

HUMAN BEHAVIOR IN ORGANIZATIONS

Management 3680 – Spring 2018
Section 001: T/H 9:10 AM – 10:30 AM
SFEBB 5180

CONTACT INFORMATION

Instructor	Professor Tamar Kreps, Ph.D.
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Office location	SFEBB 7123
Office hours	By appointment
Class Website	Canvas

COURSE OVERVIEW AND OBJECTIVES

This course provides tools for diagnosing and solving organizational problems and influencing individuals, groups, and organizations. Specifically, MGT 3680 introduces the critical ideas and concepts in organizational behavior (OB), as well as a practical guide to managing behavior—your own and that of your coworkers—in organizations.

Specifically, there are four things I hope to bring you over the course of this semester:

- **Appreciation** for the task of managing and the field of management research. I want you to understand why management, and management research, matters.
- **Literacy** in the basic concepts and terminology of management. I want you to feel confident and conversant in management topics in settings ranging from job interviews, to upper-level management courses, to conversations with upper-level management at your organization.
- **Insight** into patterns that occur in organizations, and how to address them. I want you to be able to apply and use the course material, in your everyday life, from memory.
- **Empowerment** to be a force for good in your organizations.

COURSE FORMAT AND TIME COMMITMENT

In this class, we will be discussing cases, group exercises, and video materials, in addition to lectures. To make the best use of class time, I will ask you to complete readings and brief homework assignments. There is also a final project that will require you to meet and collaborate with other students outside scheduled class time.

In accordance with University Regulations (Policy 6-100) for a 3-credit class, you can expect to spend 6 hours per week outside of class reading, studying, and completing assignments in addition to the 3 hours per week you spend in class. If you do not have this kind of time available, I urge you to drop this course and take it when you have more time.

REQUIRED MATERIALS

All readings and assignments are due on the day they appear in the syllabus, before the start of class unless explicitly stated otherwise in the syllabus. Generally speaking, Canvas assignments will disappear after the due date/time, so please make sure your assignments are in on time. Readings come from the following sources:

1. [HBS Coursepack](#): Many cases and readings are available for purchase via a Harvard Business School Course Pack. If you are new to Harvard Business Publishing, you must first register to access course material.
2. Canvas: Other required readings are available on our course website files via Canvas.

In addition, your course fee pays for two negotiation exercises I will purchase for you through the Kellogg Dispute Resolution Research Center. You don't have to worry about acquiring these exercises.

As you complete each reading, ask yourself:

- What is the basic argument the author makes?
- What are the key concepts/principles?
- So what? How does this matter for organizations?
- What are the implications for the kinds of challenges I may face as a leader?
- How might I apply this to my organization, my job, and my career?

NOTE REGARDING COURSE CONTENT

Some of the readings, lectures, presentations, or films in this course may include material (e.g., strong language) that some students find offensive. Please review the syllabus carefully to see if the course is one that you are committed to taking.

COURSE REQUIREMENTS

Non-Cumulative Exams	50%
Quizzes	10%
Final Project	17%
Attendance	5%
Homework	15%
Out-of-Class Participation	3%

NON-CUMULATIVE EXAMS

There will be three non-cumulative exams (**February 6, March 13, and 8:00 AM on April 27**), to give you an opportunity to deepen your understanding of course material as well as to evaluate your mastery of it.

All exams will be closed-book. The essay will be short essay format and/or multiple choice. Exams will cover all material from the course including class lectures, in-class activities, discussions, and assigned reading materials.

I will average your best two exam scores to compute this component of your final grade (worth 50% total). **Because I drop an exam score, I do not reschedule exams.**

QUIZZES

There will be a total of six multiple-choice quizzes (January 18, January 30, February 20, March 6, April 10, April 19), to give you a low-stakes opportunity to deepen your understanding and evaluate your learning.

I will average your best four quiz scores to compute this component of your final grade (worth 10% total). **Because I drop two quiz scores, I do not reschedule quizzes.**

I will give each quiz at the beginning of the class on which it is written on your course schedule. The quizzes are non-cumulative. They cover course material starting from the previous quiz or exam. For example, Quiz 1 on January 18 will cover the January 9, 11, and 16 class sessions (but not the January 18 class session), and Quiz 2 will cover the January 18, 23, and 25 class sessions (but not the January 30 class session).

FINAL GROUP PROJECT

For your final project, you will be working in groups to write a paper in which you analyze an organization at least one group member is part of, and propose a change you could realistically make to improve that organization. The procedure for assigning groups will be covered in class on Tuesday, January 16. I will give you some class time (March 15) to work with your groups, but you should also expect to coordinate and work together outside of class. I will provide more information about the project and different deliverables later in the semester. Your completed project is due **via Canvas before the start of class on April 19.**

ATTENDANCE

Because this class depends on in-class exercises and discussion, your presence is crucial. For this reason, your attendance will be part of your grade.

Our class meets 26 times not including exam days (I do not take attendance on exam days – miss those at your own peril!). I will take your best 22 attendance days to calculate this component of your grade. This will allow you to miss up to 4 classes due to health issues, family events, etc. with no penalty. Missing more than 4 classes will start to affect your grade. You do not need to contact me and explain the reasons for your absences.

Attendance means not just showing up, but also being mentally present and contributing toward the class' learning. If you are physically there, but disruptive or extremely inattentive, you may not receive an attendance point for that day. Reasons I may not count your attendance include (but are not limited to): being distracted on your computer or phone, falling asleep, arriving very late, engaging in side conversations, other unprofessional behavior.

I will use name tents to help keep track of your attendance (we will go over this in the first class session).

HOMEWORK

Throughout the semester, to prepare you for each day's class discussion or activity or to help you reflect on what we went over, I will assign brief homework assignments, usually a few sentences each. Homework assignments are due via Canvas by the start of the class period for which they are assigned. Most assignments will be graded out of 2 points. I will drop your four lowest homework grades (so you can skip up to four assignments without penalty). I do not accept late homework assignments. Tentative homework questions, listed under "Write" for each day in the syllabus, are subject to change: if I make any changes, Canvas will have the updated versions.

OUT-OF-CLASS PARTICIPATION (OOC)

Throughout the semester, you will have various opportunities to earn credit for out-of-class participation (OOC). These points, while easy to earn, are not extra credit. They are expected course work, worth 3% of your final grade. These points are assigned in all sections of MGT 3680 and are coordinated by the Management Department.

To earn full credit, you must complete three OOC activities, one point for each activity you participate in. You can earn points in two ways:

1) Participating in research studies: Opportunities for research participation are posted on a service called Sona. Sign up here: <https://utah-mgt.sona-systems.com/> using your UNID as your User ID; indicate your section of MGT 3680. The credit you can earn through participation will depend on study length (around 1 credit per hour of participation), and will be stated in each study description. You will be able to see your credits earned after completing each study. You cannot participate in the same study twice. You don't have to write or hand in anything to earn credits this way, just participate in the studies. In my opinion, which I'll explain in class, this is the best way to earn your OOC points, especially if you have scheduling constraints.

2) Attending pre-approved talks and writing reflection papers: The OOC coordinator will find events on campus relevant to the course content. To get credit — 1 point per talk/report — you will have to write a short report (1 page double-spaced with 1-inch margins and 12-point Times New Roman font) about each talk you attend, indicating what the talk was about and how the content is relevant to the concepts covered in our class (don't forget the second part). Papers will be due at the end of the semester (exact date TBD), but it is fine to hand them in earlier, too.

You can mix and match these activities to fulfill your three points (e.g., attend one talk and complete two hours of research studies). I can't guarantee the availability of either talks or research participation timeslots, especially at the end of the semester, so please plan ahead.

Again, the OOC system is centrally administered by Management department staff, not by me; please direct all questions to the OOC coordinator, Leentje Klingensmith (leentje.klingensmith@gmail.com).

COURSE DISCUSSION BOARD

If you have questions about course requirements or material, please post them on the class discussion board on Canvas. I, a TA, or a peer will answer your question (and you should feel free to answer other students' questions if you know the answers). This system maximizes learning for all students: If you have a question, it is likely that other students have the same question. If you email me a question about course requirements or material that seems suitable for the discussion board, I will encourage you to post it there.

LAPTOP/TABLET POLICY

This class is unplugged. Laptop use hinders your learning — research has shown it lowers letter grades by 1/3 of a letter grade on average (e.g., from a B to a B-). It also distracts your peers, and prevents you from participating in class discussions.

Therefore, I allow laptop and electronic device use only with prior approval from me. If you need to use a device for any reason, please send me an email by Friday, January 19.

RE-GRADING POLICY

If you believe there has been an error in grading, you may request a re-grade, and course staff will re-grade your entire test by deleting all scores and starting anew. Keep in mind that, if your grade was too low on one question, it may have been too high on another, so you may end up losing points. Historically, about 1 in 3 re-grade requests has resulted in a grade decrease.

When a re-grade is likely to help you:

In short, if the grader deducted many points from a question you think you answered perfectly. After scrutinizing the answer key, you think your answer was totally misunderstood. Maybe your approach was very innovative and likely to be missed by someone grading many exams.

Also, look at your other answers and make sure you aren't likely to lose points elsewhere.

If you simply missed a point here and there, I would not recommend asking for a re-grade, because that is precisely the situation when your grade is as likely to go down as it is to go up.

How to ask for a re-grade:

After at least 24 hours after you view your graded exam, and no more than 7 days later, send me an email indicating you would like your exam re-graded. Do not indicate the reason you want a re-grade. I will not accept requests sooner than 24 hours, because I want you to take at least 24 hours to think about it.

GRADING POLICY

GRADING SCALE

A 94-100	B+ 87-89	C+ 77-79	D+ 67-69	E <60
A- 90-93	B 84-86	C 74-76	D 64-66	
	B- 80-83	C- 70-73	D- 60-63	

DAVID ECCLES SCHOOL OF BUSINESS STATEMENT OF GRADING POLICY

In addition to the grading policy particular to this class, it is also useful to understand the David Eccles School of Business' grading policy. There are two aspects of the school's policy that are important.

First, the school provides these guidelines for grading:

Grading provides feedback to students on how well they have mastered the content and learning objectives of a particular course to allow students to capitalize on strengths and work to improve weaknesses through future courses of action. The DESB grading policy is intended to ensure grades offer reliable feedback regarding student performance, and to ensure fairness and consistency across the School. The faculty member is responsible for arriving at a grade for each student that the faculty member believes appropriately reflects the student's mastery of the course material and learning objectives. The faculty member will then consider the class' overall performance in terms of School guidelines. These guidelines are provided to ensure that grading, on average for the School as a whole, is sustained at a reasonable level over time. The guidelines are as follows:

COURSE LEVEL	GUIDELINE
1000-2000	2.4-2.8
3000-3990	2.6-3.0
4000-5990	2.8-3.2
6000-6990	3.1-3.5

If students have a concern about their grade in a particular course, they should consider whether it reflects an accurate evaluation of their mastery of the course material and learning objectives, in terms of the above descriptors. If they need clarification of the instructor's evaluation, they should meet with the instructor to obtain additional information and feedback. If after doing so, they believe their grade was arrived at in an inappropriate manner, they may pursue an appeal through the School's appeals process as described in Section 5.15 of the University of Utah Code of Student Rights and Responsibilities (Policy 6-400).

Second, the school outlines what each grade level means:

A - Excellent Performance/Superior Achievement

An A student is one who understands the content and learning objectives thoroughly, completely and accurately, and can demonstrate that understanding in a number of ways. Such a student will have done exceptionally well on assignments, exams and class projects, and will have participated extensively in class discussion by asking good questions and contributing constructive thoughts. An A student will also have demonstrated a strong interest in the learning process by contributing to a constructive class environment and to the learning success of his or her fellow students.

B - Good Performance/Substantial Achievement

A B student is one who has demonstrated a relatively high level of mastery of the content and learning objectives of the course. A B student will have done very well on assignments, exams and class projects, and will have participated constructively in class discussion. A B student will have demonstrated a positive attitude toward the learning process and made a positive contribution to the learning environment of the class.

C - Standard Performance and Achievement

A C student will have demonstrated a reasonable level of mastery of the content and learning objectives of the course. A C student will have completed assignments and demonstrated a reasonable grasp of requisite knowledge on exams and class projects. A C student will have demonstrated a reasonable level of commitment to the learning process and made a positive contribution to the learning environment of the class.

D - Substandard Performance/Marginal Achievement

A D student will have demonstrated some level of mastery of the content and learning objectives of the course, but less than that desired to serve as a basis for future endeavor. A D student will not have completed all assignments in a satisfactory manner, nor demonstrated more than a partial grasp of requisite knowledge on exams and class projects. A D student will have demonstrated only some commitment to the learning process and made only a marginal contribution to the learning environment of the class.

E - Unsatisfactory Performance and Achievement

An E student has failed to demonstrate any significant mastery of the content and learning objectives of the course. An E student will not have completed all assignments in a satisfactory manner, nor demonstrated any significant grasp of the requisite knowledge on exams and class projects. An E student will have failed to demonstrate any significant level of commitment to the learning process, nor made any positive contribution to the learning environment of the class.

ACADEMIC HONESTY AND ETHICAL CONDUCT

David Eccles School of Business Statement of Professional and Ethical Conduct: Because of the importance of professional and ethical behavior in business, and its emphasis in our program,

professional or academic misconduct is not tolerated in the David Eccles School of Business. Students are expected to adhere to the standards of behavior outlined in the University of Utah Code of Student Rights and Responsibilities (Policy 6-400). Students engaging in behavioral misconduct could be subject to suspension or dismissal from the University. Students involved in any form of academic misconduct, including but not limited to cheating on tests, plagiarism and collusion may, at the instructor's discretion, receive a failing grade in the course, examination, or academic assignment. In addition to or instead of this sanction, the instructor may refer the case to the Student Behavior Committee for hearing. If the instructor chooses not to do so, the Associate Dean for Academic Affairs, after appropriate investigation, may do so along with a recommendation to dismiss the student from the Business School. If, after hearing the evidence, the Committee determines that the student in question is guilty of the misconduct charged, the Committee may impose sanctions in addition to those taken by the professor. If the academic dishonesty is not proven, the instructor must rescind any sanctions imposed and will be required to evaluate the student's performance with the assumption that there has been no misconduct. The School will treat the student likewise. If a student suspects another student of academic misconduct, he/she should refer the incident to the instructor, the appropriate department, the Associate Dean for Academic Affairs, or the Student Behavior Committee, administered by the Associate Dean of Students, 270 Union.

More detail on what constitutes misconduct in this class:

Exams and quizzes: All exams and quizzes are closed book; you will not have access to your notes, books, any and all electronic devices (e.g., cell phones, language translators, laptops, tablets, and calculators), other students, or anything besides your own brain. You are not allowed to retain copies of the exams or quizzes; doing so constitutes academic dishonesty.

Writing Assignments: Plagiarism refers to using another person's work, ideas, or words as your own. It also includes the re-use of a paper or presentation originally intended for a different class – so, if you were to reuse an assignment completed for a previous class, without indicating that it is being reused and extended (and without obtaining permission from all parties involved), you would be guilty of academic dishonesty. All class work is expected to be original, unless there is appropriate acknowledgement of sources. All factual information reported in research projects is expected to be true (at least according to reliable sources); fabricated information is considered a form of academic dishonesty.

It is your responsibility to know the University of Utah's policies regarding what constitutes academic misconduct. I will assume you have read and understood the [Student Code](#) before you complete any quizzes or exams and before you hand in any assignments. If you have any questions, please ask me. Students found engaging in academic dishonesty will receive a failing grade for the specific assignment and may receive a failing grade for the course.

AMERICANS WITH DISABILITIES ACT

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

STUDENT WELLNESS

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

SEXUAL MISCONDUCT

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585- 2677(COPS).

COURSE SCHEDULE AND TOPICS

Readings and assignments are **due** on the day they appear on the syllabus. That is, you should complete them, and turn in any assignments, before the start of class. All writing assignments are due via Canvas.

The schedule below is subject to change.

		Topics	Readings/Assignments Due
Jan 9	T	Course Overview	
		Read:	
		Syllabus	
		Putnam, Sungkhasettee, & Roediger, "Optimizing Learning in College: Tips From Cognitive Psychology" (Canvas)	
		Write: none	
Jan 11	H	Evidence-Based Management	
		Read:	
		Pfeffer & Sutton, "Evidence-Based Management" (HBS)	
		Write:	
		Pfeffer and Sutton note that the first step of evidence-based management is to frame the situation as an answerable question (for example, "Should we adopt forced ranking of our employees?"). Write one answerable question about human behavior in organizations.	
Jan 16	T	Personality and Intelligence	
		Read:	
		Pfeffer & Sutton, "Do the Best Organizations Have the Best People?" (HBS)	
		Write: (complete both)	
		Complete online questionnaire (linked from Canvas) AND	
		In your opinion, is intelligence something that everyone has a certain fixed amount of, or can people change and grow their intelligence? Explain/justify.	
Jan 18	H	Quiz 1 • Personality and Intelligence	
		Read:	
		Youngman, "The Use and Abuse of Pre-Employment Personality Tests" (HBS; feel free to skim section 3)	

		<p>Grant, "Goodbye to MBTI, the Fad That Won't Die" (Canvas)</p> <p>Dweck, "What Having a 'Growth Mindset' Actually Means" (Canvas)</p> <p>Write: (answer both)</p> <ol style="list-style-type: none"> 1) How did you use the personality test results when forming a final project group? 2) Do you feel the test results are a good summary of who you are; why or why not?
Jan 23	T	Social Perception
		<p>Read:</p> <p>Gladwell, "The New Boy Network" (Canvas)</p> <p>Livingston, "Pygmalion in Management" (Canvas)</p> <p>Dana, "The Utter Uselessness of Job Interviews" (Canvas)</p> <p>Write:</p> <p>Write one takeaway from this week's reading each for 1) job applicants and 2) recruiters and interviewers.</p>
Jan 25	H	Decision Making
		<p>Read:</p> <p>Bazerman & Moore, "Common Biases" (Canvas)</p> <p>Write: none</p>
Jan 30	T	Quiz 2 • Extrinsic Motivation
		<p>Read:</p> <p>Kerr, "On the Folly of Rewarding A, While Hoping for B" (Canvas)</p> <p>Berg & Fast, "Lincoln Electric Co." (HBS)</p> <p>Write:</p> <p>Why do Lincoln Electric employees work so hard?</p>
Feb 1	H	Review
		<p>Read: none</p> <p>Write:</p> <p>Suggest a question for Exam 1.</p>
Feb 6	T	EXAM 1
Feb 8	H	Intrinsic Motivation
		<p>Read:</p> <p>Grant, "How customers can rally your troops" (Canvas)</p> <p>Pfeffer & Sutton, "Do Financial Incentives Drive Company Performance?" (HBS)</p> <p>Write:</p> <p>If offered a job at Lincoln Electric (as described in the case and video we watched in class), would you take it? Why or why not?</p>
Feb 13	T	Intrinsic Motivation • Persuasion
		<p>Read:</p> <p>Ariely, "Chapter 3: The IKEA Effect" (Canvas)</p> <p>Write:</p> <p>In the crane activity, explain in your own words why the builders and non-builders made significantly different bids.</p>
Feb 15	H	Persuasion
		<p>Read:</p>

			<p>Cialdini, “Harnessing the Science of Persuasion” (Canvas) Conger, “The Necessary Art of Persuasion” (HBS) Write: Describe one way in which the Architect in <i>Twelve Angry Men</i>, in the clips you have watched so far, used an aspect or technique of effective persuasion described by Cialdini or Conger.</p>
Feb 20	T	Quiz 3 • Negotiation	<p>Read: none Write: Complete mid-semester course evaluation (via Canvas)</p>
Feb 22	H	Negotiation	<p>Read: Fisher & Ury, “Don’t Bargain Over Positions” (Canvas) Galinsky, “When to Make the First Offer in Negotiations” (Canvas) Neale & Lys, “More Reasons Women Need to Negotiate Their Salaries” (HBS) Write: What was your <i>reservation price</i> in the New Car negotiation? How did you use this information (or not) during your negotiation? If you could go back and do it again, how would you have used the information?</p>
Feb 27	T	Coordination	<p>No homework</p>
Mar 1	H	Coordination	<p>Read: Gittell, “Paradox of Coordination and Control” (HBS) Malone, Laubacher, & Johns, “The Age of Hyperspecialization” (HBS) Write: What approach did your LegoMan group take to dividing the work? Was it more similar to Southwest’s approach or American’s (as described by Gittell)? What was effective/ineffective about it?</p>
Mar 6	T	Quiz 4 • Social Networks	<p>Read: “The People Who Make Organizations Go – Or Stop” (Canvas) Pfeffer, “A Note on Social Networks and Network Structure,” pp. 1-5 (the rest is optional; HBS) Write: none</p>
Mar 8	H	Review	<p>Write: Suggest a question for Exam 2 AND Check in with your final project group (are you meeting Thursday?)</p>
Mar 13	T	Exam 2	
Mar 15	H	No class. Use the time to meet with your final project group.	
Mar 20	T	Spring Break – No Class	
Mar 22	H		
Mar 27	T	Group Dynamics	

		No homework
Mar 29	H	Group Dynamics
		<p>Read: Sunstein & Hastie, "Making Dumb Groups Smarter" (HBS) Sutton, "It's Up to You to Start a Good Fight" (HBS)</p> <p>Write: How can you apply something you learned in the Sunstein & Hastie reading to your work with your final project group?</p>
Apr 3	T	Organizational Ethics
		<p>Read: Mulvey, Vega, & Elsass, "When Teammates Raise a White Flag" (Canvas) Badaracco & Useem, "Analyst's Dilemma (A)" (HBS) Banaji, Bazerman, & Chugh, "How (Un)ethical Are You?" (HBS) Optional: Friedman, "The Social Responsibility of Business is to Increase its Profits" (Canvas)</p> <p>Write: What are the analyst's options? In your opinion, what should she do?</p>
Apr 5	H	Organizational Ethics
		<p>Read: Sucher & Moore, "Chris and Alison Weston (A)" (HBS) Sucher & Moore, "A Note on Moral Disengagement" (HBS)</p> <p>Write: In your own words, define two of the eight mechanisms of moral disengagement described in "A Note on Moral Disengagement," and give an example of each one from the Weston case.</p>
Apr 10	T	Quiz 5 • Power and Corruption
		<p>Read: Gladwell, "The Talent Myth" (Canvas) Cialdini, Petrova, & Goldstein, "Hidden Costs of Organizational Dishonesty" (HBS)</p> <p>Write: none</p>
Apr 12	H	Power and Corruption
		<p>Read: Sutton, "Some Bosses Live in a Fool's Paradise" (HBS) Useem, "Power Causes Brain Damage" (Canvas)</p> <p>Write: This week's readings suggest that having power changes people. Choose a specific psychological change that results from power, according to your readings, and give an example of this change from <i>The Smartest Guys in the Room</i>.</p>
Apr 17	T	Organizational Culture
		<p>Read: Christensen, "What is an Organization's Culture?" (HBS) Groysberg, Thomas, & Wagonfeld, "Keeping Google 'Googley'" (HBS) Bock, "Passion, Not Perks" (Canvas)</p> <p>Write:</p>

		According to the Christensen reading, what is a cultural <i>artifact</i> ? Give an example of one cultural artifact at Google, and analyze what it says about shared values and assumptions at Google.
Apr 19	H	Quiz 6 • Final project debrief
		Final project due via Canvas before class time
Apr 24	T	Review
		Bring a laptop or tablet today
		Write: Suggest a question for Exam 3 AND What are your take-home messages from MGT 3680? What lessons will change the way you interact with others (or have changed it already)? Write at least 3 take-home messages.
TBD		Out-of-Class Participation Requirement Deadline
Apr 27	F	Exam #3 (8:00 AM)