essay must be at least three double-spaced pages long and will be graded on a pass/fail basis. You may turn it in any time up to the beginning of the Class 14. If you receive a passing grade on this essay, I will add 3 points to your semester average.

**EXPECTATIONS**

**Effort and Time:**

We will cover a lot of material this semester. A deliverable of some type is due at the beginning of almost every class. Of the three major deliverables, one requires you to work with other students and a second permits you to do so. Your work partners will rely on you to carry your share of the load. Furthermore, I have high performance expectations. I know you are able to perform well and I expect you to do so. To do well in this class, you should plan to spend 6 to 9 hours per week on the readings and deliverables – in addition to class time.

**Standards of Behavior:**

The mission of the School of Management at George Mason University is to create and deliver high quality educational programs and research. Students, faculty, staff, and alumni who participate in these educational programs contribute to the well-being of society. High quality educational programs require an environment of trust and mutual respect, free expression and inquiry, and a commitment to truth, excellence, and lifelong learning. Students, program participants, faculty, staff, and alumni accept these principles when they join the SOM community. In doing so, they agree to abide by the following standards of behavior:
• Respect for the rights, differences, and dignity of others
• Honesty and integrity in dealing with all members of the community
• Accountability for personal behavior

Integrity is an essential ingredient of a successful learning community. Ethical standards of behavior help promote a safe and productive community environment, and ensure every member the opportunity to pursue excellence. SOM can and should be a living model of these behavioral standards. To this end, community members have a personal responsibility to integrate these standards into every aspect of their experience at the SOM. Through our personal commitment to these Community Standards of Behavior, we can create an environment in which all can achieve their full potential.

**Honor code:** The honor code applies to all the work required for this class. You may not obtain any help from anyone on the quizzes or examination or from anyone outside your learning team on the team project. You and your partner may discuss your understanding others project with others, but may not receive any comments on the written essay or help with the writing except from the GMU Writing Center. I encourage you to discuss your journal entries (or, more generally, your thoughts about diversity) with others, but you should write the journal entries yourself. More information about the GMU honor code is given on the GMU web site at various locations, including: [http://catalog.gmu.edu/content.php?catoid=5&navoid=410&bc=1#Honor](http://catalog.gmu.edu/content.php?catoid=5&navoid=410&bc=1#Honor). If you are ever uncertain about whether certain class-related behavior is ethical, please check with me. **Be aware that I will send any violation of the honor code to the Honor Committee and will probably recommend that the penalty be an F in the class.**

**Standards Especially Relevant to this Class**

This class will involve discussion of controversial issues that are personally important and about which we may have strong feelings. We are likely to have different perspectives on some issues and may not always agree with each other. Thus, it is especially important for us to treat one another with respect. We are here to learn from each other and to help each other learn about diversity. Our learning will be strongly affected by our ability to communicate and share our experiences. We must develop an atmosphere in which we can openly discuss our thoughts, feelings, and experiences without the fear of being judged by others. Towards this end, here are some points of information that should help us work well together.

• We have all been victimized by some level of prejudice or discrimination.
• All humans, including ourselves, have some level of prejudice against some other group
• We all have some degree of ignorance about other groups. This class offers us an opportunity to decrease our ignorance.

*We will discuss (and agree on) standards of behavior during class.*

**Activities during class:** During class, you should be focused on class. Please do not text friends or others, play video games, read the newspaper, do your homework for other classes, gossip, sleep, or engage in other activities that have nothing to do with this class. Do not get up and leave class unless you are dealing with an emergency or simply **must** get to the bathroom immediately. If you are not interested in class, don’t come.

**Cell phones:** Cell phones are distracting and their use during class (except for emergencies) is insulting. If you receive calls during class, do not take them. If you cannot resist answering your cell phone, please turn it off before class. **Please do not text during class. You may think it is invisible, but I see it and I find it both insulting and distracting.**
**OTHER**

**Blackboard:** Except for the readings, all materials needed for this class will be available on the class Blackboard site.

**E-mail:** Students must use their Mason e-mail accounts to receive important University information, including messages related to this class. See https://thanatos.gmu.edu:8447/masonlive/login for more information. *You are fully responsible for checking you e-mail regularly and for any information communicated to the class via e-mail.* You should always feel free to communicate with me via e-mail. I recommend that you keep all my e-mail messages to you and all your messages to me just in case you want to check on something I said or prove that you sent me a message or attachment. I try to keep all relevant messages, but am not perfect.

**Disability:** If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services at 703-993-2474 or http://ods.gmu.edu. All academic accommodations must be arranged through the ODS.

**Counseling Center:** George Mason University has a counseling center that can provide assistance if you find yourself overwhelmed by life, want training in academic or life skills, or the like. In addition to counselors, they have lots of self-help tapes and other resources on dozens of topics, including anxiety, communication skills, depression, exam strategies, money management, note-taking, procrastination, shyness, stress, study skills, text anxiety, and time management. More information is available at (703) 993-2378 and http://www.gmu.edu/departments/csdcenter/

**Writing center:** George Mason University has a writing center that can help you improve your English writing skills. There is even an office in Enterprise Hall, which is home to the School of Management. More information is available at 703-993-1200 and http://writingcenter.gmu.edu/. Note that they have special resources for individuals for whom English is not their first language.

**Religion:** Students who will miss class for religious reasons should inform me of their anticipated absences as soon as possible.

**Inclement weather & campus emergencies:** Information regarding weather related change in the University’s schedule (e.g., closing or late opening) will be provided on GMU-TV, on the University's information line (703-993-1000), and will be given to all local media outlets (although media coverage cannot be guaranteed). When in doubt, check the above sources of information. I plan to hold class unless the campus is officially closed. If class is cancelled due to inclement weather or other emergency, activities (e.g., coverage of material, exams, etc.) scheduled for that class will be moved to the next class. We will discuss further changes when we meet.

**READINGS**

**Textbook:** The textbook should be available at the bookstore. Assignments from the text are identified as “CR” in the list of assigned readings.

**Other readings:**
For some of the classes, additional readings or activities are listed in the schedule below. Please read these papers or complete the activities before coming to class.

I have provided links to web locations where most of the other readings can be found.

- Please access and download or print out the readings as soon as possible, so if there’s a problem with the link you will not discover it at the last minute.
- If there is a problem with a link, please email me right away so I can figure out how to give you and your classmates access to the article.

Some of the other assigned readings are available on electronic reserve.

- To download the papers, go to the library e-reserves site at http://furbo.gmu.edu/OSCRweb/index.html. Click on “Search electronic reserves” at the top. Use either drop-down list to select this course. Our password is ______________. You should then be able to download the readings. I suggest you do this immediately.
- The e-reserve links to the readings are sometimes broken. If that occurs, inform e-reserve (not me) immediately. The e-mail address is available on the e-reserve web site.
- I may add a few more short readings during the course of the semester. If I do, they will not be included in the relevant quizzes and in the examination unless I explicitly state that they will be.

Simply reading the assigned chapters and papers is not sufficient. Instead, you should think about them carefully. You should come to class prepared to summarize the key points of the reading and to contribute to class discussion and analysis. Think about each reading from both a conceptual and a practical perspective. As you read the papers, ask yourself:

- What are the key concepts and principles? What are the key points?
- So what? Why does this matter?
- Does this make sense, given everything you know? Is it logical?
- What are the implications for my behavior and for organizations?
**CLASS SCHEDULE**

Class 1 (8/29): Course Introduction & Initial Concepts

- Before class, go to the class Blackboard site. Download, print, and bring to class
  - This syllabus
  - The Student Information Sheet (filled out and printed *on a single page*)
  - All the assignments available on the Deliverables page.
  - The PowerPoint slides for today’s class
- CR Chapter 1

Class 2 (9/12): Culture & Privilege

**Quiz 1** [This covers the readings for classes 1 & 2]

**Journal 1:** must focus on concepts covered in classes 1 or 2

- CR Chapters 2 & 3

Class 3 (9/19): Social Identity & Psychological Processes: Prejudice & Stereotypes

**Journal 2:** must focus on concepts covered in class 3

- Do this before you read the following assignments.
  - Point your browser at ([https://implicit.harvard.edu/implicit/demo/](https://implicit.harvard.edu/implicit/demo/)).
  - Click on “Take a Demo Test” at the top and follow the instructions.
    - Complete two demonstration tests – picking groups or dimension to which you think you’ll have different emotional reactions.
  - Go back to the initial location (above) and click on “Background.” The links under “General Information” provide more information about the IAT.
    - Click on “Understanding and interpreting IAT results” and read the short explanation.
    - Click on “Answers to frequently asked questions about the IAT” and read any that interest you.
- CR Chapter 4 (pages 116 – 119)
Class 4 (9/26): Diversity Appreciation Workshop
Quiz 2: [This covers the readings for classes 3 & 4]

• This workshop will be led by the National Coalition Building Institute.
• Attendance is essential – do NOT miss this Class.

Class 5 (10/3): EXAMINATION
The examination will cover readings for classes 1 – 5 and all other material for classes 1 – 4.

Class 6 (10/11) Dimensions of Diversity: Gender
NOTE: this class meets on Tuesday
Journal 3: must focus on the diversity appreciation workshop or some issue involving gender

• CR Chapter 6 and Go to the EEOC web site section on discrimination statistics (http://www.eeoc.gov/eeoc/statistics/) and check out the data on gender-related discrimination and/or employment and on race/ethnicity-related discrimination and/or employment.

Class 7 (10/17): Dimensions of Diversity: Working with Racioethnic Groups
Quiz 3: [This covers the readings for classes 6 & 7]
Journal 4: must focus on some issue involving race and/or ethnicity

• Read any of the following CR chapters: 7, 8, 9, 10, 11. (You might want to select read about the group on which you will want to focus for your Understanding Others essay.)

Class 8 (10/24): Dimensions of Diversity: Age and Disability
Journal 5: must focus on some issue involving age or disability

• Go to the EEOC web site section on enforcement and litigation statistics and check out the data on disability-related discrimination (http://www.eeoc.gov/eeoc/statistics/enforcement/index.cfm).
• CR Chapter 13, 14
Class 9 (10/31): Dimensions of Diversity: Sexual Orientation

Quiz 4: This covers readings for classes 8 & 9

Journal 6: must focus on some issue involving sexual orientation

- CR Chapter 12

Class 10 (11/7): Dimensions of Diversity: Religion

Journal 7: must focus on some issue involving religion

- CR Chapter 16
- Go to the EEOC web site section on enforcement and litigation statistics and check out the data on religion-related discrimination (http://www.eeoc.gov/eeoc/statistics/enforcement/index.cfm). You are free to check out other links, but at a minimum click on “EEOC Enforcement and Litigation Statistics” and then explore one of the links on that page.

Class 11 (11/14): Understanding Others [Understanding Others essay due] and Introduction to Diversity Management

Quiz 5: This covers the readings for classes 10 & 11

Journal 8: must focus on some aspect of the readings assigned for this class

You will share the information you obtained through your interviews with the rest of the class.

- CR Chapter 5
- Go to the statistics section of the U.S. Equal Employment Opportunity Commission web site and find the section on discrimination (http://www.eeoc.gov/eeoc/statistics/index.cfm). You are free to check out other links, but at a minimum click on “EEOC Enforcement and Litigation Statistics” and then explore one of the links on that page.

Class 12 (11/21): Inclusion & Exclusion in the Workplace

Quiz 6: [This covers the readings for classes 13]

Journal 9: must focus on some aspect of inclusion and exclusion in the workplace

- CR Chapter 17

Class 13 (11/28): Diversity Management: Strategies and Tactics
Quiz 6: [This covers the readings for classes 12 & 13]
Journal10: must focus on some aspect of strategies and tactics for diversity management

Class 14 (12/5): The Practice of Diversity Management
Journal 11: must focus on some aspect of diversity management
Course Reflection Paper: Note that there are special directions about the content of this paper. Please see page 3 of this syllabus.

Reading Day (12/12): NO CLASS

Final Exam (12/19): Team Presentations
  • Recommended penalty forms must be turned in (in sealed envelopes) at the beginning of the final exam period. This is true even if you believe all team members contributed equally and no penalties should be imposed.
  • Team papers are due at the beginning of the final exam period.
  • Team presentations will be given during the final exam period.
Library Reserves


