MGMT 513 (HB) Leading People in Organizations
Spring 2016
Moravian College Comenius Center
Saturdays 9:00am-12:00pm, PPHAC 301

Instructor Information

Name: Dr. Monica Law
Office Hours: By Appointment
Telephone: Please e-mail
Email: monicalaw1240@aol.com
Blackboard: http://blackboard.moravian.edu/

Course Description: Leaders and managers achieve goals working with and through others. To lead, managers must have skills in teaching, mentoring, and coaching. They must be skilled in developing individuals to work in teams, facilitating teams, and managing conflict. Leaders and managers must understand organizational and national cultures and how they affect the achievement of goals. They must not only hold strong ethical values, but also model them. This course examines the role of managers as leaders in organizations and develops knowledge and skills needed by managers in today's business environment to successfully achieve organizational goals. 3 Graduate Credits.

General Description: This course gives students the opportunity to explore dimensions of leading people in organizations. Emphasis will be placed upon self-analysis, learning about ones' own preferred leadership styles/practices. Methodology of instruction will include lecture, discussion, videos, case studies, group activities/exercises. The class is offered in the blended format. We meet in class 3 hours per week and the remainder of the class is held via Blackboard. The online learning environment provides the students the opportunity to explore class topics in further detail as well as explore various other concepts not discussed in class.

Student Learning Objectives

Upon completion of this course, students will:

I   Define leadership and describe the concept as it relates to achieving organizational goals
II   Examine oneself in regard to where leadership strengths lie so he/she can invest in strengths in order to effectively lead, teach, and mentor others effectively
III   Asses and clarify ones' own values, in order to teach others to model the shared values in organizations

IV   Examine how to inspire others and enlist them in attaining a shared vision
V   Understand how to experiment, take risks, solve conflicts, learn from experience, and search for leadership opportunities
VI   Enable others to act, foster collaboration, and strengthen them to enhance self-determination

VII   Encourage and expect the best in oneself and in others, and create a sense of community in organizations

Required Texts/Material

Kouzes, J. & Posner, B. (2012). The Leadership Challenge, 5th Ed. Wiley. 978-0-470-65172-8

Kouzes, J. & Posner, B. (2012). The Leadership Challenge Workbook, 5th Ed. Wiley. 978-1-118-18270-3

Rath, T. & Conchie, B. (2008). Strengths Based Leadership. Gallup Press. 978-1-59562-025-5

Optional Information Sources

The Wall Street Journal

Business Week

Harvard Business Review

Sloan MIT Management Review

The Academy of Management Perspectives

The Society for Human Resource Management (SHRM) "HR Magazine"

The American Society for Training and Development (ASTD) "T&D Magazine"

The International Society for Performance Improvement (ISPI) "Performance Improvement"

Assignments

All assignments are to be turned in on the specified due date as posted in this syllabus. Late Penalty – Late assignments will receive ½ credit and work will not be accepted one week after the specified due date.

A detailed explanation of all assignments, with due dates, can be found at the end of this syllabus in the Appendices

1. Blackboard Postings: (8 posts each worth 25 points)

Students will post material that corresponds to material read in the Leadership Challenge each week. The specific weekly assignments will come from the workbook associated with the Leadership Challenge. Students must post material substantial in nature intended to mimic traditional classroom discussion. Additional information will be distributed and discussed in class. Additional details, including due dates, are outlined in Appendix F of this document.

2. Participation

Students are expected to actively participate in each class and in Blackboard discussions and assignments. Participation is defined as working actively within your assigned group(s), adding to the discussion of in-class activities whether role-play debriefing, case analysis, or learning opportunities in the classroom, and posting responses to and questions for discussion threads assigned in Blackboard. Participation will be included as part of the grade in this course. You will be assessed on your participation in the classroom (beyond simply attended class) and your participation in discussion threads.

3. Strength Finder Assignment

Students will read the book entitled Strengths Based Leadership and then take an assessment with a code provided in the book. From the results, students will be assigned to reflect upon the results. The specific directions for this assignment are located in Appendix D of this document.

4. Ricardo Semler

Students will watch a Ted Talks lecture and read two relevant articles. Then, students are posed with questions and respond with critical analysis and reflection. Details for the assignment are provided in Appendix C of this document.

5. Current Topics

Students will be assigned to find a current topic that relates to leadership. Students will present findings during a short in class presentation. Details of this assignment are in Appendix E of this document.

6. Mount Everest

Students will watch a video about the 1996 Mount Everest tragedy and then read an accompany case study focusing on the leadership of two specific guides. Students will respond to given questions. Directions are found in Appendix B of this document.

Grading Summary

The instructor reserves the right to use qualitative judgment when assigning grades to assignments or for the course.

Grade	Points Needed	Percentage	Breakdown	Points
A	558	93 - 100%		
A-	540	90 - 92%	1. Participation	50
			2. Online Posts (8 posts @ 25 points	
B+	522	87-89%	each)	200
B	498	83 - 86%	3. Strength Finder	200
B-	480	80 - 82%	4.Current Topics	50
C+	456	76 - 79%	5. Ricardo Semler	50
D	390	65 - 69%	6. Mount Everest	50
F	0	below 64%	**Total Points**	**600**

Other Important Information

Academic Honesty

Students are expected to comply with Moravian College's policy on academic honesty as found in the "Moravian College Comenius Center Graduate Academic Policies Handbook" (Handbook) when preparing assignments and reports, or taking quizzes and exams. The College's policy is stated on pages 10 to 14 of the Handbook. Please

make yourself familiar with that policy. If you do not have a copy of the Handbook please request one from the Comenius Center office directly or through your instructor.

Students are responsible for following the copyright policy established by Moravian College and Theological Seminary. You can review the College's policy on copyright on the Reeves Library web site at http://home.moravian.edu/public/reeves/about/policies.htm.

Academic dishonesty will not be tolerated in this course. Cheating, forgery, plagiarism, and collusion in dishonest acts are serious academic offenses that cannot be tolerated in a community of scholars. Students are expected to read and follow the rules and regulations of the College and bear individual responsibility for their work. Violations of academic honesty will be addressed at the classroom and college levels and may result in a decision of course failure or program dismissal.

Attendance

Students are expected to attend each class session whether in class or online. In the event of an absence, the student is responsible for finding out what material was covered in class that day and any work assigned.   Students should prepare all readings and assignments prior to class in order to actively participate in class and online discussions and activities. Absences may result in a lowered participation grade as the student isn't able to actively participate in class exercise and discussions.

Participation:

The participation component is emphasized because success in the workplace requires the development of effective oral communication skills. Participation evaluations will be based on quantity and quality of participation. For evaluation purposes, students will be placed into one of the following categories throughout the duration of the course:

Category	Description	Points
Outstanding	Contributions reflect exceptional preparation, ideas nearly always provide important insights and direction for the class. If such a person were not in the class, the quality of the discussion would diminish significantly.	50
Good	Contributions reflect thorough preparation, ideas frequently provide good insights and direction for the class.	40
Adequate	Contributions reflect satisfactory preparation	35
Poor	Contributions are of little or no substances. This includes all those class members who sit quietly and listen.	25
Truant	Contributions are lacking. This includes missing class without a valid excuse. A valid excuse includes documentation that student was sick/or emergency occurred.	0

Blackboard

The instructor will enroll students in the Blackboard shell for this course. Blackboard will be used on a regular basis for a variety of purposes. One such purpose includes the use of discussion threads for posting of group comments in regard to articles assigned and read each week. Students are expected to actively participate in each class and in Blackboard discussions and assignments. Participation is defined as working actively within your assigned groups(s), adding to the discussion of in-class activities whether role play, debriefing, cases analysis, or learning opportunities in the classroom, and posting responses to and questions for discussion threads assigned in

Blackboard. Assignments and Discussion Threads will be posted on the Blackboard site until the end of the due date period. Once the due date has passed, the assignments and discussion threads will be removed from the Blackboard site.

If you plan to use an e-mail address other than your Moravian address, please check spam filters to ensure that your machine will accept e-mail messages from Moravian.edu addresses.

Documents posted by the instructor will typically be posted in Microsoft Word or PowerPoint.

Please check the Blackboard homepage for hardware and software requirements.

Students should check Blackboard regularly in order to stay informed about important class topics.

Canceled Classes

In the case of inclement weather, or other issues that may arise, the instructor will post a message on Blackboard. It is the student's responsibility to check Blackboard prior to each class to check for class cancellations due to inclement weather.

Copyrights

Only the copyright holder has the right to make copies of books, articles, cases, software, and other copyrighted material. Anyone else (you, the reader) must have the copyright holder's permission to make copies unless the item being copied falls under the fair use proviso or is a work in the public domain. You must get permission from the copyright holder to make any copies legally of any copyrighted material.

Disabilities

If you wish to request accommodations in this class for a disability contact the Academic Support Center in the lower level of Monocacy Hall, or by calling 610-861-1401 (1401 on campus). Accommodations cannot be provided until authorization is received from the Academic & Disability Support Office.

e2Campus

In the event of an emergency the system called e2Campus allows Moravian College to send text messages to the cell phones of registered members of the campus community with information about what is happening and/or what precautions should be taken. Up to two cell phone numbers and two e-mail addresses per user may be registered. This service is an integral part of the College's emergency response system. If you are not already registered on the system, please do so as soon as possible. To register for e2Campus visit http://intranet.moravian.edu/e2campus/index.asp from a computer on Moravian's campus.

Expectations of Students

Appropriate classroom behavior is expected of all students. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. The classroom environment should be free from late arrivals, early departures, inappropriate conversations and other behavior that might disrupt instruction or otherwise interfere with another student's access to their Moravian College education. Please be courteous and respectful to others.

Cell phones, beepers, and other items that transmit an audible tone must either be turned off or placed on silent mode when entering the class.

Grading Judgment

It is within the purview of the instructor to apply qualitative judgment in determining grades for an assignment or for a course.

Inclement Weather

In the case of inclement weather, the instructor will post a message on Blackboard to inform students if the class is canceled. It is the student's responsibility to check Blackboard prior to each class period for cancellations due to inclement weather.

Inclusion

Moravian College is a welcoming community that embraces and values the diversity of all members of the campus community. We acknowledge the uniqueness of all individuals, and we seek to cultivate an environment that respects, affirms, and defends the dignity of each member of the community. Moravian College complies with all federal and state laws regarding nondiscrimination in recruitment, admission, and employment of students, faculty, and staff.

You may wonder what that statement means. For the purposes of this class, the statement means that all persons, regardless of actual or perceived race, color, sex, religion, ancestry, genetic information, national origin, sexual orientation, gender identity or expression, familial status, marital status, age, mental or physical disability, use of guide or support animals and/or mechanical aids have an equal opportunity to participate and learn in this class and are to be treated equally in an inclusive and supportive manner.

In other words, in this class we all promote a culture of inclusion that welcomes and supports people of varying backgrounds, different viewpoints, experiences, talents, and ideas. By respecting and valuing these differences we can make problem solving and decision making multi-dimensional leading to more learning and better outcomes for all, including project clients.

Behaviors such as those listed in the table below will lead to an inclusive classroom culture.

Behavior	Description
Listening to understand	Listening with an open mind to fully understand all aspects of a situation
Seeing multiple points of view	Understanding that our perspective is not the only one when looking at a situation, issue, or person
Giving and receiving feedback	Inviting and giving feedback
Enhancing inclusion	Helping others feel included and involved
Addressing inappropriate behavior	Acknowledging inappropriate behavior; communicating expectations and consequences for repeated behavior.

Source: MIT Human Resources, Diversity & Inclusion, http://hrweb.mit.edu/diversity/affirmative-action-plan-admins/resources

Syllabus Status

This syllabus and the course contents are subject to change at the discretion of the instructor. Generally changes will be finalized only after discussion of the change with students in the class.

Workload

Students can expect to work at least 9 hours on average outside of class in reading, preparation, and project activities for each hour of class time.

Class Schedule

Class Date	Summary	NOTES

March 19	**IN CLASS:** Introduction, Syllabus **ONLINE:** Post One: Project Explanation	
March 26	**IN CLASS:** Easter Weekend: College Closed (No In Class Meeting) **ONLINE:** Post Two: Reflection/Application/Implication	
April 2	**IN CLASS:** No In Class Meeting This Week: Work to be Completed Via Blackboard *Mount Everest Case Study and Ricardo Semler **ONLINE:** Post Three: Reflection/Application/Implication	
April 9	**IN CLASS:** Practice One: Model The Way **ONLINE:** Post Four: Reflection/Application/Implication	
April 16	**IN CLASS:** Practice Two: Inspire a Shared Vision **ONLINE:** Post Five: Reflection/Application/Implication	
April 23	**IN CLASS:** Practice Three: Challenge the Process **ONLINE:** Post Six: Reflection/Application/Implication	
April 30	**IN CLASS:** Practice Four: Enable Others to Act **ONLINE:** Post Seven: Reflection/Application/Implication	
May 7	**IN CLASS:** Practice Five: Encourage the Heart Strength Finders Discussion Project Discussion **ONLINE:** Post Eight: Tying it All Together	

Graduate Programs

MBA Program Learning Objectives

1. Analyzing – Students will develop advanced skills in environmental, financial, and organizational analysis, and will learn to apply those tools to strategic thinking, process management, and action.

2. Collaborating -- Students will further develop the knowledge and skills needed to create collaborative processes in the workplace leading to the achievement of personal and organizational goals, including managing change, developing subordinates, understanding different cultures, ethnicities and lifestyles, and displaying ethical leadership in their organizations.

3. Communicating -- Students will acquire understanding of the dynamics of communication, including the management of interpersonal and electronic networks to communicate information and attain organizational goals.

4. Decision-Making -- Students will build a multifaceted understanding of problem solving and develop skills in using the tools of decision making with an emphasis on strategic thinking, creativity, and managing information and complexity.

5. Organizing -- Students will develop an appreciation of organizations and organizational processes, of managing change in organizations with diverse human resources, and of the tools, such as performance and project management, used to manage change in organizations.

6. Reflecting -- Students will develop awareness of how they as individuals respond to people and change, and what they need to continually develop themselves as leaders, managers, and colleagues through the application of reflective practice.

MSHRM Program Learning Objectives

1. To develop students' abilities to integrate business skills (including but not limited to strategic management) into human resource (HR) management.

2. To provide students with a thorough understanding of the human resource management profession.

3. To impart knowledge of how to get, keep, and grow talent.

4. To develop in students the skills essential for creating personal credibility in a business environment.

5. To build students' understanding of the impact of the human resource management profession on business and society.

Appendix A: DUE DATES

Mount Everest: Document due posted on Blackboard by Friday, April 9th, 11:59pm

Ricardo Semler: Document due posted on Blackboard by Friday, April 9th, 11:59pm

Strength Finder: Document due in Class on May 7th, hardcopy.

Current Topics: In Class Weekly- Will be assigned first day of class. Hard copy is due in class the day the material is presented.

Online Assignments:

Post One: Saturday, March 26th

Post Two: Saturday, April 2nd

Post Three: Saturday, April 9th

Post Four: Saturday, April 16th

Post Five: Saturday, April 23rd

Post Six: Saturday, April 30th

Post Seven: Saturday, May 7th

Post Eight: Saturday, May 7th

Appendix B: MOUNT EVEREST CASE/VIDEO/REFLECTION

Directions: Please watch the following 45 minute video clip:
https://www.youtube.com/watch?v=Xrtc8XD34iA

Then, please read the case study entitled "The 1996 Everest Tragedy." It can be found on our Blackboard page on the left hand menu.

Finally, respond to the following questions on a discussion thread on Blackboard:
1. Do you agree with commentator in the video saying Mother Nature was to blame for the 1996 tragedy? Please explain your rationale.
2. The case study opens with a question: Were these deaths unfortunate mountaineering accidents, or did some poor decisions significantly contribute to the dangers leading to the deaths? Please respond to this question with your opinion.
3. Describe Rob Hall in regard to his leadership style and characteristics as you see them through what you saw and read.
4. Describe Scott Fischer in regard to his leadership style and characteristics as you see them through what you saw and read.
5. In your opinion, what could both Rob Hall and Scott Fischer done, if anything, that day in order to avoid the tragedy?

If you are interested in additional videos about Mount Everest, here are a few I like.
1. This one describes the gradual ascent from the villages to Base Camp # 1.

   https://www.youtube.com/watch?v=FglIGVjd-8M
2. This is one man's Mount Everest story, it's really interesting.

   https://www.youtube.com/watch?v=2a9EVaTMfdw
3. Gear Overview.
   https://www.youtube.com/watch?v=zZbY0jMVMYk

4. National Geographic: The Call of Mount Everest.
   https://www.youtube.com/watch?v=megSEXmV0nQ

Grading Rubric for Mount Everest Case/Video/Reflection

Student's Name				Grade:	Points of 50
Did the student address the following items:	**Response Categories**			**Instructor Comments**	
	YES	**NO**	**N/A**		
1. Did the student give his/her opinion on what/who to blame for the 1996 tragedy?					
2. Did the student respond to the opening case question?					
3. Did the student describe Scott Fisher and his leadership capabilities					
4. Did the student describe Rob Hall and his leadership capabilities?					
5.Was the paper submitted on time and at least 3 pages in length? Double-spaced, 12 point.					

*Please use headings within the body of your paper.

Appendix C: Ricardo Semler Video/Articles/Reflection

Directions: Students will watch the following Ted Talks video.
Ted Talks Video:

https://www.ted.com/talks/ricardo_semler_radical_wisdom_for_a_company_a_school_a_life

After watching the video, students will reflect upon whether they agree with what Ricardo Semler proposes.

Specifically, you will respond to the following:
1. Do you agree with what Ricardo Semler proposes in the lecture? Please provide your reasoning. You may agree with certain parts, and disagree with others. Please make sure you explain.
2. What, if any, aspects of his proposal can you see working in your place of employment? Please explain.

Then, students will read the following two articles and comment on them.
Specifically, you will respond to each article with the following:
1. Do you agree with what the author is proposing/saying
2. Provide at least five takeaways for each article
3. Do you see your own leadership style reflected in what is being said/proposed? Please explain.

Articles:
http://www.inc.com/chuck-blakeman/marissa-mayer-the-old-school-manager-vs-ricardo-semler-the-participation-age-lea.html

http://www.strategy-business.com/article/05408?gko=3291c

Grading Rubric for Ricardo Semler Video/Articles/Reflection

Student's Name				Grade: Points of 50
Did the student address the following items:	**Response Categories**			**Instructor Comments**
	YES	**NO**	**N/A**	
1. Did the student discuss her/her opinions in regard to what Ricardo Semler proposes in the video?				
2. Did the student provide an explanation as to how he/she sees any of Ricardo's proposal feasible in their own workplaces?				
3. Did the student comment on both articles, stating whether or not he/she agreed?				
4. Did the student provide at least five takeaways per article?				
5.Did the student discuss her/her own leadership style in regard to what was being said/proposed in each article?				
6.Was the paper submitted on time and at least 3 pages in length? Double-spaced, 12 point.				

*Please use headings within the body of your paper

Appendix D: Strength Finder Assignment

Directions: In order to prepare for the assignment, students will read the book entitled
"Strengths Based Leadership." Reading the book will provide the student insight into investing
in strengths, maximizing teams, and understanding why people follow.
Students will then use the unique access code located at the back of the book to take a leadership
questionnaire.
The results will provide the student with two different reports: 1. strengths based leadership
report with personalized strengths insights, and 2. strengths based leadership guide with action
strategies.

The student will reflect upon the results from the questionnaire in the following way:

1. Briefly describe each of your 5 top strengths.
2. Then, please give at least two specific examples of how you've used each strength in your own
   leadership development
3. Next, you will develop one SMART goal for each of your top five strength areas, you will
   develop five goals. Each goal should correlate to a strength area. Think of something you could
   do to enhance each strength area in order to help you grow as a leader.

A SMART goal is specific, measurable, attainable, realistic, and time-oriented. You will
develop a chart/spreadsheet for each of your five goals, detailing each aspect of the SMART
goal.
   • You will also develop a timeline for each goal that includes the following: detailed tasks,
     challenges, and development areas that have to be completed/overcome in order for you
     to meet each goal

Then, you will respond to the following:
   1. Do you believe the most effective leaders are always investing in strengths? Please provide your
      rationale.
   2. Do you believe effective leaders surround themselves with the right people and then maximize
      their team? Please provide your rationale.
   3. Do you believe the most effective leaders understand their followers' needs? Please provide your
      rationale.

Finally, students will write their own retirement tribute, highlighting key aspects of their career
and leadership style.
Imagine yourself seated at your own retirement party. Someone who has worked for you for
many years stands up and goes to the podium to offer a tribute to you. What is said? Your job is
to write the tribute that you want to hear. Following are ideas to help you get started:
   • Highlight at least three specific characteristics of your leadership style and identify what effect
     each one has had on subordinates.
   • Point out two or three key success stories from your career
   • Mention some challenges that you or your team have faced, and describe how your leadership
     overcame them
   • Point out which of your subordinates have flourished at least in part because of you.

*Please organize your document with a heading for each section.   By doing this, it will make it much simpler for me to assess and much simpler for you to go back and find aspects of the paper that you would like to work on.

Example: headings include:

- Title page
- Top 5 Strengths
- Examples of How I've used each Strength
- SMART Goal with Accompanying Timeline- Strength 1
- SMART Goal with Accompanying Timeline- Strength 2
- SMART Goal with Accompanying Timeline- Strength 3
- SMART Goal with Accompanying Timeline- Strength 4
- SMART Goal with Accompanying Timeline- Strength 5
- Response to Question 1
- Response to Question 2
- Response to Question 3
- Retirement Tribute

Grading Rubric for Strength Finders Assignment

Student's Name				Grade: Points of 200
Did the student address the following items:	**Response Categories**			**Instructor Comments**
	YES	**NO**	**N/A**	
1. Did the student give at least two examples of how he/she has used each strength in leadership development? (20 points)				
2. Did the student develop 5 SMART goals with accompanying timelines?(100 points)				
3. Did the student provide responses to the three questions? (60 points)				
4. Did the student provide a retirement tribute? (20 points)				
6.Was the paper submitted on time?				

Appendix E: Current Topics

Students will find an article focusing on any aspect of leadership. Articles may be found in the news, a magazine, newspaper, journal, or any other relevant medium. Students will be assigned a class period to discuss their article with the class.

On the date of the students' discussion of the article, he/she will hand in a typed article summary including the following items:

- Short Summary of article (10 points)
- How does the article relate to leadership? (10 points)
- Presentation of various viewpoints in the article (10 points)
- Personal opinion of the article (10 points)

10 points will come from the oral presentation in class and submitting paper in on time.

Students will discuss the four points from their article during their assigned class period

Appedix F: Online Work

Directions: Each week, work from "The Leadership Challenge Workbook" will be assigned and posted to Blackboard. We may not cover workbook material in accordance to the practice we discuss in class. I want to give you the entire 8 weeks to complete the workbook, so we necessary cover the workbook material as we cover material in class.

With that being said, before you begin to complete any exercises from the book, please read pages 8-9. This will give you information about how the book is organized and guidelines for completing the workbook.

As you will read, you will need to complete the workbook exercises with a project in mind. Take some time to think about a project that will benefit you as a leader, and ultimately benefit your organization. Everyone's project will be unique, specific to them and their work environment. You will read more about criteria the authors recommend when choosing a project on page 19-20.

As you will read, everyone will progress differently through the workbook. Some people may begin with chapter 4, others may begin in chapter 7. Deciding where to begin is up to you and the specific project you choose. With this being the case, everyone's weekly work will be different. Therefore, the online work will be structured a bit differently.

In addition, as you will read, you may not feel it necessary to complete a certain exercise, that's ok with me. As long as you post a reflection for the week, it doesn't necessary have to tie to an exercise. I think most exercises will be relevant, but you can use your judgment on that. You can always decide upon your own exercise for the week as well.

Here are the guidelines for the weekly submission of online posts:

*Each weekly post should equal at least 1.5 pages in a Word document, double-spaced, 12 point font

Week One Post:

- Explain the project you've chosen
- Explain why you chosen the project
- Explain the implications of project completion
- Explain how you see this project enhancing your leadership development
- Explain how you see the project enhancing the work environment, or other relevant environment
- Describe crucial elements needed in order to complete the project
- Feel free to add any other details you see fit to explain the project

Weeks Two-Seven:

Each weekly post will either explain or describe the exercises you completed or the other activities you worked on in regard to the project. Each week, you will assess working on the project in the following ways:

1. Reflection
2. Application
3. Implication

You will reflect upon what you've done throughout the week, then discuss how you've applied any learned skills, and then discuss the implications that resulted from your reflection and application during the week. In essence, you will analyze "what you've learned" each week and write about it.

Week Eight: Tying it All Together

You will complete the questions posed on Pages 139-141. Please feel free to add any other information that you found valuable during this experience.

These online assignments are very unique and specific to each student. You will not be assigned to read and comment on everyone's posts. However, during our last class, each student will briefly discuss his/her project and the experience that was had during the assignment period.