

**MAN336:  
Organizational Behavior  
Course Syllabus  
Fall 2012**



**Instructor:** Shannon Rariden  
**Office:** CBA 3.332R  
**E-mail:** [srariden@utexas.edu](mailto:srariden@utexas.edu)  
**Mailbox:** Located outside CBA 4.202

**Class time/location:** T/Th 2-3:30pm in  
UTC 1.118  
**Office Hours:** Tuesday 3:30-5:30 pm  
and by appointment

## **Course Description**

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This is an advanced survey course in organizational behavior, designed to give you exposure to essential theories and concepts for analyzing, understanding, and managing human behavior in organizations. The point of this course is to learn strategies and concepts that can improve your personal performance and your ability to work with, manage, and motivate others in an organizational context. Similar to experiences you may have had in your personal life, in an organizational context people (including yourself) do not always act in a completely rational manner. This course is designed to help you learn why people behave the way they do. With this understanding, you can better tailor your actions to work for, work with, and manage others in a successful manner. In this course, we will investigate:

- Individual behavior in organizations, including personality, decision-making, personal networks, and ethics
- Interpersonal behavior, including teamwork, conflict, leadership, and power and influence
- Organizational factors affecting behavior, including reward systems, culture, and organizational design

This course can benefit your life immediately. As the instructor, my goal is to help you learn theories, strategies, and concepts that are applicable to many different people, situations, and organizations. Regardless of your major, understanding these concepts will be essential to success in your job search, your time as a new employee, and your ability to rise up the ranks within an organization.

## **Learning Objectives**

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This course has four objectives:

1. Learn how to objectively analyze your own behaviors and motivations that may be relevant in an organizational context
2. Understand, motivate, and manage individuals that you work with by developing your understanding of individual and interpersonal behavior
3. Learn how to succeed in a team environment, both as a member and a leader, by exposing you to theoretical and practical knowledge of group dynamics and effective team building
4. Apply critical reasoning techniques to analyze organizational structure and functions, to capitalize on organizational competencies and to address weaknesses

## Required Materials

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Textbook: Bauer and Erdogan (2010). *Organizational Behavior*. Flat World Knowledge. Irvington, NY.

There are several ways to order the textbook. You can view the entire textbook for free online using the Flat World Knowledge website. On the website you can also order the full color version, black and white version, eBook version, or print-it-yourself pdf version (the full book or individual chapters). The website is:

<http://students.flatworldknowledge.com/course?cid=955409&bid=947483>

Course Packet for MAN 336: Available at the McCombs Copy Center (3<sup>rd</sup> floor GSB)

## Course Requirements and Grading

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Your grade in the course will be determined as follows:

In-Class Contribution	20%
2 Individual Reflection Papers (10% each)	20%
2 In-class Exams (15% each)	30%
Team Project and Presentation	30%

Letter grades will be assigned as follows (with no curve):

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	0-59

### Extra Credit.

You may earn up to 2% extra credit for either

1. Participating in approved research studies during the semester. Announcements regarding new research studies will also be posted through Blackboard. Note that one-hour studies are worth 1% extra credit and two-hour studies are worth 2%. You may complete two of the one-hour studies to get the full 2%.
2. Writing a 10-page paper discussing research from at least 2 management journal articles. This option requires prior approval of topic and journal articles from Dr. Jennifer Whitson (Jennifer.Whitson@mcombs.utexas.edu) or Dr. Emily Amanatullah (emily.amanatullah@mcombs.utexas.edu).

Full instructions for both options are listed online at:

<http://www.mcombs.utexas.edu/Departments/Management/Academic-Programs/Extra-Credit.aspx>

## Description of Requirements

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**Note: Due Dates for each of the assignments can be found on the weekly schedule.**

### Ethics and Leadership

This course carries the Ethics and Leadership flag. Ethics and Leadership courses are designed to equip you with skills that are necessary for making ethical decisions in your adult and professional life. You should therefore expect a substantial portion of your grade to come from assignments involving ethical issues and the process of applying ethical reasoning to real-life situations.

### **In-Class Contribution (20%)**

We will spend a lot of time in discussion. You are responsible for preparing to discuss each reading and case study. Insights that you generate from the readings and from your own past experiences are an important contribution to the class; others benefit from your preparation, as you benefit from theirs.

Many students are intimidated by the prospect of contributing to class discussion. This anxiety is understandable, but the only way to overcome it is to be prepared (i.e., read and reflect) and then contribute frequently. The more you speak up with valuable contributions, the easier it becomes. Any student who is fearful of speaking spontaneously, perhaps due to fear of public speaking or not having English as a first language, should see me within the first two class sessions so that we can arrive at common expectations for your performance. We can schedule your participation in advance so that you will know what points will be raised and you can prepare your comments.

Obviously, participation requires attendance for the entire class. Attendance is very important for every class session. If you do miss a class, it is your responsibility to find out from your classmates what material was covered and what handouts you may have missed. Being on time to class is also very important—entering class late is highly disruptive and disrespectful to your fellow classmates. Absences and lateness are treated the same in this class. Both will have a negative impact on your class preparation grade.

By UT Austin policy, you must notify me of a pending absence due to observance of a religious holy day at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

### **Evaluation criteria to determine effective class contribution:**

- Is the student in class? Clearly, absent students cannot participate and add value to class discussions. I track participation using the name cards you make during the first class. Please consistently display them during class time and turn them into me before leaving class.
- Does the student listen to others' viewpoints?
- Are the points made by the student relevant to the discussion? Do they incorporate or recognize the contributions made by other students?
- Are the points made by the student adding value? (e.g. not repeating facts, making obvious or distracting statements)
- Do comments add to understanding of the case study or concept?
- Do comments indicate some non-trivial depth of analysis?
- Does the student distinguish between different kinds of data, e.g., facts, opinions, speculative claims, etc?
- Is the student willing to share information or analysis?
- Is the student willing to speculate or test new ideas and possible explanations, or are all comments "safe"?
- Is the student willing to interact with other students and engage in constructive debate?
- Does the student ask questions? Is there a sense of curiosity?
- Does the student treat others in a professional manner? Students are expected to behave in this class with the same level of civility and professional protocol as any other business situation.

### **Individual Reflection Papers (20%)**

You will be responsible for two short essays during the semester. These are opportunities for you to apply class concepts to your own experiences, e.g. class projects, part-time jobs, student organizations, etc.... Reflection papers must be typed, double-spaced, with 1-inch margins and 12-point Times New Roman font. Papers are limited to 4 pages. Late papers will not be accepted. You may turn in your paper by email or in person as long as they are turned in before class on the due dates. Additional details regarding formatting requirements and grading criteria will be provided on Blackboard closer to the due dates.

#### Reflection Paper 1: Ethics

Evaluate an ethical framework we have covered in class that best suits your perspective on ethics. Your paper should explain why you think this particular framework is optimal for you. Additionally, explain why other ethical frameworks are not optimal for you. Please use real scenarios to illustrate your points. Hypothetical examples are allowed if necessary.

#### Reflection Paper 2: Leadership in teams

Evaluate one aspect of your teamwork on the team case analysis assignment, applying leadership concepts learned in class.

### **In-class Exams (2 exams – 15% each)**

There will be two in-class, closed-book exams. Exams may include a mix of multiple-choice, true/false, and short-answer questions. In addition to testing facts and knowledge from the readings and cases, exams will also require you to demonstrate that you understand how to apply these theories in real-life scenarios. Exams are not cumulative.

**Final Team Project & Presentation (30%).** Teamwork in this course will consist of a semester-long project that places your team in the role of consultant to a real organization. Early in the semester, students will self-select into 3-5 person project teams that will identify an organization to work with and study.

### Objective

The objective of this project is to provide you with an opportunity to gain a deeper, first-hand understanding of the course material and to practice applying your diagnostic and analytic skills. Accordingly, this project requires your team to work with or study a real organization of your choosing. Specifically, your team will examine a problem or issue of concern that the organization is experiencing. Your team may choose a public, private, or not-for-profit organization (or part of one) to study. Please note that student-run groups on campus are not permitted as subjects for this project. You may select an organization in which one or more of the team members has worked or been a member. The UT **Volunteer and Service Learning Center** maintains a list of non-profit organizations that would benefit from student volunteers <http://www.volunteersolutions.org/ut/volunteer/>, and the career services office keeps a list of organizations that interview McCombs students.

There are two general approaches your team can take for this project:

1. Your team can identify and gain access to an organization via your personal network (i.e., family, friends, and business acquaintances). Your team will focus on an issue or problem that the organization is facing and is relevant to this course. It may take more than one conversation with your key contact person at the organization to identify a problem or issue that can be clearly defined, is manageable in scope, and is relevant to the course. I advise you to be selective in choosing an issue or problem to study, as a lack of depth in the issue itself will not be an acceptable excuse for lack of depth in the analysis.
2. Your team can gain access to an organization by providing a volunteer service. Thus, with this option, your team will perform a specific task for the organization. Some examples of this type of project would be to do some community service project for a social service agency, or you may conduct some financial or marketing analysis for an organization. Your team can work with an organizational sponsor to select a project that will contribute positively to the mission of that organization. This task should be one that can be completed during the semester and take no more than 10 hours of each team member's time. Performing this task is what will provide your team access to the organization and its members, and this will allow you to identify a problem or issue for your team to assess for this course project.

Irrespective of what option you choose, your team will gather information from multiple individuals employed at (or working on behalf of) the organization through direct contact (e.g., interviews, surveys). You may supplement this information with data from the media, the organization's literature, and other secondary sources. You should identify a relatively recent problem or issue to analyze (i.e., this should not be an historical account of a problem and the company's solution). Your team should focus its analysis by applying the concepts from the course. While it is acceptable and probably necessary to incorporate several concepts from the course, please aim for depth rather than breadth in using course concepts.

Your team's efforts will focus on answering the following questions:

- What is a central issue or problem that the organization is facing?
- What course concepts can be applied to understand why this problem/issue is occurring?
- What recommendations can you offer to help improve organizational functioning?

### **Deliverables**

1. On **Tuesday September 4<sup>th</sup>** you will self-select into 3-5 person project teams. You will supply me with the names of your team members before you leave class that day.
2. **Your project proposal is due in class on Tuesday September 25<sup>th</sup>**. This 1-page document (1" margins, single spaced, 12-point type) should include:
  - the names of your team members
  - your team name
  - the name of your host organization
  - the position and level of your contact person
  - the approach you will use to gain access to the organization (option 1 or 2 as described above)
  - a brief description (one paragraph) of the problem or issue facing the organization
3. **A status report is due in class on Thursday October 18<sup>th</sup>**. This 1-page document (1" margins, single spaced, 12-point type) should include:
  - your team name

- the name of your host organization
  - a brief description (one paragraph) of the problem or issue facing the organization
  - a list of the types of people from whom who are collecting information
  - a brief summary (one paragraph) of what your preliminary analysis has revealed regarding the cause(s) of the problem/issue
4. **An executive summary is due in class on Tuesday November 13<sup>th</sup>.** This 1-page document (1” margins, 12-point type, single-spaced) should include:
- your team name
  - a brief statement of the focal problem or issue
  - a brief summary of the contributing conditions (i.e., reasons for the problem/issue)
  - a brief summary of your proposed solution(s)
5. **The oral presentations will be in class on November 27<sup>th</sup> and 29<sup>th</sup>.** Presentations will be scheduled by random draw in class on November 13<sup>th</sup>. You should feel free to distribute any printed material that will assist with the presentation to the class. Your team should assume you are presenting to the management of the firm, along with some board members who do not know about the problem you are analyzing. Each team will provide me with a copy of its PowerPoint slides with Notes pages that summarize the main point for each slide. Your team will receive additional information about the presentation, including a copy of the evaluation form, later in the semester.

**Providing feedback.** Each team will be assigned to evaluate another team’s presentation. The presenting team’s grade will not be affected by the evaluation conducted by the other team; the evaluation is for feedback purposes only. Giving feedback will be a large part of your job after graduating.

6. **The final report is due on Thursday, December 13<sup>th</sup> by 5pm.** You may deliver a hard copy of your report to my mailbox outside the 4<sup>th</sup> floor Management Dept. reception area. The report should contain a maximum of 10 double spaced pages (1 inch margins, 12 point type). You will be penalized significantly for exceeding this limit. The limit does not include appendices, which you are free to use to provide charts, figures, or other background material not necessary in the main body of your analysis. However, appendices that are not directly referenced in the main text will not be read. Additional information regarding the content of the report will be provided later in the semester.
7. **A peer evaluation is due on Thursday, December 13<sup>th</sup> by 5pm.** This evaluation asks you to provide a confidential evaluation your team members – participation in team events, sharing of workload, quality of work, and contribution to team process (e.g., constructive handling of conflict, good communication skills). The peer evaluation form will be posted on Blackboard. Your individual grade on the team project may be affected by your peers’ evaluations of you. Specifically, I look for a consensus of evidence in the team regarding your demeanor and behavior. Students who receive consistently low peer evaluations from their teammates will have their team project grade lowered accordingly.

## Team Project Grading

Your team project (30% of course grade) has the following components and grading weights:

Team Project Component	% of Team Project Grade
Status Report	5
Executive Summary	5
Oral Presentation	30
Written Report	60

## General Words about Teamwork

The issue of equity is a concern that some students have about working in teams and about team grades. If you work harder and do better work than your peers, why should your grade be dependent on them? This view is generally a function of coming from educational environments that only ask for and measure individual performance. Your output for many of the assignments in this school will be a team product, such as a team case presentation. This means that you not only must make a direct contribution to the development of the in-class presentation, but that you also have an obligation to make your team work effectively.

An infrequent problem associated with group projects is a team member who does not do his/her share of the job. You are urged not to let problems develop to the point where they become serious. Beware of excuses like: "I am too busy with urgent work - health - social - problems right now but I'll make it up later." It is surprising how many people who have one problem have a series of other problems. Be reasonable, but don't be a doormat. Everyone in this class is expected to carry an equal share of the teamwork load.

I will not supervise the process any more closely than would most managers in similar circumstances. You are expected to get the work done and to manage each other. You are on your honor that you will do your fair share. Teams often ignore problems wishing that they would go away. More often they don't; they only get worse. Try to solve the problem among yourselves. If you can't, bring it to me. If I am convinced that someone has not carried his/her fair share - for any reason - I will reduce that person's grade if I believe it is warranted.

## **McCombs Classroom Professionalism Policy**

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The highest professional standards are expected of all members of the McCombs community. The collective class reputation and the value of the McCombs experience hinges on this. Faculty are expected to be professional and prepared to deliver value for each and every class session. Students are expected to be professional in all respects.

The McCombs classroom experience is enhanced when:

- **Students arrive on time.** On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.
- **Students display their name cards.** This permits fellow students and faculty to learn names, enhancing opportunities for community building and evaluation of in-class contributions.
- **Students minimize unscheduled personal breaks.** The learning environment improves when disruptions are limited.
- **Students are fully prepared for each class.** Much of the learning in the business program takes place during classroom discussions. When students are not prepared they cannot contribute to the overall learning process. This affects not only the individual, but their peers who count on them, as well.
- **Students attend the class section to which they are registered.** Learning is enhanced when class sizes are optimized. Limits are set to ensure a quality experience. When section hopping takes place some classes become too large and it becomes difficult to contribute. When they are too small, the breadth of experience and opinion suffers.
- **Students respect the views and opinions of their colleagues.** Disagreement and discussion are encouraged. Intolerance for the views of others is unacceptable.
- **Laptops are closed and put away.** When students are surfing the web, responding to e-mail, instant messaging each other, and otherwise not devoting their full attention to the topic at hand they are doing themselves and their peers a major disservice. Those around them face additional distraction. Fellow students cannot benefit from the insights of the students who are not engaged. Faculty office hours are spent going over class material with students who chose not to pay attention, rather than truly adding value by helping students who want a better understanding of the material or want to explore the issues in more depth. Students with real needs may not be able to obtain adequate help if faculty time is spent repeating what was said in class. There are often cases where learning is enhanced by the use of laptops in class. Faculty will let you know when it is appropriate to use them. In such cases, professional behavior is exhibited when misuse does not take place.
- **Phones and wireless devices are turned off.** We've all heard the annoying ringing in the middle of a meeting. Not only is it not professional, it cuts off the flow of discussion when the search for the offender begins. When a true need to communicate with someone outside of class exists (e.g., for some medical need) please inform the professor prior to class.
- **Late Policy.** Late assignments will not be accepted unless you make arrangements with me in advance of the due date. Assignments should only be emailed to me in the case of an emergency.
- **Missed Classes.** If you miss class, you are responsible for obtaining any notes, handouts, additional reading materials, or assignment changes from your classmates or from the website.



## **Administrative Policies**

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### **Policy Regarding Assignment Formatting**

Assignments should be completed in the same professional manner as required by any business organization. Assignments should be typed (not handwritten) and written in a professional manner. This means there should not be grammar, spelling, or other errors that detract from the assignment's content. Excessive spelling, grammatical errors, and poor readability will negatively impact assignment grades. Spelling and grammar mistakes can be easily remedied with word processing tools and online resources.

### **Policy Regarding Grading Questions**

In the event that you feel something was missed in the grading of your work (whether mathematical error or other), please submit the following materials:

- A brief summary (in writing) of what you feel needs further attention
- Your original work with my comments

These materials must be submitted within 1 week of receiving your grade. Grades for each assignment are considered final one week after returned to the class and will no longer be open for re-reading or discussion. I will not consider any questions about grades other than in writing. If you request a re-read, I will read the work again from scratch and your grade may go up or down. Do not attempt to use office visits as a forum to discuss grades. I do not accept any personal lobbying efforts on behalf of grades other than in writing.

### **Academic Honesty**

The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the BBA Program's Statement on Scholastic Dishonesty at <http://www.mcombs.utexas.edu/BBA/Code-of-Ethics.aspx>. By teaching this course, I have agreed to observe all faculty responsibilities described in that document. By enrolling in this class, you have agreed to observe all student responsibilities described in that document. If the application of the Statement on Scholastic Dishonesty to this class or its assignments is unclear in any way, it is your responsibility to ask me for clarification. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, and the value of our academic brand, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at <http://deanofstudents.utexas.edu/sjs/> to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

### **Students with Disabilities**

Upon request, the University of Texas at Austin provides appropriate academic accommodations for qualified students with disabilities. Services for Students with Disabilities (SSD) is housed in the Office of the Dean of Students, located on the fourth floor of the Student Services Building. Please do not hesitate to contact SSD at (512) 471-6259, (471-4641 TTY) VP: (512) 232-2937 or via e-mail if you have any questions. Information on how to register, downloadable forms, including guidelines for documentation, accommodation request letters, and releases of information are available online at: <http://deanofstudents.utexas.edu/ssd/index.php>

### **Policy on class website (Blackboard) and student privacy**

Web-based, password-protected class sites are available for all accredited courses taught at The University. Syllabi, handouts, assignments and other resources are types of information that may be available within these sites. Site activities could include exchanging e-mail, engaging in class discussions and chats, and exchanging files. In addition, class e-mail rosters will be a component of the sites.

Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For information on restricting directory information see: <http://www.utexas.edu/student/registrar/catalogs/gi00-01/app/app09.html>

### **Campus Safety**

Please note the following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>:

- .. Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- .. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- .. Students requiring assistance in evacuation should inform their instructor in writing during the first week of class.
- .. In the event of an evacuation, follow the instruction of faculty or class instructors.
- .. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- .. Behavior Concerns Advice Line (BCAL): 512-232-5050
- .. Further information regarding emergency evacuation routes and emergency procedures can be found at: [www.utexas.edu/emergency](http://www.utexas.edu/emergency).

## Course Schedule

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OB = *Organizational Behavior* Textbook

CP = Course Packet

Week	Date	Topic	Readings and Assignment Deadlines
Week 1	Aug. 30	Intro to OB	Syllabus OB Chapter 1: Organizational Behavior
Week 2	Sept. 4	Individual Differences	OB Chapter 2: Individual Differences and Perceptions CP - Guidelines for case analysis <b>DUE: List of Team Members</b>
	Sept. 6	Individual Attitudes	OB Chapter 3: Individual Attitudes and Behaviors CP – Wolfgang Keller
Week 3	Sept. 11	Motivation Theories	OB Chapter 4: Theories of Motivation CP – Lincoln Electric
	Sept. 13	Motivating Work Environments	OB Chapter 5: Designing a Motivating Work Environment CP – On the Folly of Rewarding for “A” While Hoping for “B”
Week 4	Sept. 18	Motivation & Decision Making	CP – How to Kill Creativity CP – Six Dangerous Myths about Pay
	Sept. 20	Decision Making	OB Chapter 6: Making Decisions CP – Biases and Blunders
Week 5	Sept. 25	Ethics	CP – Doing the Right Thing CP – The Case of the MBA Hackers <b>DUE: Group Project Proposal</b>
	Sept. 27	Ethics	CP – Values in Tension: Ethics Away From Home
Week 6	Oct. 2	Communication & Conflict	OB Chapter 7: Communication OB Chapter 8: Conflict in Organizations (Sections 2-4) CP – How management teams can have a good fight
	Oct. 4	Negotiations	OB Chapter 8: Negotiations (Sections 5-6) <b>DUE: Ethics Reflection Paper</b>
Week 7	Oct. 9	Guest Lecture Wrap-up	
	Oct. 11	<b>Exam 1</b>	

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings and Assignment Deadlines</b>
Week 8	Oct. 16	Managing Groups and Teams	<i>OB</i> Chapter 9: Managing Groups & Teams (Sections 1-2)
	Oct. 18	Managing Groups and Teams	<i>OB</i> Chapter 9: Managing Groups & Teams (Sections 3-8) CP – Trip Wires in Designing and Leading Work Groups <b>DUE: Group Project Status Report</b>
Week 9	Oct. 23	Power, Persuasion, and Influence	<i>OB</i> Chapter 10: Power and Politics (Sections 1-2) CP – The Necessary Art of Persuasion
	Oct. 25	Power, Persuasion, and Influence	<i>OB</i> Chapter 10: Power and Politics (Sections 3-4) CP – Managing Xerox’s Multinational Development Center
Week 10	Oct. 30	Leadership	<i>OB</i> Chapter 11: Leading People Within Organizations CP – Leadership that gets results
	Nov. 1	Leadership	
Week 11	Nov. 6	Organizational Culture	<i>OB</i> Chapter 12: Organizational Culture CP – How Leaders Begin Culture Creation <b>DUE: Leadership Reflection Paper</b>
	Nov. 8	Organizational Culture	CP – The Smile Factory: Work at Disneyland
Week 12	Nov. 13	Organizational Structure & Change	<i>OB</i> Chapter 13: Organizational Structure and Change <b>DUE: Group Project Executive Summary</b>
	Nov. 15	Organizational Structure & Change	CP – Robert F. Kennedy High School
Week 13	Nov. 20	Team Project Work Day	
	Nov. 22	Thanksgiving (no class)	
Week 14	Nov. 27	Team Presentations	<b>DUE: Team Presentations</b>
	Nov. 29	Team Presentations	<b>DUE: Team Presentations</b>
Week 15	Dec. 4	Networks and Career Management	CP – How Leaders Create and Use Networks
	Dec. 6	Wrap-up <b>Exam 2</b>	
Finals Week	Dec. 13	(no class)	<b>DUE: Group Project</b> <b>DUE: Peer Evaluation</b> <b>Must be in my mailbox by 5pm</b>