William Carey University
School of Education
Department of Career and Technical Education
CTE 447 Industrial Human Relations
Spring 2013, Section 78E

Professor of Record:  Dr. Karen R. Juneau
Associate Professor & Chair
Career and Technical Education

Office:  William Carey University
Tradition Campus
Administration Building A
19640 Hwy 67
Biloxi, MS 39532
Office Phone (228) 702-1865
Cell Phone (228) 282-0470

Meeting Location and Time:

Fully Online

Contact Information:
Preferred Contact Method: E-mail or cell phone is the best method of reaching me since I work at a variety of locations and campus sites.

Office hours:

Monday
1:00 – 6:00 Tradition

Tuesday
1:00 – 6:00 Tradition

Wednesday
10:00 – 12:00 Keesler AFB
1:00 – 5:00 Keesler AFB

Thursday
1:00 – 5:00 Tradition
**E-mail:** You should submit your class assignments through the D2L system. You should only use the listed e-mail addresses for general questions that are not course related unless the D2L system is down.

General student e-mail is reviewed on weekdays. E-mail is not reviewed on university holidays, weekends or when I am out of town. You should note the course number in the subject line of the e-mail of your message is related to a course. An example subject line might read: CTE 447-Assignment 1? Please note that on nights that I am teaching, all email received after 4:00 will not be reviewed until the following day.

If the WCU e-mail system is not working, please send the message to Karen.Juneau@gmail.com. If you send the identical document to both addresses change the subject line in the second document to read: CTE 647Assignment 1?COPY

You should receive a reply from me within 48 hours; if you do not receive a reply please resend you message.

If none of the above message systems are working, consider using the phone and leaving a voice message. You may also contact me any time before 9:00 p.m. on my cell phone. I encourage you to call if you have any questions. *Please remember that you have this option.*

**Appointments:** Any other time outside of scheduled office hours are available by appointment only. E-mail, call, or speak with me about scheduling a day and time that are good for both of us.

**Supporting Faculty for Course:** N/A

**Course Prerequisites:** N/A

**Course Web Site:** Through D2L

**Number of Hours for Course:** 3 hrs

**Nature of Course:** Elective

**Nature of Students:** Undergraduate

**Format of Course:** Fully Online

**Course Description/Overview:**

One of the most significant developments in recent years has been the increased importance of interpersonal skills in almost every type of work setting. In the minds of many employers, interpersonal skills represent an important category of “basic” or “transferable” skills a worker is expected to bring to the job. Technical ability is often not enough to achieve career success.
To be well prepared for employment in the 21st century, students will require a greater understanding of human relation principles and practices. The work environment is characterized by greater cultural diversity, more work performed by teams, and greater awareness that quality relationships are just as important as quality products in our global economy. The ability to cope effectively with today’s work/life issues and problems also requires extensive knowledge of human relations.

**Catalog Description of Course:** 3 hrs.

**Course Generally Scheduled:** 18 month rotation

**Relationship of this course to the curriculum/program sequence:** It is a recommend elective for students seeking a degree in career and technical education.

**Required Text:**


Please note that this book is the 10th edition. Although there is a newer edition, this edition is much more affordable. This book did not change significantly in the new edition. You can purchase this edition for about $60.00 (new) or for about $20.00 used. This is also available as a Kindle and paperback edition.

You can locate this book at this link: [http://www.amazon.com/dp/061878327X/?tag=googhydr-20&hvaddid=12393072801&hvpos=1t1&hvexid=&hvrnetw=g&hvrand=1455702673428765594&hvpon=215.99&hvptwo=23&hvqmt=b&ref=pd_sl_51kektc72f_b](http://www.amazon.com/dp/061878327X/?tag=googhydr-20&hvaddid=12393072801&hvpos=1t1&hvexid=&hvrnetw=g&hvrand=1455702673428765594&hvpon=215.99&hvptwo=23&hvqmt=b&ref=pd_sl_51kektc72f_b)

**Do not purchase the workbook for this textbook**

If you cannot locate this edition, you may use the new edition. You will need to match up the chapter titles with the titles in this syllabus..

Beyond readings in the text, additional reading assignments may be given to you during the class session or offered in D2L. Usually, these additional reading assignments are summaries or outlines of materials related to the topic covered in class that session. You are expected to read these assignments before the beginning of the next class week. Readings noted as optional are not required readings but are intended to enhance your understanding of the course content.

**Conceptual Framework Addressed in Course:** The overarching theme of the School of Education and NCATE Unit conceptual framework is “Developing caring, reflective decision makers.” The Unit’s conceptual framework is by design aligned with the university’s mission.
The course is designed to introduce career and technical educators and trainers to the elements of workplace dynamics and professional development. These concepts are related to the current issues affecting career and technical education. In CTE 447, students develop an understanding of (a) the soft skills needed to develop a competent workforce (b) concepts that support these skills (c) the importance of planning to reach personal and professional goals.

**Course Goals:** These goals support the conceptual framework of the School of Education and the National Association of Industrial and Technical Teacher Educators Standards of Quality for the Preparation and Certification of Trade and Industrial Teacher Educators (http://www.coe.uga.edu/naitte/ref_materials/standard.htm).

**Course Objectives:** The purpose of this course is to focus upon selected objectives that are common to career and technical educators (NAITTE) as well as academic educators. Through participation and hands-on training, students will:

1. Examine classic theories in human relations
2. Describe organizational roles in organizations
3. Develop effective interpersonal communication skills
4. Examine causes of personal conflict
5. Apply discussion methods that enhance critical thinking skills
6. Practice stress reduction techniques
7. Develop and refine a professional presence

**Related Common Core Standards for CTE (CCSCTE)**

1. Act as a responsible and contributing citizen and employee (CCSCTE 1).
   - Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others.
   - They are conscientious of the impacts of their decisions on others and the environment around them.
   - They think about the near-term and long term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace.
   - They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

2. Apply appropriate academic and technical skills (CCSCTE -2)
   - Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
   - They make connections between abstract concepts with real-world applications and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
3. Attend to personal health and financial well-being (CCSCTE-3)

- Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities.
- Career ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

7. Employ valid and reliable research strategies (CCSCTE-7).

- Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies.
- They use a reliable research process to search for new information.
- They evaluate the validity of sources when considering the use and adoption of external information or practices.
- They use an informed process to test new ideas, information and practices in their workplace situation.

8. Utilize critical thinking to make sense of problems and persevere in solving them (CCSCTE-8).

- Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.
- They are aware of problems when they occur and take action quickly to address the problem.
- They thoughtfully investigate the root cause of the problem prior to introducing solutions.
- They carefully consider the options to solve the problem.
- Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

9. Model integrity, ethical leadership and effective management (CCSCTE-9).

- Career-ready individuals consistently act in ways that align to personal and community-held ideals and principles while employing strategies to positively influence others in the workplace.
- They have a clear understanding of integrity and act on this understanding in every decision.
- They use a variety of means to positively impact the direction and actions of a team or organization, and they apply insights into human behavior to change others’ actions, attitudes and/or beliefs.
- They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morale and organizational culture.
10. Plan education and career path aligned to personal goals (CCSCTE-10).

- Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals.
- They understand their own career interests, preferences, goals and requirements.
- They have a perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship.
- They recognize the value of each step in the educational and experiential process, and they recognize that nearly all career paths require ongoing education and experience.
- They seek counselors, mentors and other experts to assist in the planning and execution of career and personal goals.

Course Assignments

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Course Objective</th>
<th>Common Core for CTE Standards</th>
<th>Specifics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>1, 2</td>
<td>CCSCTE 1, 2, 3</td>
<td>Weekly Quizzes over textbook readings (17)</td>
</tr>
<tr>
<td>Assignments</td>
<td>4,</td>
<td>CCSCTE 7, 8</td>
<td>Assignments (2)</td>
</tr>
<tr>
<td>Discussion</td>
<td>3, 5</td>
<td>CCSCTE 4</td>
<td>Discussion Board Postings (4)</td>
</tr>
<tr>
<td>Personal life plan</td>
<td>6, 7</td>
<td>CCSCTE 2, 3,10</td>
<td>Multipart project (1)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>1,2,3,4,5</td>
<td>CCSCTE 1, 2, 3, 4, 7, 8</td>
<td>Objective exam/ case study (1)</td>
</tr>
</tbody>
</table>

Technology Competencies: All assignment in the course will be completed through the use of technology, software and hardware and technology-associated resources (e.g., Web sites, technology-related articles).

Teaching Techniques/Methods Used in Course: Media presentations, discussion boards, required readings and group and individual assignments will be the instructional methods employed in the course.

All class requirements and activities are set upon an individual basis so that maximum instruction can be provided for each student. The student is responsible for budgeting his/her own time and completing class work progressively throughout the term.

Course Requirements/Grading Scale:

<table>
<thead>
<tr>
<th>Requirement(s)</th>
<th>Weight</th>
<th>Specifics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>60%</td>
<td>Weekly Quizzes over textbook readings (17)</td>
</tr>
<tr>
<td>Assignments</td>
<td>10%</td>
<td>Assignments (2)</td>
</tr>
<tr>
<td>Discussion</td>
<td>10%</td>
<td>Discussion Board Postings (4)</td>
</tr>
</tbody>
</table>
Personal life plan | 20% | Multipart project (1)
Final Exam | 10% | Objective exam / case study (1)

Grades are calculated using a weighted average. The grading scale for this course is

- **A** = 90 - 100 points
- **B** = 80 - 89.9 points
- **C** = 70 - 79.9 points
- **D** = 60-69.9 points
- **F** = 0 - 69.9 points

Please note that you must earn the full point to make the cutoff score; 89.9 is a B in this course.

**Attendance (from The RedBook)**

Students are expected to attend class. Excessive absences may seriously affect the work of the whole class as well as that of the individual students who are absent. Undergraduate students must attend 75% of the class meetings in order to receive credit for the course. Graduate students must attend 80% of their class meetings in order to receive credit for the course. The total number of absences is reported for each class by each faculty member at the time of filing trimester grade reports.

**Professor Attendance Policy:**
Since this is an online course, attendance is assessed by the logon records in D2L. It is expected that you will log onto the course web site at least once every eight (8) days (this number was selected to excluded Sundays). Failure to log into the course for more than (8) days will be considered a course absence. Failure to log into the course for more than sixteen (16) days consecutively or for two separate periods of more than eight (8) days will counted as two sessions you were absent. **If you miss more than two sessions, you will fail this course. You must participate in a course activity for this log-in to count for your attendance credit. Your progress is recorded by the D2L system.**

**Due Dates:** For this course, assignments are due one week from date the assignment given unless otherwise noted but you have a brief grace period. For this course, each week is considered to begin on Tuesday and ends on the following Tuesday. This means you have until Tuesday at 11:55 p.m. Central Time to submit any assignment due that week in D2L without a late penalty. Assignments submitted after Tuesday at 11:55 p.m. each week are considered late. Late assignments will accepted for one week following the original deadline and will be penalized 10 percent. No assignments will be accepted for credit more than one week after the original due date. No late assignments will be accepted after completion of the final exam.
Product for TK-20 portfolio for CTE and Education Majors:

<table>
<thead>
<tr>
<th>Assignment/Objective addressed</th>
<th>Course Objective Addressed</th>
<th>Description of the Nature of the Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Life Plan</td>
<td>1-7</td>
<td>Multipart project</td>
</tr>
</tbody>
</table>

Web site resources/Readings:

Chip Conley: Measuring what makes life worthwhile  


Chapter 13. Organizational Communication  
By Kathryn A. Baker  

Sheena Iyengar on the art of choosing. Located at  
http://www.ted.com/talks/sheena_iyengar_on_the_art_of_choosing.html


http://www.mun.ca/educ/faculty/mwatch/fall96/teachers.htm

http://psychclassics.yorku.ca/Maslow/motivation.htm


Statement on Academic Integrity
William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The university places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the university. A full explanation of the procedures for responding to instances of academic dishonesty is contained in The Red Book.

Americans with Disabilities Act (Hattiesburg Campus): Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact Mrs. Brenda Waldrip at 601-318-6188. Mrs. Waldrip is located in Student Services Office in Lawrence Hall.

Americans with Disabilities Act (Tradition Campus): Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact Mr. Jerry Bracey at 228-702-1802. Mr. Jerry Bracey is located in the Administration Building of William Carey University - Tradition Campus.

Disaster Plan Statement
In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website http://wmcarey.edu, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university’s course management system at https://elearning.wmcarey.edu. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through Sader Watch, the WCU emergency text message service. Sign up instructions can be found under current students on the WCU homepage.

TK20 Subscription Information for All Undergraduate and Graduate Students in Education
All education students are required to purchase a TK20 account by going to http://TK20.wmcarey.edu and clicking on "click here to purchase a student account", then follow the prompts. After purchasing your TK20 account, TK20 will email your log in information and further instructions.

Your TK20 Account should be activated (purchased) by the end of the second week of classes. You will then begin exploring the system and its portfolio features. Make sure to get oriented to the system and complete the assignment your instructor will use for your key assessment.
This is required for all students in the College of Education at William Carey University. In this course you will be required to submit your Professional Live Plan to TK-20.

**Tentative Course Assignments**

| Week One begins Feb 26 2013 | Topics:  
|-----------------------------|-------------------------------------------------|
| Course week runs Tuesday to Tuesday | • Introduction to Human Relations  
| | • What makes life worthwhile?  
| | • A Personal Life Plan  
| | **Online resources in D2L:**  
| | Read the linked e-book on *Creating Your Personal Life Plan*. You should complete this book by Week 3. Read pages 1-22 in this book this week.  
| | **Media**  
| | PowerPoint with audio: *Introduction to Human Relations*  
| | **Video**  
| | Chip Conley: Measuring what makes life worthwhile  
| | **Assignments:**  
| | 2. *Assignment 1* – Self-Assessment in D2L next week.  
| | 3. *Personal Life Plan Assignment 1*: Audience, Outcomes and Priorities due Week 3  
| **Week Two begins March 5** | **Topics:**  
| | • Introduction to Human Relations  
| | **Assignments due:**  
| | 1. Discussion Board Post 1: What makes life worthwhile? Posts should be complete  
| | 2. Assignment 1 – Self-Assessment is due  
| | **Online resources in D2L:**  
| | • PowerPoint for Chapter 2  
| | **Required Text Reading:**  
| | Chapter 1: Introduction to Human Relations  
| | **Assignments:**  
| | 1. *Quiz 1*: Chapter 1 quiz to be complete in D2L for Week 3 (after Spring Break)  
| | 2. Work to complete *Personal Life Plan Assignment 1*: Audience, Outcomes and Priorities due Week 3  

CTE 447 Industrial Human Relations  
Page 10 of 16
<table>
<thead>
<tr>
<th>Week three begins March 19</th>
<th>Topics: Personal and Organizational Communications</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Common narratives</td>
</tr>
<tr>
<td></td>
<td>- Learning the language of the group</td>
</tr>
<tr>
<td></td>
<td>- Listening skills</td>
</tr>
</tbody>
</table>

**Assignment:**
Personal Life Plan Assignment 1: Audience, Outcomes and Priorities is due

Quiz in D2L:
Chapter 1 quiz is due in D2L.

<table>
<thead>
<tr>
<th>(after Spring Break)</th>
<th>Online resources in D2L:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PowerPoint for Chapter 3</td>
</tr>
<tr>
<td></td>
<td>PowerPoint for Chapter 4</td>
</tr>
</tbody>
</table>

**Required Text Reading:**
Chapter 2: *Improving Personal and Organizational Communications*
Chapter 3: *Understanding your communication Style*

**Readings:**
Chapter 13. Organizational Communication
By Kathryn A. Baker


**Assignments:**
1. *Quiz 2*: Chapter 2 quiz to be complete in D2L next week.
2. *Quiz 3*: Chapter 3 quiz to be complete in D2L next week.
3. *Personal Life Plan Assignment 2*: Action Plans are due Week 5
4. *Discussion Board Post 2*: Based on the assigned readings, how can you learn to listen to others?
**Week four**  
**March 26**

**Topics:**
Motivation, Self Esteem & Attitudes
- Building on Maslow
- Too much Self-Esteem?
- Importance of attitudes

**Assignments due this week:**

**Quiz 2:** Chapter 2 quiz to be complete in D2L.

**Quiz 3:** Chapter 3 quiz to be complete in D2L

**Discussion Board Post 2:** Based on the assigned readings from Week 3, how can you learn to listen to others? is complete.

**Online resources in D2L:**
- Study Outline on Motivation
- **Media**
  - PowerPoint for Chapter 5
  - PowerPoint for Chapter 6

**Video:**

**Required Text Reading:**
- Chapter 4: *Building Self Esteem*
- Chapter 5: *Personal Values Influence Ethical Choices*
- Chapter 6: *Attitudes can shape your life*
- Chapter 7: *Motivating yourself and others*

**Additional Required Reading:**

**Assignments:**
1. **Quiz 4:** Chapter 4 quiz to be complete in D2L next week.
2. **Quiz 5:** Chapter 5 quiz to be complete in D2L next week.
3. **Quiz 6:** Chapter 6 quiz to be complete in D2L next week
4. **Discussion Board Post 3:** After viewing the Sheena Iyengar video and the linked reading, answer the following question:
   Is it possible to have too much self-esteem and too much choice? Or is this a culturally specific problem?
| Week five  | Topics: | Online resources in D2L: |
| April 2    | Ethics and Values  | PowerPoint for Chapter 7  |
|           | ● Values at work  | PowerPoint for Chapter 8  |
|           | ● Personal values | PowerPoint for Chapter 9  |
| Assignments: | Quiz 4: Chapter 4 quiz to be complete in D2L next week.  |  |
|            | Quiz 5: Chapter 5 quiz to be complete in D2L next week.  |  |
|            | Quiz 6: Chapter 6 quiz to be complete in D2L next week.  |  |
| Personal Life Plan Assignment 2: Action Plans are due.  |  |  |
| Discussion Board Post 3: Is it possible to have too much self-esteem and too much choice? Or is this a culturally specific problem? Post should be complete in D2L.  |  |  |

| Week six | Topics: | Online resources: |
| April 9  | Emotional balance | Presentations in D2L for Chapters 10, 11 and 12. |
|          | Developing a professional presence |  |
|          | Social media and professionalism |  |
| Assignments due this week: |  |  |
| 1. Quiz 7: Chapter 7 quiz to be complete in D2L |  |  |
| 2. Quiz 8: Chapter 8 quiz to be complete in D2L |  |  |
| 3. Quiz 9: Chapter 9 quiz to be complete in D2L |  |  |

Assignments: |  |
1. Quiz 7: Chapter 7 quiz to be complete in D2L  |  |
2. Quiz 8: Chapter 8 quiz to be complete in D2L  |  |
3. Quiz 9: Chapter 9 quiz to be complete in D2L  |  |
5. Discussion Board Post 4: What are the potential costs of an ethical decision? What are the benefits of an ethical decision?  |  |  |

Assignments due this week:  |
1. Quiz 7: Chapter 7 quiz to be complete in D2L  |
2. Quiz 8: Chapter 8 quiz to be complete in D2L  |
3. Quiz 9: Chapter 9 quiz to be complete in D2L  |
5. Discussion Board Post 4: What are the potential costs of an ethical decision? What are the benefits of an ethical decision?  |  |

Assignments:  |
1. Quiz 7: Chapter 7 quiz to be complete in D2L  |
2. Quiz 8: Chapter 8 quiz to be complete in D2L  |
3. Quiz 9: Chapter 9 quiz to be complete in D2L  |
5. Discussion Board Post 4: What are the potential costs of an ethical decision? What are the benefits of an ethical decision?  |  |

Assignments:  |
1. Quiz 7: Chapter 7 quiz to be complete in D2L  |
2. Quiz 8: Chapter 8 quiz to be complete in D2L  |
3. Quiz 9: Chapter 9 quiz to be complete in D2L  |
5. Discussion Board Post 4: What are the potential costs of an ethical decision? What are the benefits of an ethical decision?  |  |

Online resources:  |
Presentation in D2L for Chapters 10, 11 and 12.  |

Required text readings:  |
Chapter 10: Building Stronger Relationships  |
Chapter 11: Developing a Professional Presence  |
Chapter 12: Teambuilding: A Leadership Strategy  |

Required Readings:  |
Online Professionalism and the Mirror of Social Media  |
http://www.ncbi.nlm.nih.gov/pmc/articles/PM

CTE 447 Industrial Human Relations  |
Page 13 of 16
4. **Discussion Board Post 4:**
   What are the potential costs of an ethical decision? What are the benefits of an ethical decision?

   [C2947638/](#)

   Managing your personal and professional presence on Facebook through friend lists

**Assignments:**

1. Quiz 10: Chapter 10 quiz to be complete in D2L next week.
2. Quiz 11: Chapter 11 quiz to be complete in D2L next week.
3. Quiz 12: Chapter 12 quiz to be complete in D2L next week.
4. Assignment 2: *Social media and you* due next week.
| Week seven | Topic: | Online resources: |
| April 16 | Dealing with stressful situations  
- Working with Difficult People  
- Emotional stress | In D2L:  
Study outline for Week 7  
Presentation on Work Place conflict  
Presentation on Chapters 13, 14 and 15 |

Assignments  
1. Quiz 10: Chapter 10 quiz to be complete in D2L  
2. Quiz 11: Chapter 11 quiz to be complete in D2L  
3. Quiz 12: Chapter 12 quiz to be complete in D2L  
4. **Assignment 2: Social media and you** is due.  
5. **Personal Life Plan Assignment 3:** Plan for Progress is due.

| Week eight | Topic: | Online resources: |
| April 23 | Developing a Professional Presence  
- Informal versus inappropriate  
- Communications skills  
- Leading a meeting  
- Business etiquette | In D2L:  
Study Outline for Week 8  
Presentation on Professional Presence  
Presentation on Chapters 16 and 17. |

Assignments  
1. Quiz 13: Chapter 13 quiz to be complete in D2L  
2. Quiz 14: Chapter 14 quiz to be complete in D2L  
3. Quiz 15: Chapter 15 quiz to be complete in D2L  

---

CTE 447 Industrial Human Relations  
Page 15 of 16
| Week  nine  
| April 30      |
|---------------|----------------|
| **Topic:**    | **Online resources:** |
| Course Review | In D2L:         |
|               | Final Exam Study Guide |
| 1. Quiz 16: Chapter 16 quiz to be complete |
| 2. Quiz 17: Chapter 17 quiz to be complete |
| 3. Revision of course assignments and materials due at the end of this week. |
| **Final date for all assignments and projects** | Course summary and review |

| Week  Ten  
| May 7      |
|**Final Exam to be complete in D2L before May 7 at 11:55 p.m.** |