

Management 3282—Managerial Ethics ONLINE **REVISED**

Section 002 #23025 Tuesday 2:30-5:15 pm
Spring 2021

Faculty: Dr. Karen Ford-Eickhoff (also known as Dr. KFE)

Office Hours: By appointment online

Email: Karen.Ford-Eickhoff@uncc.edu ; please be sure to tell me in which course/section you are enrolled (i.e., the section number or the day and time your class starts) in your e-mail. Please e-mail me at this address rather than communicating via Canvas because Canvas does not work well for me to reply. I will reply to emails as soon as possible on a first-come, first-served basis Monday-Friday 9:00 a.m. – 7:00 p.m. when I am not in class or in another meeting.

Required equipment: In Fall 2020, the Belk College of Business implemented a policy that all upper-level business students are required to have their own personal laptop computer (<https://belkcollege.uncc.edu/laptop-policy>). For this class, you must have computer equipment with **both video and audio** so you can fully participate in synchronous class meetings via Zoom during the scheduled class time. To project a professional image (as will be required in your organizations in the future), you will need a laptop with a camera and microphone rather than a phone and a stationary location where you can fully attend to the class meetings without distractions to you or the rest of us in the class. Show that you are focused and ready to get the job done in class the same way you would if you were in a meeting with the CEO and top-level team of your organization or in an interview for a job you really want.

Recording: I may record class meetings for my use as the instructor. However, **student recording of electronic video, image capture, and/or audio is not permitted.** Students with specific electronic recording accommodations authorized by the Office of Disability Services do not require instructor permission; however, the instructor must be notified of any such accommodation prior to recording. Any distribution of such recordings is prohibited.

Required Text: Arnold, Beauchamp, & Bowie, *Ethical Theory and Business*, 10th edition. (Cambridge University Press, 2020).

Required CATME Account: We will use CATME for forming teams for the term project and for peer evaluations that will be a portion of your term project grade. CATME.org has transitioned to charging a small fee for students to use the system. I expect this charge will be less than \$10.00. You will purchase the CATME code from the Barnes & Noble Bookstore on campus, and you will need to set up your CATME account (using your UNC Charlotte email and a password you create for CATME) when I release the team formation survey early in the semester. **You must participate in the CATME process for team formation and peer evaluations to earn any credit for the term project.**

Recommended: *Wall Street Journal*. The *WSJ* will provide valuable information in your business careers. For this course, articles from the *WSJ* will be the basis of one assignment and will be useful as well in class discussions for the participation component. The *WSJ* is available through the UNC Charlotte library while you are a student. If you want to get your own subscription at the greatly reduced student rate, you can subscribe at <http://r.wsj.net/hSlsp> .

Course Description:

MGMT 3282. Managerial Ethics. A study of the impact of management decisions on customers,

employees, creditors, shareholders, community interests, ecology, and government (including taxes and the regulatory environment). The objective is to provide future managers with a systematic way of analyzing the impact of management decisions on larger society.

Value and Purpose: Ethical issues permeate business. Society expects businesses of all sizes to operate honestly and fairly. Managing ethical issues – both within an organization and in relationship to a range of external stakeholders – is important for the purposes of ensuring organizational integrity, enhancing organizational reputation, managing risk, and securing legitimacy. The societal expectation that corporations have social and environmental obligations has never been greater or more widespread. Most medium- and large-sized businesses identify ethical values, such as respect for employees or customers, as a feature of their core mission. Increasingly companies employ ethics and sustainability managers to help implement their core values and strategy. Many industries have implemented voluntary ethics codes and companies have pledged to adhere to these codes, partly in an effort to avoid additional governmental regulation. In the last few years companies from PepsiCo to Gap to Shell have endorsed a triple bottom-line approach to management and have begun reporting not just financial performance but social and environmental performance as well. Managers operating in a global economic environment are better able to engage with policy makers, non-governmental organizations, and a range of stakeholders on social, environmental and financial issues if they understand the ethical dimensions of business and demonstrate best practices in their policies and in their social and environmental reporting.

Assurance of Learning:

- Students will demonstrate the ability to recognize the fundamentals of foundational ethical theories.
- Students will demonstrate the ability to evaluate morally problematic business scenarios.
- Students will demonstrate the ability to interpret and assess diverse arguments and beliefs.

Course Goals:

- To understand and appreciate ethical principles and judgments in relation to the conduct of business;
- To learn to evaluate morally problematic business scenarios and to develop morally sound responses to such scenarios;
- To learn to fairly interpret and assess diverse arguments and beliefs;
- To significantly improve critical thinking skills, especially as such skills relate to the exercise of managerial leadership;
- To learn about managing organizational ethics.

This course is designed to transition students away from reliance on a professor lecturing to tell you what you need to know toward self-reliance and taking initiative—just like it will be in your careers from now on. And just like your careers, this course to a great extent will be what *you* make it.

The UNCC Code of Student Academic Integrity:

Students are reminded of the code of academic integrity stated in the college catalog and are expected to follow it. It reads as follows:

The UNC Charlotte Code of Student Academic Integrity governs the responsibility of students to maintain integrity in academic work, defines violations of the standards, describes procedures for handling alleged violations of the standards, describes procedures for handling alleged violations of the standards, and lists applicable penalties. The following conduct is prohibited in that Code as violating those standards:

A. Cheating. Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise. This definition includes unauthorized

communication of information during an academic exercise.

B. Fabrication and Falsification. Intentional and unauthorized alteration or invention of any information or citation in any academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.

C. Multiple Submission. The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.

D. Plagiarism. Intentionally or knowingly presenting the work or another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging is when the ideas, information, etc. is common knowledge.

E. Abuse of Academic Materials. Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material.

F. Complicity in Academic Dishonesty. Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Diversity:

The Belk College of Business strives to create an inclusive academic environment in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to, ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

Sexual harassment: UNC Charlotte is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Please be aware that all UNC Charlotte employees, including faculty members, are expected to relay any information or reports of sexual misconduct they receive to the Title IX Coordinator. If you wish to speak to someone confidentially, you can contact the following on-campus resources, who are not required to report the incident to the Title IX Coordinator: (1) University Counseling Center (counselingcenter.uncc.edu, 7-0311); or (2) Student Health Center (studenthealth.uncc.edu, 7-7400). Additional information about your options is also available at titleix.uncc.edu under the “Students” tab.

Disability and Impairment Accommodation:

UNC Charlotte is committed to access to education. If you have a disability and need academic accommodations, please provide a letter of accommodation from Disability Services early in the semester. For more information on accommodations, contact the Office of Disability Services at 704-687-0040.

Method of evaluation:

Team term project	35%
Class participation	20%
Written assignments	20%
WSJ article(s) summary/presentation	25%

Grading scale:

A :	90-100
B:	80-89
C:	70-79
D:	60-69
F:	< 60

Term Project: A major component of the course will be a term project in which students will research recent ethical problems that businesses have faced and make recommendations for correcting the problems and preventing them from happening again. As a team, students will present your research and recommendations in class as well as submitting a full written report.

Your grade will be based on my assessment of your contribution to the project as an individual and as a team member. Much of the work you do for this project may be completed on your own, but the final presentation should be a team product in every sense. In addition to my assessment of your work, a portion of your grade will be based on your self-evaluation and peer evaluations by members of your team. Not completing the assigned peer evaluations will reduce your own peer evaluation score for each evaluation you do not complete.

So that everyone will have the same amount of time to prepare the term project, the term project papers will be due the same day for everyone. Everything included in your team presentation must also be included in a team member's individual paper. The remaining portion of the course will then be devoted to these major team presentations.

You must complete all three components of the team term project (i.e., your paper, your part of the presentation, and your peer evaluations) to be eligible for any credit for the term project component of the course grade.

When you are the audience for your classmates' team presentations, you should analyze what they present from the perspective of a business executive and offer substantive comments and suggestions. All students are expected to be conscientious organizational citizens and contribute as the audience to all team term project presentations.

Class Participation: Your organizations will expect you to make valuable contributions as you perform your jobs. If graduate school is next for you, you will be expected to be prepared and engaged in class. Similarly, class participation is essential in this course. To participate fully, you should read all assigned textbook readings and be well prepared to discuss them in class meetings. Our discussions of the text material are oral exams and Poll Everywhere surveys I will incorporate are written exams assessing your understanding of the text material. You will indicate your comprehension of the text material through your participation in these discussions and polls, and you should also show that you have thought about the material beyond simply reading the text. **Your grade on the participation component, a significant portion of the overall course grade, will be enhanced by your knowledge of the text material – or, conversely, severely reduced if you are not thoroughly familiar with the text material. Your grade on the participation component will also be enhanced by your projecting a professional image (as will be expected in your organizations) – or severely reduced if you do not.** The primary focus of the course and class discussions will be for you to apply and integrate concepts you have learned in this class but also throughout your undergraduate program.

When you are watching classmates doing individual or team term project presentations, you will earn credit by participating in discussions with the presenters and the rest of the class.

Participation of course begins with being present, so absences mean you miss the opportunity to earn participation points that day. I will give everyone a base of points equivalent to one week "off" during the semester, similar to annual leave or sick leave in organizations, so there are no "excused" absences beyond this and no need to provide documentation about the reason for your absence. If you are not present for the entire class meeting (i.e., video on, projecting a professional image, listening to what colleagues are saying, etc.), the participation points you earned that day will drop one category. Both the

quantity and quality of your participation is important for earning participation points each day on the following scale:

Exceptional (8 points)—contributions show exceptional preparation. Ideas are exceptionally substantive and provide major insights. Positions are persuasively presented while respecting others' positions as well. Superior contribution to the quality of the discussion.

Full participation (4 points)—contributions show good preparation. Ideas are substantive and provide generally useful insights that offer direction to the class. Positions are satisfactorily persuasive while respecting others' positions as well. Significant contribution to the quality of the discussion. At least 80% of questions relating to text material answered correctly.

OK (2 points)—contributions show some preparation but not good preparation. Ideas are less substantive and provide few insights that add to the class. Positions are adequately persuasive while respecting others' positions. Some contribution to the quality of the discussion. 70-79% of questions relating to text material answered correctly.

Unsatisfactory (0 points)—absent from class meeting; no video; no audio; no contribution to the discussion; not dedicated to the class meeting (i.e., doing something else, at work, driving a vehicle, etc.); not projecting a professional image (i.e., moving while carrying a phone rather than stationary with a laptop camera, leaving the field of view of your video, etc). Less than 70% of questions relating to text material answered correctly.

You will have many opportunities to earn participation points over the semester since nearly every class meeting will involve an opportunity to participate. I use four points (full participation) as the total points available. Since this class equates to two 75-minute classes combined, I use four points for each half of our class. At the end of the semester, the proportion of 100 total points that you have earned will be used to calculate the participation component of the course grade. Note that because of the base of "free" points I give everyone, it is possible to earn more than 100 points on the participation component with high quality participation every day. Your strong participation in the class discussions has a positive impact on your overall course grade as well as on the quality of class discussions.

In addition to the base of "free" points I give everyone, I will provide an alternate assignment for which you may earn up to 12 participation points if you choose to do it. The specifics of this alternate assignment will be available on the Canvas home page for our course. If you miss a discussion – your internet connection drops out unexpectedly for example – you can do this assignment as a substitute for participating verbally in a discussion.

Written Assignments: Written assignments will give students the opportunity to individually reflect on a variety of issues and develop written communication skills. **Late assignments will not be accepted.** Be sure to submit all assignments to Canvas well before the deadline and check that your submission is the file you intended to submit. Please do not ask me to make an exception for you. I cannot make an exception for you and be fair to all those students who submitted their assignments correctly and on time.

Your written work will be assessed on the following scale:

Exceptional (8 points)—exceptionally thorough and well written (choice of words, grammar, punctuation, organization, etc.). Ideas are exceptionally substantive and provide major insights. Positions are presented in an exceptionally persuasive manner. Superior quality of written expression.

Meeting expectations (4 points)—thorough, well-written, and shows good preparation and organization. Ideas are substantive and provide substantial insights. Positions are presented in a persuasive manner. Meets expectations in terms of the quality of written expression

OK (2 points)—less thorough and shows less adequate preparation. Ideas are less substantive and provide few insights. Positions are less persuasive. Does not meet expectations in terms of the quality of written expression.

Unsatisfactory (0 points)—not submitted or not submitted before the due date and time.

I use four points (meeting expectations) as the total points available for each written assignment. Again note that with exceptional quality work on written assignments it is possible to earn more than 100% on the written component of the course grade.

Wall Street Journal Article(s) Summary: Summarizing articles from the *Wall Street Journal* on topics related to ethical concepts in business will emphasize current events and applications of textbook concepts in the real world. Individually, students will present your summaries of the articles in order to share the information with classmates and develop your oral communication skills. These presentations give all students the opportunity to lead the class discussion on topics you find interesting and to speak in front of the class once before the major term project presentations later in the semester.

You will submit your written summary and the full-text original article(s) to Canvas to be eligible to do your presentation. **No points will be available on this component of the course unless you both submit the written summary and full-text articles by the due date/time and present your summary.**

Schedule: Note that this schedule is subject to change. If the due date differs on Canvas, this schedule takes precedence.

1	Tues 1/26	Introduction Syllabus <i>Wall Street Journal</i> Article Summary assignment discussion
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2	Tues 2/2	<p>Log onto PollEv.com/DrKFE</p> <p>Team Formation Survey opens (you will get an e-mail from CATME.org; create an account at CATME.org using your UNC Charlotte email and the code you purchased from the Barnes & Noble bookstore on campus; create a password for your CATME account; complete the team formation survey)</p> <p>Corporate Responsibility I: The Stockholder View</p> <p>Ethical Theory and Business Practice pp. 1-11 (Fundamental concepts and problems) and pp. 15-20 (Utilitarian theories);</p> <p>Corporate Responsibility, pp. 204-207;</p> <p>Friedman, The Social Responsibility of Business is to Increase Its Profits, pp. 207-211;</p> <p>Legal Perspective: A.P. Smith Manufacturing v Barlow p. 247;</p> <p>Johnson & Johnson, Our Credo p. 249;</p> <p>Case Study: The NYSEG Corporate Responsibility Program, pp. 253-255.</p> <p>Corporate Responsibility II: The Stakeholder View</p> <p>Ethical Theory and Business Practice, pp. 20-25 (Kantian Ethics);</p> <p>Freeman, Managing for Stakeholders, pp. 220-229;</p> <p>Cascio, Decency Means More Than ‘Always Low Prices’: A Comparison of Costco to Wal-Mart’s Sam’s Club, pp. 49-55;</p> <p>Case study: The Training Program, p. 39;</p> <p>Case study: Should Company Policy Apply to All? pp. 39-40;</p> <p>Case study: Should Everything Be for Sale? pp. 532-533.</p> <p><i>WSJ</i> Article Summary presentations topic 1 Corporate Responsibility</p> <p>Written summaries and full-text original article(s) due at 9:00 a.m. on Canvas (topic 1 students); your summary and all articles must be submitted before the deadline to earn any credit for the <i>WSJ</i> assignment.</p>
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	2/9	Spring Break per Chancellor's email 1/11/2021
3	Tues 2/16	<p>Term Project Assignment (read in advance so we can resolve any questions you may have)</p> <p>Log onto PollEv.com/DrKFE</p> <p>Managing Organizational Ethics I: Ethics and Organizational Culture</p> <p style="padding-left: 40px;">Trevino & Nelson, Ethics as Organizational Culture, pp. 95-106;</p> <p>Managing Organizational Ethics II: Employment and Safety</p> <p style="padding-left: 40px;">Ethical Treatment of Employees, pp. 42-45;</p> <p style="padding-left: 40px;">Werhane & Radin, Employment and Due Process, pp. 61-68;</p> <p style="padding-left: 40px;">Epstein, In Defense of Contract at Will, pp. 56-61;</p> <p style="padding-left: 40px;">Boatwright, Occupational Health and Safety, pp. 68-75;</p> <p style="padding-left: 40px;">Case Study: Off-Duty Smoking, p. 84;</p> <p style="padding-left: 40px;">Case Study: Fired for Drinking the Wrong Brand of Beer, pp. 84-85.</p> <p><i>WSJ</i> Article Summary presentations topic 2 Ethics and Organizational Culture</p> <p>Written summaries and full-text original article(s) due at 9:00 a.m. on Canvas (topic 2 students); your summary and all articles must be submitted before the deadline to earn any credit for the <i>WSJ</i> assignment.</p> <p>Case study: Merck and River Blindness, pp. 256-257. Memo due at 9:00 am (all students; submit to Canvas)</p> <p>Team Formation Survey due at 9:00 am (all students)</p>

4	Tues 2/23	<p>Team Project Peer Evaluation 1 opens (you will get an e-mail from CATME.org; reflect on how well you and your teammates “got out of the gate” initially on the team project)</p> <p><i>WSJ</i> Article Summary presentations topic 3 Ethics and Employment</p> <p>Written summaries and full-text original article(s) due at 9:00 a.m. on Canvas (topic 3 students); your summary and all articles must be submitted before the deadline to earn any credit for the <i>WSJ</i> assignment.</p> <p><i>WSJ</i> Article Summary presentations topic 4 Ethics and Safety</p> <p>Written summaries and full-text original article(s) due at 9:00 a.m. on Canvas (topic 4 students); your summary and all articles must be submitted before the deadline to earn any credit for the <i>WSJ</i> assignment.</p> <p>Team Term Project <u>topic</u> due at 9:00 am (all students; one team member will submit the topic – that is, the company and its ethical issue – your team chose to research to Canvas before 9:00 am)</p>
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5	Tues 3/2	<p>Team meetings</p> <p>Case study: BP's Disastrous Safety Culture, pp. 86-87. Memo due at 9:00 am (all students; submit to Canvas)</p> <p>Term Project Peer Evaluation 1 due at 9:00 a.m. (all students). Note that comments to support your numeric ratings are REQUIRED in order to receive credit for completing the peer evaluation. Your own peer evaluation grade will be reduced for each missed peer evaluation and/or missing comments.</p>
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6	Tues 3/9	<p>Team Project Peer Evaluation 2 opens (you will get an e-mail from CATME.org; reflect on how well you and your teammates progressed on the core of the team project)</p> <p>Log onto PollEv.com/DrKFE</p> <p>Managing Organizational Ethics III: Whistleblowing</p> <p>Whistleblowing, pp. 90-92;</p> <p>Brenkert, Whistleblowing, Moral Integrity, and Organizational Ethics, pp. 128-138;</p> <p>Managing Organizational Ethics IV: Sexual Harassment</p> <p>Diversity, Discrimination, and Harassment in the Workplace, pp. 159-164;</p> <p>Liu, MacGill, & Vora, Sex Discrimination Claims under Title VII of the Civil Rights Act of 1964, pp. 170-178.</p> <p>United States Supreme Court, Meritor Savings Bank, FSB, v Vinson, p. 192;</p> <p>United States Supreme Court, Teresa Harris v Forklift Systems, p. 193;</p> <p>Case study: Freedom of Expression at American Plastics Products, p. 200;</p> <p>Case study: “Harassment” at Brademore Electric, pp. 200-201.</p> <p><i>WSJ</i> Article Summary presentations topic 5 Whistle-blowing</p> <p>Written summaries and full-text original article(s) due at 9:00 a.m. on Canvas (topic 5 students); your summary and all articles must be submitted before the deadline to earn any credit for the <i>WSJ</i> assignment.</p>
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Tues 3/16

Log onto PollEv.com/DrKFE

WSJ Article Summary presentations topic 6 Sexual Harassment

Written summaries and full-text original article(s) due at 9:00 a.m. on Canvas (topic 6 students); your summary and all articles must be submitted before the deadline to earn any credit for the *WSJ* assignment.

Environmental Sustainability

Environmental Sustainability, pp. 369-375;

Hawken, Lovins, & Lovins, National Capitalism: The Next Industrial Revolution, pp. 381-390;

Vos, Actions Speak Louder than Words: Greenwashing in Corporate America, pp. 404-412

Case study: The Cruise Industry: Exotic Promises and Toxic Waters, pp. 415-417;

Case study: Texaco in the Ecuadorean Amazon, pp. 417-419;

Case study: Interface Corporation and Sustainable Business, p. 419-420;

Case study: What Does It Mean to Be Truly Green: Environmental Sustainability at Frito Lay North America, pp. 420-427.

Case study: Driving Sustainability at Tesla, pp. 427-429. Memo due at 9:00 am (all students; submit to Canvas)

Term Project Peer Evaluation 2 due at 9:00 a.m. (all students). Note that comments to support your numeric ratings are REQUIRED in order to receive credit for completing the peer evaluation. Your own peer evaluation grade will be reduced for each missed peer evaluation and/or missing comments.

8	Tues 3/23	<p data-bbox="394 138 776 170">Log onto PollEv.com/DrKFE</p> <p data-bbox="394 247 1349 352">Team Project Peer Evaluation 3 opens (you will get an e-mail from CATME.org; reflect on how well you and your teammates wrapped up the papers for the team project in order to get everything submitted on time)</p> <p data-bbox="394 430 1336 462"><i>WSJ</i> Article Summary presentations topic 7 Environmental Sustainability</p> <p data-bbox="394 501 1341 646">Written summaries and full-text original article(s) due at 9:00 a.m. on Canvas (topic 7 students); your summary and all articles must be submitted before the deadline to earn any credit for the <i>WSJ</i> assignment.</p> <p data-bbox="394 724 963 756">International Management I: Human Rights</p> <p data-bbox="492 795 1174 827">Ethical Issues in International Business, pp. 432-436;</p> <p data-bbox="492 867 1292 940">Bowie, Relativism and the Moral Obligations of Multinational Corporations, pp. 436-440;</p> <p data-bbox="492 980 1333 1054">United States Court of Appeals, Ninth Circuit, John Doe I et al. v. Unocal Corp., et al. (2002), p. 468;</p> <p data-bbox="492 1094 1344 1167">Case study: Chrysler and Gao Feng: Corporate Responsibility for Religious and Political Freedom in China, pp. 477-479.</p> <p data-bbox="394 1207 1044 1239">International Management II: Supply Chain Ethics</p> <p data-bbox="492 1278 948 1310">Hartman, Sweatshops, pp. 448-453.</p> <p data-bbox="492 1350 1252 1423">Case study: Should Wal-Mart Do More?: A Case Study in Global Supply Chain Ethics, pp. 479-481.</p>
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9	Tues 3/30	<p><i>WSJ</i> Article Summary presentations topic 8 International Management and Human Rights</p> <p>Written summaries and full-text original article(s) due at 9:00 a.m. on Canvas (topic 8 students); your summary and all articles must be submitted before the deadline to earn any credit for the <i>WSJ</i> assignment.</p> <p><i>WSJ</i> Article Summary presentations topic 9 International Management and Supply chain ethics</p> <p>Written summaries and full-text original article(s) due at 9:00 a.m. on Canvas (topic 9 students); your summary and all articles must be submitted before the deadline to earn any credit for the <i>WSJ</i> assignment.</p> <p>Individual team member's Term Project paper due at 9:00 a.m. (all students must submit your individual papers to Canvas before the deadline to receive any credit for the term project; EVERYTHING that you include in the team presentation must be in a team member's individual paper somewhere).</p> <p>Case study: Blood, Sweat, and Tears: Child Labor in the Chocolate Supply Chain, pp. 476-477. Memo due at 9:00 am (all students; submit to Canvas)</p> <p>Term Project Peer Evaluation 3 due at 9:00 a.m. (all students). Note that comments to support your numeric ratings are REQUIRED in order to receive credit for completing the peer evaluation. Your own peer evaluation grade will be reduced for each missed peer evaluation and/or missing comments.</p>
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10	Tues 4/6	Team term project presentation 1 Team term project presentation 2
11	Tues 4/13	Team term project presentation 3 Team term project presentation 4 Extra Credit Assignment (writing multiple-choice exam questions) due at 9:00 am (all students who chose to take advantage of the extra credit assignment; submit to Canvas) Alternate Assignment for Participation Points due at 9:00 am (all students who chose to take advantage of this alternative for earning participation points; submit to Canvas)
12	Tues 4/20	Team term project presentation 5 Team term project presentation 6
13	Tues 4/27	Flex Day: We will use today as needed for purposes to be determined by Dr. KFE
14	Tues 5/4	Wrap up
	May 11 2:00-3:15 pm	Final Exam (worth one point added to your overall course grade if you get at least 70% of the answers correct) Log onto PollEv.com/DrKFE