

LINCOLN UNIVERSITY COURSE SYLLABUS

COURSE NUMBER: BA 380 II

Course Title: Business Strategy & Decision-Making (45 lecture hours, 3 units)

Course Start Date: January 23, 2014

Course End Date: May 8, 2014

Thursdays, 09:00-11:45

Course Description:

Each student is expected to develop a better understanding of business strategy approaches, and techniques, and to acquire knowledge and skills relating to the decision-making process. Emphasis is on decision-making while still recognizing the importance of the specialized functions of an organization. Readings and case materials are reinforced with participation through written tests, a paper, and oral presentations, in decision-making processes and computer applications. This is the capstone course, and not for beginners. (3 units) Prerequisites: all core MBA and at least two concentration courses.

Learning Objectives:

1. Students will gain an understanding of the guiding principles of strategic management as it relates to small, medium, and large organizations across industries.
2. Students will have learned how to effectively apply the principles of the strategic management process in international work settings.
3. Students will develop an understanding of how an organization can effectively and efficiently identify, respond to, and influence changes in the organization's dynamic environment.
4. Students will learn how to analyze strategic business scenarios and produce effective solutions using current strategic management tools and methods.
5. Students will have worked in a team in a semester length project to analyze a business case from a strategic management perspective, and present their alternative strategies for the firm to the class for their evaluation and consideration using the MICA model for interactive case analysis.
6. Students will have practiced using their strategic management and decision-making skills, knowledge and abilities by participating as students as part of a real-time strategic management-consulting project involving a small business in the downtown Oakland business community.

Required Text:

David, F.

2013 Strategic Managements: Concepts & Cases, 14th edition. Prentice Hall. UpperSaddle River, New Jersey. ISBN 10: 0-13-266423-2

Hardcopies, electronic versions, and rentals of Robbins are available through the publisher at www.prenticehall.com.

Recommended Text

Weiss, E.

2005 The Elements of International English: A Guide to Writing Correspondence, Reports, Technical Documents, Internet Pages For A Global Audience. M.E. Sharpe. Armonk, N.Y., ISBN: 0-7656-1572-X.

Instructor:

Dr. Mike Guerra

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Instructor Profile:

Academic: BS degree in Organizational Behavior, Master of Human Resources & Organization Development degree, Doctor of Education in Organization & Leadership with an emphasis in Pacific Leadership International degree.

Professional Experience: Manager with senior, executive, and chief executive officer experience in government and non-profit organizations. Current and past experience serving as a member and officer of several Boards of Directors for public and private organizations. International management consulting experience specializing in process, strategic, and organization development in NGOs, government, and for-profit firms.

Select professional affiliations related to this course: International Management Consultants (IMC-USA), Society for Performance Improvement (ISPI), Society for Applied Anthropology (SfAA), International Society for Organization Development (ISOD).

INTRODUCTION:

Welcome to Business Strategy & Decision-Making!

In this syllabus, I will provide an overview of the course and the student expectations for the upcoming class sessions. It is important that you note the schedule of events, and assignments. This is a capstone course that is designed to give you the opportunity to apply all of the knowledge you've acquired during your previous coursework at Lincoln in the arena of organizational strategic management. Students are expected to start the course with an MBA level of understanding of: Management, finance, accounting, economics, operations management, marketing, international business, MIS, etc.

The focus of this course is designed to help students develop the knowledge and skills to identify and understand the multiple complexities that create dynamic business environments where business decisions need to be made. To make sound strategic decisions, students need to develop skills to learn how to think strategically, and how to see strategically. Henry Mintzberg captured the challenge that the field of strategic management finds itself in today when he said: “The world is hardly prepared to wait for information to get itself into a form acceptable to the planners and their systems.”

Developing strategies has traditionally been based on quantitative data collection and analysis that can be integrated into deterministic forecasting models. This was done through a systemic analysis that would produce a proven strategy or best strategy based on specific business conditions. For instance, a firm under condition y would do z . The strategy included detailed vision and mission statements, goals and objectives, checklists, budgets, operations, etc. Unfortunately, as Mintzberg’s quote above suggests, by the time this process is completed, the present work environment has already changed or is in the process of changing to varying degrees. Strategic thinking and seeing, on the other hand, entails being able to take in the 10,000-foot view or big picture of the organization and business environment, **and** see the actual work environment along with the multitude of connecting variables that can or are affecting the organization and industry. Strategic thinking requires a non-linear frame of thinking while strategic development has a more linear orientation. For example, historically, we think of time in the past, present, and future linear sequence. Consider that to think and see strategically, we should think of time in the following temporal (nonlinear) sequence: past (prefigured strategy), future (refigured strategy), and present (configured strategy). All three frameworks mentioned above are interconnected and necessary for effective strategic management and decision-making, which will help prepare students to meet the employment expectations of MBA level job candidates.

There are a few principles that we need to understand as we start this course. First, the nature of this course environment requires course participants to actively engage each other, and to encourage the learning process through our conversations and coursework. When everyone participates, the entire class or team has the opportunity to learn. In addition learning between the instructor and students flows two ways. I will learn from you just as you will learn from me.

In addition, your presentation and facilitation skills will be refined during this course to help prepare you for your transition from the academic world to the business world.

My role, as your facilitator, is to guide you along the learning path and engage your ability to learn. Should there be any questions regarding this course material, attendance, and participation in this course, please contact me via Lincoln University e-mail.

Class Procedures:

In each session you will be provided various items: instructions, assignments, topics, questions for discussion, my comments, or a description of the activities for the day.

Instructional methodology includes: Lecture, class discussions, group and team work, practical or experiential exercises, case studies, guest presentations, and multimedia resources.

You will be reading and working on various exercises and answering discussion questions as an individual, in a pair, and in groups.

You should have an active Lincoln University e-mail account so that you can receive any course revisions, feedback on your assignments and coursework, and any information that will be disseminated concerning the class. Electronic submission of coursework will be allowed **only if** the student uses his/her Lincoln University e-mail address (user@lincolnucsf.edu).

Students will also be asked during the semester to evaluate this course. It is important that you take this seriously because your feedback helps my professional development and serves to see what parts of the instructional methodology and material needs to be changed, modified, and improved.

Students are required to behave in class in accordance with Lincoln University's Student Honor Code and Standards of Conduct. Both of these are found in your student handbook. Misconduct will have an adverse impact on your grade.

Assignments/Exercises/Quizzes:

Individual Quizzes (18 total points): There will be three individual quizzes during the course. Each quiz will cover the textbook chapters contained in Parts 2-4 in the textbook (David). For example, Part 2 contains chapters 2-6. The quiz will have three short answer questions drawn from the material in chapters 2-6. The quiz is 30 minutes long and each short answer question is valued at two points. The quiz is open textbook, open notes, and open Internet. The only restrictions are that you cannot leave the classroom and you cannot text someone else, or talk to anyone. You can use any electronic device.

Learning Group Chapter Quizzes (9 total points): There will be nine learning group quizzes throughout the course. Each quiz is 15 minutes long, and will contain 10 T/F or multiple-choice questions that the learning group must answer. Each question is valued at .10% for a total point value of one for each quiz. The quiz is open book, open electronics, open notes, and open Internet. However, you cannot talk to other groups in class, nor leave the classroom. When turning in the answers, the learning group can only list those students who were present when the group answered the questions.

Learning Group Chapter Reviews & Original Questions (9 total points): Each learning group will review textbook chapters 1-9 in the class session following the week the chapter was assigned as homework and discussed in class. The group should review the key learning points in the chapter and clarify concepts for group members. The group will prepare one original question from the chapter being reviewed that the class will answer. The question can be something that the group is having trouble understanding or it can be a question that reinforces a concept that is important for understanding the chapter. The question will be written and turned into the instructor at the end of class with the names of those group members who were present in class during this assignment. The point value for each review/question is one point.

Learning Group Modified MICA Method Case Study Analysis & Class Discussion (26.5 total points): Each learning group will be assigned a different business case for analysis and class discussion. The group will prepare a written case analysis using the format contained in Part 6 of David on pages 360-367. The group will also administer a full class discussion using a modified MICA method. Using the MICA model, the group will prepare action steps that are either strategic or operational/functional to improve the business situation. These steps will be distributed to the class before the group is scheduled to make their presentation. Instead of presenting the group's strategic or operational steps, the group will be tasked with administering or facilitating class discussion of the steps. The process will be: Introduction, Modification of Action Steps (this can come from the administration group or another class member), Discussion of Strategic Level Steps, Discussion of Operational/Functional Steps, Closing Case Discussion. After completing discussion for a strategic or operational/functional step, the class will vote to either accept or reject the action step. If accepted, the step is added to the final recommendations for the case. Further explanation will be provided in class.

Individual Participation as a Class Member in MICA Discussion (18 total points): When you are not participating as an administrator of a MICA class discussion, you will be actively participating in the evaluation and selection process as a voting member of the class. You are also expected to have read and be familiar the cases assigned to the groups discussing their cases for the class session. You will turn in your analysis of the action steps discussed during the case discussion along with your voting record concerning the proposed strategic/operational action steps. This can be accomplished by writing your name, student number, and votes on the worksheet provided by the administration group. There will be approximately 12 group discussions with a point value of 1.5 points for each discussion. The point value per case may be adjusted if more or less groups are formed depending on enrollment. However, the total point value for this category will remain at 18 points.

Working Experiential Business Case (5 total points): As members of the class, you will have the opportunity to analyze, evaluate, and recommend strategic and operational action steps that are being proposed by a LU faculty supervised student project team assisting a business in Oakland, CA. Since this is an active project, the scope of activities, schedule, and deliverables will be determined by the needs of the project team.

At the minimum, points will be earned by attending sessions when this project is a topic. It is possible there may be no advance notice before a class session.

Homework Assignments (13.5 total points): There are nine homework assignments that are valued at 1.5 points each. Make sure that your first name, last, name, and student number are on the assignment along with the date the assignment is due and the title of the assignment.

All submitted coursework must have: The students first and last name at the top of the page. The title of the assignment must also be in the heading. Your LU student ID number next to your name is also required. Simply putting the date of the assignment is not correct and it will be downgraded 10% for not following instructions.

Class Attendance Defined:

(1) You are expected to contribute to the class discussions in meaningful ways. That means:

- contributing new and relevant information to the course discussion and from readings of the textbooks;
- commenting in a positive manner;
- building on the remarks of your fellow students;
- posing questions of your fellow students; and
- Sharing quotes, websites, and other supplementary information.

(2) If you are absent from class on a day when there is a quiz and have a valid excuse, you make take a make-up quiz at a time scheduled with the instructor within two weeks of the missed quiz. This includes the nine learning group quizzes. Assignments that do not require team participation may also be made-up with a valid excuse. A valid excuse requires that you present the instructor with a doctor's or official medical note indicating an illness prevented you from coming to class, a court subpoena, jury duty, or other evidence that your absence was beyond your control. Missing class for your convenience such as a routine doctor or dentist visit, a non-emergency appoint with an attorney, or being called into work are not valid reasons for being absent.

Learning Environment

The goal of the classroom environment is to be collaborative and communicative. To help facilitate collaborative communication, I would suggest that before you proofread or carefully consider your thought before speaking. There are times when an innocent comment can be miss-interpreted. Most of the time, any miss-communication can be rectified through open communication. However, if you find the content of a message offensive, please notify me.

Students are required to follow Lincoln University's Student Standards of Conduct and Honor Code that is in the student handbook. Violations may have an adverse impact on a student's grade.

Grading

Point/Grade Conversion

100-95	A	76-74	C
94-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-64	D
83-80	B-	63 or <	F
79-77	C+		

A = Superior performance for a graduate student. A superior performance. Has shown exceptional insight into the application of course material to the assignment, and presents an original analysis or argument. The student has identified and understood many aspects of an issue, and has effectively used primary reference sources for supporting their analysis, argument, or conceptual approach. Has included major theoretical approaches to reinforce their key points and central theme. Displays superior written and oral communication skills that includes being able to effectively communicate logically and clearly. The analysis, argument, or approach is persuasive. Makes serious attempts to integrate to integrate ideas, theories, concepts, models learned from this and other disciplines. Incorporates insight and thought into the next steps in the progression of ideas, theories, and concepts. For a grade of 100%, the standard is publication quality.

A- = Excellent performance for a graduate student. An excellent performance. The analysis and/or argument is interesting, clear, logical, and sound. However, it is not as original, or the analysis and argument is not as in-depth as an "A" paper. The analysis, argument, or approach is not as well researched and supported as in an "A" paper.

B+ = Very good performance for a graduate student. A very good performance. The analysis, approach, argument is reasonably clear. The ideas are not as clearly expressed as in the "A" or "A-" categories, but the analysis, approach, or argument contains some interesting points. There are some supporting references from primary sources; however, more supporting references would have strengthened the analysis, argument, or approach.

B = Good performance for a graduate student. A good performance that demonstrates a competent grasp of the course material. The analysis, approach, or argument is not as effectively structured as it should have been. There are a few interesting ideas or points within the paper. However, the analysis, approach, or argument would have been strengthened with more thought, insight, creativity, and organization. The applicable theories and concepts are briefly covered in the key points of the analysis, the approach, or the argument. However, serious improvement in these

areas is required. Reliance more on secondary data sources than primary sources of data. The ideas are not as clearly expresses as in the “B+” category above.

B- = Above Average performance for a graduate student. An above average performance. Performance indicates a competent understanding, but not to the degree as indicated in the “B” grade category above. Argument, approach, or analysis primarily based on secondary reference sources. There are some problems with the organization and structure of the argument, analysis, or approach.

C+ = A marginally above-average performance for a graduate student. The structure and organization of the approach, analysis, or argument is often ineffective, unclear or unpersuasive. The central theme is either absent or unclear. Supporting references are based solely on secondary sources. Performance is not to the “B-“ grade level above.

C = Average performance for a graduate student. An average level of performance that indicates an acceptable comprehension of the basic concepts and theories being studied. The argument, approach, or analysis is sometimes incoherent with significant organizational and structural problems. Communication is an acceptable level for a university student. Supporting references are limited and based solely on secondary sources.

C- = Below-average performance for a graduate student. A below-average performance based on deficient studying of the course material and secondary research sources. Significant grammar, style, and punctuation errors to the degree that communication is unclear. There is no identifiable approach, argument, or analysis.

D+ = Poor performance for a graduate student. A poor level of performance with very little evidence of organization and structure. Serious grammar, punctuation, and style errors. Very little evidence of an argument, analysis, or approach.

D = Very poor performance for a graduate student. A very poor level of performance. There is virtually no evidence of a thoughtful expression of analysis, argument, or approach. Incoherent and unclear communication, structure, and organization.

F = Failing performance for a graduate student. Work is not acceptable and/or timely. Academic credit is not earned. Performance borders on plagiarism.

Course Grade Weighting:

Acknowledgement of Reading & Understanding Course Syllabus	1%	1
Individual Homework Exercises (9 x 1.5 pts. each)	13.5%	13.5
Individual: There will be three quizzes valued at 6 points each. Each quiz will be 30 minute/3 short answer questions (2pts. for each question) covering the Strategy Formulation, Implementation and Evaluation sections.	18%	18
Learning Group Chapter: 10 questions (T/F, Multiple Choice) (9 x 1pts. Each) Quiz	9%	9
Learning Group Chapter Review & Original Question (9 x 1 point each)	9%	9
Learning Group Case Analysis & MICA Class Discussion	26.5%	26.5
Participation in Real-Life Business Case Throughout Course	5%	5
Individual Participation as a Class Member in MICA (12 x 1.5pts. Each, not as a member of the administration group for the case)	18%	18
Learning Group = 44.5% Individual = 55.5%	100%	100

Format for Submitting Assignments

(1) Write your first, last name, and student ID number at the top of your paper along with the title of the assignment (papers will not be returned without credit if there is no name and/or assignment title).

(1) Use the APA/Chicago-Turabian guidelines for citing and documenting sources. If you need to refresh your knowledge of these guidelines, there are resources online and in the library. Lincoln's library staff is there to help you locate those resources.

(3) **Electronic submission of coursework will be allowed only if the student uses his/her Lincoln University e-mail address (user@lincolnucsf.edu).**

Schedule & Assignments

<i>Session</i>	<i>Course Outline</i>
January 23	<ul style="list-style-type: none">• Introduction to course.• Read Chapter 1: The Nature of Strategic Management• Homework #1 (1.5 points): Understanding the Concept of Strategy. The handout will be handed out in class and is due at the end of class on 1/30.
January 30	<ul style="list-style-type: none">• Chapter 2: The Business Vision & Mission• Learning Team review of David Chapter 1(1 point). Based on a

	<p>team’s review, the team will come up with one original question on the subject matter to be used for class discussion. A team member will present the question to the class. A role that needs to be rotated within the learning team in following sessions. Turn your question into the instructor with the names of the participating team members on it at the end of class.</p> <ul style="list-style-type: none"> • Homework #2 (1.5 points): Assurance Exercise 2A (page 56). This assignment is due at the end of class on 2/13.
February 6	<ul style="list-style-type: none"> • Chapter 3: The External Assessment • Learning Team review of David Chapter 2(1 point). Based on a team’s review, the team will come up with one original question on the subject matter to be used for class discussion. A team member will present the question to the class. A role that needs to be rotated within the learning team in following sessions. Turn your question into the instructor with the names of the participating team members on it at the end of class. • By Learning Group: 10 T/F and/or Multiple Choice Answer Quiz Questions from Chapter 1 (15 minutes, open book, open Internet, open electronics, open notes, open texting, etc. The only things you cannot do are talk to other groups or leave the classroom to obtain information). Each question is valued at .10% for a total point value for the quiz of 1.0 point. Submit your Learning Group quiz with only those members present for the quiz. If others are absent, do not include their names. • Homework #3 (1.5 points): Assurance Exercise 3D (page 87). Due at the end of class on 2/20.
February 13	<ul style="list-style-type: none"> • Chapter 4: The Internal Assessment • Learning Team review of David Chapter 3(1 point). Based on a team’s review, the team will come up with one original question on the subject matter to be used for class discussion. A team member will present the question to the class. A role that needs to be rotated within the learning team in following sessions. Turn your question into the instructor with the names of the participating team members on it at the end of class. • By Learning Group: 10 T/F and/or Multiple Choice Answer Quiz Questions from Chapter 2 (15 minutes, open book, open Internet, open electronics, open notes, open texting, etc. The only things you cannot do are talk to other groups or leave the classroom to obtain information). Each question is valued at .10% for a total point value for the quiz of 1.0 point. Submit your Learning Group quiz with only those members present for the quiz. If others are absent, do not include their names. • Homework #4 (1.5 points): Assurance Exercise 4E (page 129). Instead of a small group exercise as indicated in the text, you will complete this exercise individually. This assignment is due at the

	<p>end of class on 2/27. You also need to read and be familiar with: How to Prepare & Present Case Analysis (page 346-358). This reading assignment is due at the beginning of class on 2/20.</p>
February 20	<ul style="list-style-type: none"> • Chapter 5: Strategies in Action • Learning Team review of David Chapter 4(1 point). Based on a team’s review, the team will come up with one original question on the subject matter to be used for class discussion. A team member will present the question to the class. A role that needs to be rotated within the learning team in following sessions. Turn your question into the instructor with the names of the participating team members on it at the end of class. • By Learning Group: 10 T/F and/or Multiple Choice Answer Quiz Questions from Chapter 3 (15 minutes, open book, open Internet, open electronics, open notes, open texting, etc. The only things you cannot do are talk to other groups or leave the classroom to obtain information). Each question is valued at .10% for a total point value for the quiz of 1.0 point. Submit your Learning Group quiz with only those members present for the quiz. If others are absent, do not include their names. • Homework #5 (1.5 points): Assurance Exercise 5F (page 168, 2 points). This assignment is due at the end of class on 3/6. • How to Prepare & Present a Case Analysis (page 346-358). Discussion of the MICA format.
February 27	<ul style="list-style-type: none"> • Chapter 6: Strategy Analysis and Choice • Learning Team review of David Chapter 5(1 point). Based on a team’s review, the team will come up with one original question on the subject matter to be used for class discussion. A team member will present the question to the class. A role that needs to be rotated within the learning team in following sessions. Turn your question into the instructor with the names of the participating team members on it at the end of class. • By Learning Group: 10 T/F and/or Multiple Choice Answer Quiz Questions from Chapter 4 (15 minutes, open book, open Internet, open electronics, open notes, open texting, etc. The only things you cannot do are talk to other groups or leave the classroom to obtain information). Each question is valued at .10% for a total point value for the quiz of 1.0 point. Submit your Learning Group quiz with only those members present for the quiz. If others are absent, do not include their names. • Homework #6 (1.5 points): An Action Plan for Robin Hood exercise. This assignment is due at the end of class on 3/13 and the handout will be provided in class.

<p>March 6</p>	<ul style="list-style-type: none"> • Chapter 7: Implementing Strategies M/O Issues • Learning Team review of David Chapter 6(1 point). Based on a team's review, the team will come up with one original question on the subject matter to be used for class discussion. A team member will present the question to the class. A role that needs to be rotated within the learning team in following sessions. Turn your question into the instructor with the names of the participating team members on it at the end of class. • By Learning Group: 10 T/F and/or Multiple Choice Answer Quiz Questions from Chapter 5 (15 minutes, open book, open Internet, open electronics, open notes, open texting, etc. The only things you cannot do are talk to other groups or leave the classroom to obtain information). Each question is valued at .10% for a total point value for the quiz of 1.0 point. Submit your Learning Group quiz with only those members present for the quiz. If others are absent, do not include their names. • Homework #7 (1.5 points): Diagnosing Strategy Implementation Problems at HP. This exercise will be distributed in class, and is due at the end of class on 3/27.
<p>March 13</p>	<ul style="list-style-type: none"> • Chapter 8: Implementing Strategies M/F/R&D/MIS • Learning Team review of David Chapter 7(1 point). Based on a team's review, the team will come up with one original question on the subject matter to be used for class discussion. A team member will present the question to the class. A role that needs to be rotated within the learning team in following sessions. Turn your question into the instructor with the names of the participating team members on it at the end of class. • By Learning Group: 10 T/F and/or Multiple Choice Answer Quiz Questions from Chapter 6 (15 minutes, open book, open Internet, open electronics, open notes, open texting, etc. The only things you cannot do are talk to other groups or leave the classroom to obtain information). Each question is valued at .10% for a total point value for the quiz of 1.0 point. Submit your Learning Group quiz with only those members present for the quiz. If others are absent, do not include their names. • Homework #8 (1.5 points): Assurance of Learning Exercise (page 282). This assignment is due at the end of class on 4/3.
<p>March 27</p>	<ul style="list-style-type: none"> • Chapter 9: Strategy Review, Evaluation & Control • Individual Part 2 (Chapters 2-6) Quiz (3 short answer questions valued at 2 points each): The quiz is 30 minutes and is open textbook, open notes, open electronics. The only thing you cannot do is text to each other, talk to each other, or leave the classroom. • Learning Team review of David Chapter 8(1 point). Based on a team's review, the team will come up with one original question on the subject matter to be used for class discussion.

	<p>A team member will present the question to the class. A role that needs to be rotated within the learning team in following sessions. Turn your question into the instructor with the names of the participating team members on it at the end of class.</p> <ul style="list-style-type: none"> • By Learning Group: 10 T/F and/or Multiple Choice Answer Quiz Questions from Chapter 7 (15 minutes, open book, open Internet, open electronics, open notes, open texting, etc. The only things you cannot do are talk to other groups or leave the classroom to obtain information). Each question is valued at .10% for a total point value for the quiz of 1.0 point. Submit your Learning Group quiz with only those members present for the quiz. If others are absent, do not include their names. • Homework #9 (1.5 points): Assurance Exercise 9A (page 306). This assignment is due at the end of class on 4/10.
April 3	<ul style="list-style-type: none"> • Chapter 10: Business Ethics/Social Responsibility/Environmental Sustainability • Chapter 11: Global/International Issues • Learning Team review of David Chapter 9(1 point). Based on a team's review, the team will come up with one original question on the subject matter to be used for class discussion. A team member will present the question to the class. A role that needs to be rotated within the learning team in following sessions. Turn your question into the instructor with the names of the participating team members on it at the end of class. • By Learning Group: 10 T/F and/or Multiple Choice Answer Quiz Questions from Chapter 8 (15 minutes, open book, open Internet, open electronics, open notes, open texting, etc. The only things you cannot do are talk to other groups or leave the classroom to obtain information). Each question is valued at .10% for a total point value for the quiz of 1.0 point. Submit your Learning Group quiz with only those members present for the quiz. If others are absent, do not include their names.
April 10	<ul style="list-style-type: none"> • Case Study Discussions • By Learning Group: 10 T/F and/or Multiple Choice Answer Quiz Questions from Chapter 9 (15 minutes, open book, open Internet, open electronics, open notes, open texting, etc. The only things you cannot do are talk to other groups or leave the classroom to obtain information). Each question is valued at .10% for a total point value for the quiz of 1.0 point. Submit your Learning Group quiz with only those members present for the quiz. If others are absent, do not include their names.

	<ul style="list-style-type: none"> • Individual Part 3 (Chapters 7-8) Quiz (3 short answer questions valued at 2 points each): The quiz is 30 minutes and is open textbook, open notes, open electronics. The only thing you cannot do is text to each other, talk to each other, or leave the classroom.
April 17	<ul style="list-style-type: none"> • Case Study Discussions • Individual Part 4 (Chapter 9) Quiz (3 short answer questions valued at 2 points each): The quiz is 30 minutes and is open textbook, open notes, open electronics. The only thing you cannot do is text to each other, talk to each other, or leave the classroom.
April 24	<ul style="list-style-type: none"> • Case Study Discussions
May 1	<ul style="list-style-type: none"> • Case Study Discussions
May 8	<ul style="list-style-type: none"> • Case Study Discussions

Syllabus Updated: January 7, 2014