RUTGERS
UNIVERSITY | CAMDEN
School of Business

Fundamentals of Talent Management
53:533:557 INDEX 04550
Term: Fall 2024

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COURSE SPECIFICS

Course Description – This online asynchronous course is designed to provide students with a foundation in managing talent in organizations, with a specific focus on aligning human resource policies and practices with business strategy to help organizations gain and sustain a competitive advantage. Topical coverage includes, but is not limited to, workforce planning, the analysis and design of work, sourcing and recruiting diverse talent, selecting and acquiring talent, training and developing talent, and retaining talent. A key focus of the course is applying concepts to real-world organizational examples and identifying the ethical impact of policies and practices on multiple stakeholders (e.g., employees, the organization, society, etc.).

Course Learning Objectives:
Upon successful completion of this course students should be able to:
1. Understand the general theories that inform the best practices within talent management systems.
2. Critically think about, analyze, and make suggestions within talent management case studies.
3. Identify the ideas covered within class in real world workplaces.
4. Critique and build upon the suggestions of third-party talent management consultants.
5. Critique oneself to engage in the process of continuous development.

Program Learning Goals:
- Communication effectiveness and impact,
- Technology fluency,
- Global awareness,
- Ethical consideration

Course Materials*:*
SOFTWARE:
Lockdown Browser will be used through Canvas as a remote proctoring on the exams. You do not need to purchase the software, but you will need a computer with webcam capabilities as well as sufficient processing power to use the software.
Given Canvas' limited storage capabilities and the larger size of video files, Box will be used to store all lectures. You should have access to Box via your Rutgers email.

TEXTBOOK:
Phillips, J. M. (2020). Strategic Staffing (4th Ed.), Chicago Business Press. ISBN: 978-1-948426-86-2
- Affordable print and eBook copies available.

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- Purchased or rented via the Rutgers-Camden Barnes & Noble bookstore https://university-sitydistrict.bncollege.com/shop/university-district/page/find-textbooks
- Directly from Chicago Business Press https://chicagobusinesspress.com/book/phillipsstaffing4e#purchase

CASE STUDIES:
- You must select one of the below case studies to complete your Case Study Video Presentation assignment. I encourage you to read the summary of all three using the below link and to then pick the one that is of the most personal interest to you
  - "Microsoft: Talent Attraction and Retention for the Metaverse" by Arpita Agnihotri and Saurabh Bhattacharya
  - "Social Media Background Screening at Fama Technologies" by Joseph Pacelli, Jillian Grennan, and Alexis Lefort
  - "Blinds To Go: Staffing a Retail Expansion" by Fernando Olivera, Ann C. Frost, and Ken Mark

All case studies can be found at a discounted rate using this course's Harvard Business Review coursepack:
- https://hbsp.harvard.edu/import/1184506

OTHER:
- Narrated lectures, readings, and other posted material is available on the class Canvas site.
- This course will use various periodicals and websites (Wall Street Journal, Financial Times, etc.) as a supplement.

Copyright of Course Materials:

All original course materials posted on Canvas, including presentation slides, handouts, and assignments, are intellectual property belonging to the professor. These materials are provided to students for their own personal use only. Students are not permitted to buy, sell, or distribute any course materials without the express written permission of the professor. Such unauthorized behavior constitutes academic misconduct.

How to succeed in this course
- Read all text material assigned for each class.
- Follow instructions in all assignments, including submitting assignments by the suggested due dates to earn extra credit and pace out the course in a more digestible manner.
- Start assignments early and get feedback from the instructor.
- Consult/meet with the professor immediately when you need help.
- If an online tool is used (e.g., Canvas, Box) ensure that you can access and use it appropriately.

Diversity Statement:
This class strives to be an inclusive community, learning from the many perspectives that come from having differing backgrounds and beliefs. As a community, we aim to be respectful to all. We reject all forms of prejudice and discrimination, including but not limited to those based on age, color, disability, gender, gender identity, gender expression, national origin, political affiliation, race, religion, sexual orientation, and veteran status. Faculty and students are expected to commit to creating an environment that facilitates inquiry and self-expression, while also demonstrating diligence in understanding how others' viewpoints may be different from their own.

Our goal as a learning community is to create a safe environment that fosters open and honest dialogue. We are all expected to contribute to creating a respectful, welcoming, and inclusive environment. To this end, classroom discussions should always be conducted in a way that shows honor, respect, and dignity to all members of the class. Moreover, disagreements should be pursued without personal attack and aggression, and instead, should be handled with grace and care. This will allow for rigorous intellectual engagement and a deeper learning experience for all.

COMMUNICATION

Rutgers email (professor email: joseph.regina@rutgers.edu)
> All communications to students will be done using the Rutgers email address provided to you. Please forward your Rutgers email to your personal email if necessary.
> **Not checking your Rutgers email is not an excuse for missing any communications.**

Canvas
> Posted will be the syllabus, resources (articles, examples, access to PowerPoint slides), announcements, guides, etc. To access this system, go to http://canvas.rutgers.edu log in, and click on the course in the dashboard.

Class Materials
All class materials are accessible via Canvas. Note that the PowerPoint class materials for a particular week will be posted by noon on Tuesday. You are strongly encouraged to access this course via Canvas several times a week. You can imagine that the class seamlessly "runs" from day 1 (Tuesday) through day 7 (Monday).

Class Communication
Since class attendance is not compulsory, a viable and reliable form of communication is vitally important. Note that all class communication will be via your Rutgers e-mail and discussion forums and other tools in Canvas. You are expected to check your Rutgers e-mail at least two or three times every week. All class announcements can also be accessed via the 'Announcement' page in Canvas.

Professor Communication
Note that during the week, from Monday until Friday, I will try reply to all e-mails within 48 hours. Please do not expect immediate response. In order to best ensure that I recognize that your email pertains to class, please start the subject line with the course name followed by a dash ("-") and then a brief summary of the content of your question. If you do not hear from me within 72 hours, please re-send your email as I may have overlooked or accidentally deleted your e-mail.

Although, I check my e-mails a few times daily, I may not be able to completely answer all e-mails immediately upon receiving them. Note that I may also be travelling out of town on some weekends and may not be able respond to weekend e-mails until Monday.

GENERAL /ADMINISTRATIVE
Pronouns
This course affirms people of all gender expressions and gender identities. Feel free to correct me on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate to contact me.

Chosen Name (Preferred Name)
If you have a chosen name or preferred name other than what is listed on the roster, kindly let me know. If you would like to have your name changed within the rosters officially, go to: https://deanofstudents.camden.rutgers.edu/chosen-name-application

Key Course 2024 Dates :

First day of courses for semester   September 3
Last day to drop classes w/o "W"   September 12
Last day to add classes   September 12

Last day to withdraw from an individual

class with a "W"	November 11
Thanksgiving recess	November 28 – December 1
Regular classes end	December 11
Reading days	December 12 – December 13
Final exam period	December 16 – December 21

POLICY STATEMENTS

Disability Services/Accommodations

The University is committed to supporting the learning of all students and faculty will provide accommodations as indicated in a Letter of Accommodation issued by the Office of Disability Services (ODS). If you have already registered with ODS and have your letter of accommodations, please share this with me early in the course. If you have or think you have a disability (learning, sensory, physical, chronic health, mental health or attentional), please contact https://success.camden.rutgers.edu/disability-services.

Accommodations will be provided only for students with a letter of accommodation from ODS. Their services are free and confidential. Letters only provide information about the accommodation, not about the disability or diagnosis.

Academic Integrity
The Academic Integrity policy can be found at https://studentconduct.rutgers.edu/processes/university-code-student-conduct http://studentconduct.rutgers.edu/student-conduct-processes/academic-integrity/

Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.

Academic Integrity means that you (the student) must:
- •properly acknowledge and cite all use of the ideas, results, or words of others,
- •properly acknowledge all contributors to a given piece of work,
- •make sure that all work submitted as your own in a course activity is your own and not from someone else
- •obtain all data or results by ethical means and report them accurately
- • treat all other students fairly with no encouragement of academic dishonesty

Adherence to these principles is necessary in order to ensure that:
- •everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments
- •all student work is fairly evaluated and no student has an inappropriate advantage over others
- •the academic and ethical development of all students is fostered
- •the reputation of the University for integrity is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Violations are taken seriously and will be handled according to University policy.

Artificial Intelligence Use

I discourage the use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) within this course. If you do use these tools then you are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). *Your use*

of AI tools must be properly documented and cited to stay within university policies on academic honesty. AI may not be used on exams or quizzes.

Code of Student Conduct

Rutgers University-Camden seeks a community that is free from violence, threats, and intimidation; is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and does not threaten the physical or mental health or safety of members of the University community, including in classroom space.

As a student at the University, you are expected adhere to the Code of Student Conduct.
To review the code, go to the Office of Community Standards:
 https://deanofstudents.camden.rutgers.edu/student-conduct

Note that the conduct code specifically addresses disruptive classroom conduct, which means *"engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."*

Expectations of Classroom Civility (online or in-person)
(source: the Assoc of College and University Educators)

The following protocols on the codes of behavior reflect professional business norms on manners, courtesy, and respect. (***In general, you should treat others as you would like others to treat yourself. Be mindful that what is acceptable in a text or chatroom with friends may not be appropriate in a classroom or in an online conversation with an instructor***.)

- You are expected to do your own work. Cheating, plagiarism, and any other form of academic dishonesty (including uncited use of AI generative tools) will not be tolerated and will result in punished by a zero grade, a failing grade for the course, and/or referral to your dean.
- Meaningful and constructive dialogue is encouraged in this class and requires a willingness to listen, tolerance for different points of view, and mutual respect from all participants. All course members will be expected to show respect for individual differences and viewpoints at all times.

CLASSROOM POLICIES

Assessment Make-up Policy/Late Policy
If, for a university approved reason, you cannot complete an assessment by the scheduled time you must give the professor written notice at least one week in advance so that other arrangements can be made. If the situation does not allow for advance notification (for example, emergency hospitalization), contact the professor as soon as possible after a missed assessment. Make-up assessment for non-university approved reasons are not guaranteed. The professor reserves the right to request written documentation to support your absence (such as a doctor's note, an obituary, or military orders).

Assessments

Participation and Late Work: In order to maximize course flexibility for students, the course will use the Final Assignment due date as the *required* due date for all assignments. While *suggested* due dates are provided this means that you will not incur lateness penalties for submitting assignments after that date. With that said, I **strongly** encourage you to submit by the suggested due dates as this will provide a natural flow between course content areas and will prevent you from having too great a deal of work due as Finals Week approaches. To facilitate this, the suggested due dates will be

shown on all Canvas assignments and extra credit points will be given for all assignments submitted by the suggested due date as an added incentive. However, you will not receive any penalties for lateness as long as assignments are submitted by the required due date that aligns with the Final Assignment due date.

Given this great deal of flexibility, **late work will not be accepted beyond the Finals due date** unless an extension is granted for a university approved reason with documentation. There will be a zero-lenience policy in this regard.

Incompletes and Problems: If you find that you are having trouble completing course work or need further explanation of class topics, please schedule an appointment with me immediately. If you need this class for graduation, you should be sure that your performance is up to standard throughout the course. It is too late to wait until the last week of classes to ask for help. I'm available to meet throughout the entire semester if you need help and am more than happy to meet with you several times. "Incompletes" will only be given through prior consultation, under extreme circumstances.

The course is graded out of 1000 points. Please see the Grading section for how grades are calculated.

To contextualize the assignments, two overarching categories of assignments were designed within this course.

The first group are developmental assignments. These assignments are intended to facilitate your learning of the course material and will be participation-based assignments such that simply completing the assignment will earn full-credit on the assignment. Overall, 49% of your final course grade will be attributed to your completion of these assignments.

The second are evaluative assignments. These are intended to measure your understanding of the course material with scores on the assignment determined by your performance on these assignments. The three course exams fall into this assignment category, and they will account for 48% of your final course grade with each exam accounting for 16% of your final course grade.

Outside of exams, the only other assignment that is evaluative is the Syllabus Quiz which is worth 3% of your final course grade; however, you have unlimited attempts on this assignment, so achieving a 100% score on this assignment is very attainable.

Of note, while a great deal of your final grade is decided by the exams, your ability to score well in the course at large even without scoring exceptionally on the exams is made possible by the developmental assignments. Specifically, if you receive full credit on all developmental assignments as well as the unlimited tries Syllabus Quiz, then an average score on the exams of the following scores will yield the following Final Course letter grades:

- 50% average across exams -> C (760 total points)
- 60% average across exams -> B (808 total points)
- 75% average across exams -> B+ (880 total points
- 80% average across exams -> A (904 total points)
    o   All averages across exams over 80% would also receive an A

Video introduction – You will submit a one-to-two-minute video providing some background information on yourself. This is intended to allow me to get a pulse on the backgrounds of students within the course as well as an idea of what students are hoping to get out of the course.

This is a participation-based assignment such that simply completing the assignment will earn you full-credit on the assignment.

This assignment is worth 10 points.

Syllabus quiz – To do well in the course, you will need to be familiar with the nature of how the course is structured; this begins with reading the syllabus and watching the course introduction videos. To incentivize you to engage with this material, I am assigning a quiz that will cover the material in the syllabus and the course introduction videos. <u>The quiz will be 20 questions and each question will be worth 1 point, which will account for 20 of the 30 points assigned to this quiz. The final 10 points will be awarded if you answer all questions correctly and you will have unlimited tries on this exam.</u>

As detailed above, this is an evaluative assignment, such that the score you receive will be based on your performance on the exams.

This assignment is worth 30 points.

Pre- and post- class quizzes – One of the aspects of teaching asynchronously that is toughest to manage is I don't get to see you all as you're learning the material. In person, I can see the topics that are making sense to or "clicking" for students and the topics that aren't. From there I can make adjustments for future classes. Since I don't have that subjective information, I am going to use these pre- and post- class quizzes to provide that information in a different way.

Specifically, each week of course content after week 1 is going to have a pre- and a post- quiz. The pre-quiz will be given before I release the material for that week (e.g., you take the pre-quiz for Week 3 during the week in which you receive the content for Week 2). The post-quiz will be given when I release the respective material (e.g., you take the post-quiz for Week 2 during the week in which you receive the content for Week 2). The questions across the two exams will be identical as this is intended to allow me to see whether students are understanding the material better after interacting with the materials that teach the respective content. These quizzes will not be proctored.

<u>Importantly, the grade you receive for these assignments will be based on participation rather than the grade on the quiz. This means that you can get a 0% on the quiz and still get 100% of the assignment's points.</u> At the end of each assignment, there will be a question asking you if you think your grade should be used to evaluate the learning effectiveness of the course materials. Reasons for answering no to this question include but are not limited to intellectual dishonestly, not reading the questions, or not engaging with the course materials. **Please** (*and I cannot emphasize this "please" enough*) <u>answer these questions honestly as you will not lose points for responding "No",</u> but it is important that I know your actual answers to these questions if I am to best determine if my teaching materials are effective.

As detailed above, this is a participation-based assignment such that simply completing the assignment will earn you full-credit on the assignment.

Each pre- and post-quiz is worth 10 points.

Ethics discussion board – To facilitate critical thinking around ethical decision making, several discussion boards outlining situations with an ethical component will be provided. You will respond to **at least two** discussion boards of your choosing and provide a written response giving your thoughts on how you would handle the situation and why you would choose to handle it that way.

As detailed above, this is a participation-based assignment such that simply completing the assignment will earn you full-credit on the assignment. **Credit will only be provided if you respond to at least two of the discussion boards.**

Each discussion board responded to will earn 20 points. The maximum number of points earned on this assignment is 40 total points (i.e., if you respond to 2 or 4 discussion boards then you would receive 40 total points towards your final grade).

Practice exam – The course will use remote proctoring for Exams 1, 2, and 3. To help you become comfortable with remote proctoring (Lockdown Browser), a 20-question practice exam will be given that will allow you to use the software before the first exam.

This is a participation-based assignment such that simply completing the assignment will earn you

full-credit on the assignment.

The practice exam can be reviewed but must be done during camera-on meetings with the professor within either a one-on-one or group meeting.

This assignment with is 40 points.

Exams – The bulk of the grading in this course will be based on exam performance. There will be 3 40-question exams (including the final) that you will have 80 minutes to complete while using an assigned remote proctoring service (Lockdown Browser) to monitor academic integrity. The first two exams will cover the content covered since the previous exam (sans exam 1 which will cover the content covered up until that point). The final exam will consist of topics covered throughout the course.

This is an evaluative assignment, such that the score you receive will be based on your performance on the exams.

Exams can be reviewed but must be done during a camera-on meeting with the professor within either a one-on-one or group meeting.

Each exam will be worth 160 points.

Real-world workplace report – The topics covered in this course are applicable to any workplace that has employees. To demonstrate the relevance of the course material within the larger workforce, students will identify a news, magazine, or journal article with content related to the course material covered on the respective exam; in other words, the first real-world report should cover content from weeks 1-5, the second real-world report should cover content from weeks 6-11, and the third real-world report can cover content from any week of the course. Included with the identifying information for the article (title, author, date, link, etc.) will be a writeup that includes a brief summary of the article as well as your thoughts on the potential impact and relevance of the article's content for talent management systems. A sample writeup can be found in Canvas. These reports will be submitted alongside Exams 1, 2, and 3 and cover the content related to the respective exams.

This is a participation-based assignment such that simply completing the assignment will earn you full-credit on the assignment.

Each real-world workplace report will be worth 30 points.

Case Study Video Presentation – To provide a structured opportunity to apply the course content to real-world business scenarios, one case study presentation will be assigned. To allow you to interact with material that is personally interesting to you, three case studies will be provided as options for your presentation and you will select one of them. This assignment will be an individual video presentation and guiding prompts and questions will be provided.

This is a participation-based assignment such that simply completing the assignment will earn you full-credit on the assignment.

This assignment will be worth 50 points.

Case Study Video Presentation Individual Critiques – The goal of an MBA program is to help prepare students for management level positions. Part of that will require you to learn how to identify your own areas of personal growth and improvement over time. To help facilitate critical thinking around your performance, you will provide a writeup where you critique your case study video presentation.

This is a participation-based assignment such that simply completing the assignment will earn you full-credit on the assignment.

This assignment will be worth 20 points.

Extra credit – To encourage students to follow the suggested due dates, extra credit will be provided for assignments that are submitted by the suggested due date.

Specifically, 1 point of extra credit will be provided for each non-Exam assignment that is submitted by the suggested due date. While this may not sound like a lot of points, up to 34 points (or 3.4% of your final grade) can be earned through submitting assignments by the suggest due dates which can amount to a full letter-grade in some circumstances.

Beyond that, 10 points of extra credit will be provided for each exam (Exam 1, 2, and 3) that is submitted by the suggested due date.

GRADING

The assignment of final grades will be weighted as follows:

Video introduction	1%	10 points	
Syllabus quiz	3%	30 points	
Pre-quizzes	12%	120 points	10 points per quiz
Post-quizzes	12%	120 points	10 points per quiz
Ethics discussion board	4%	40 points	20 points per post
Real-world workplace report 1	3%	30 points	
Real-world workplace report 2	3%	30 points	
Real-world workplace report 3	3%	30 points	
Practice exam	4%	40 points	
Exam 1 (Forward planning)	16%	160 points	
Exam 2 (Selection)	16%	160 points	
Exam 3 (Final)	16%	160 points	
Case study video presentation (CSVP)	5%	50 points	
CSVP individual critique #1	2%	20 points	

EXTRA CREDIT:
Suggested due date submission for non-exam assignments: 34 points (1 per assignment)
Suggested due date submission for exam assignments: 30 points (10 per exam)

Grade Ranges

Letter Grade Description
A: 89.5% and above (895 points or more)
B+: 87.5% to 89.4% (875 to 894 points)
B: 79.5% to 87.4% (795 to 874 points)

C+: 77.5% to 79.4% (775 to 794 points)
C: 69.5% to 77.4% (695 to 774 points)
F: Below 69.5% (less than 695 points)

COURSE OUTLINE AND ASSIGNMENTS
Syllabus Basics

<u>SDD is shorthand for suggested due date.</u>

Class 1 Week of Tuesday, September 3
    Topics: Course organization and introduction. Overview of syllabus and strategic management
    Text: Chapter 1
    Assignments (SDD Sep 9):   Introduction video
        Syllabus quiz
        Practice exam
        Content pre-quiz class 2

Class 2 Week of Tuesday, September 10
    Topics: Business and staffing issues
    Text: Chapter 2
    Assignments (SDD Sep 16):   Content post-quiz class 2
        Content pre-quiz class 3

Class 3 Week of Tuesday, September 17
    Topic: Legal context
    Text: Chapter 3
    Assignments (SDD Sep 23):   Content post-quiz class 3
        Content pre-quiz class 4
        Ethics discussion boards

Class 4 Week of Tuesday, September 24
    Topic: Strategic job analysis and competency modeling
    Text: Chapter 4
    Assignments (SDD Sep 30):   Content post-quiz class 4
        Content pre-quiz class 5

Class 5 Week of Tuesday, October 1
    Topic: Forecasting and planning
    Text: Chapter 5
    Assignments (SDD Oct 7):   Content post-quiz class 5
        Content pre-quiz class 6
        Exam #1 (see bold below for more information)
        Real-world workplace report #1 (see bold below for more information)

Exam and real-world workplace report Article Report #1
Content area: Forward Planning
Content weeks: Classes 1-5
Exam opening date: Thursday, October 3
SDD: Monday, October 7
Real-world workplace report SDD: Monday, October 7

Class 6 Week of Tuesday, October 8
    Topic: Sourcing candidates
    Text: Chapter 6
    Assignments (SDD Oct 14):   Content post-quiz class 6
        Content pre-quiz class 7

Class 7 Week of Tuesday, October 15
    Topic: Recruiting candidates
    Text: Chapter 7
    Assignments (SDD Oct 21):   Content post-quiz class 7
        Content pre-quiz class 8

Class 8 Week of Tuesday, October 22
    Topic: Candidate measurement

Text: Chapter 8
Assignments (SDD Oct 28):   Content post-quiz class 8
                                 Content pre-quiz class 9

Class 9 Week of Tuesday, October 29
        Topic: Assessing external candidates
        Text: Chapter 9
        Assignments (SDD Nov 4):   Content post-quiz class 9
                                        Content pre-quiz class 10

Class 10 Week of Tuesday, November 5
        Topic: Assessing internal candidates
        Text: Chapter 10
        Assignments (SDD Nov 11):   Content post-quiz class 10
                                         Content pre-quiz class 11

Class 11 Week of Tuesday, November 12
        Topic: Choosing and hiring candidates
        Text: Chapter 11
        Assignments (SDD Nov 18):   Content post-quiz class 11
                                         Content pre-quiz class 12
                                         Exam #2 (see bold below for more information)
                                         Real-world workplace report #2 (see bold below for more information)

Exam and real-world workplace report #2
        Content area: Selection
        Content weeks: Classes 6-11
        Exam opening date: Thursday, November 14
        SDD: Monday, November 18
        Real-world workplace report SDD: Monday, November 18

Class 12 Week of Tuesday, November 19
        Topic: Managing workforce flow
        Text: Chapter 12
        Assignments (SDD Nov 25):   Content post-quiz class 12
                                         Content pre-quiz class 13

NO CLASS WEEK OF November 26. HAVE A NICE SPRING RECESS!

Class 13 Week of Tuesday, December 3
        Topic: Staffing system evaluation and technology
        Text: Chapter 13
        Assignments (SDD Dec 9):   Content post-quiz class 13
                                        Case study video presentation
                                        Case study video presentation individual critique

NO CLASS WEEK OF December 10. MAKE THE MOST OF YOUR UNIVERSITY READING DAYS!

Exam and real world workplace report #3 (Final)
        Content area: Talent management (all content)
        Content weeks: Classes 1-12
        Exam opening date: Friday, December 13
        Final due date: Tuesday, December 17
        Real-world workplace report final due date: Tuesday, December 17

As a reminder, the required submission date for the final assignments (December 17) is the required due date for all assignments. Please refresh yourself on the section above titled "Participation and Late Work" for details regarding the importance of submitting by

the required due date as I will not be accepting work without documentation of a university-approved exception after this point in time.

NOTES:
1. All due dates (suggested for extra credit and required for grading) are on the stated date by 11:59PM EST. There will be no lenience around this 11:59PM EST submission time, so please plan ahead by submitting assignment with ample buffer time to account for any potential technological difficulties.
2. There are no pre- and post-quizzes assigned for Class 1.