

# Negotiations

## Fall 2022

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Office Hours: By appointment  
Class Location: TBD

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### **Course Sections, Meeting Times, and Tas**

Undergrad Section 1 (MGMT-2910-411): Tu/Th, 12:00-1:30pm, TA: TBD

Undergrad Section 2 (MGMT-2910-411): Tu/Th 1:45-3:15pm, TA: TBD

### **Course Description**

We negotiate daily with potential employers, coworkers, bosses, landlords, merchants, service providers, partners, parents, children, friends, roommates, and many others. Our negotiation skills affect what price we will pay, the amount of our salary and compensation, what movie we watch, and who will clean up the kitchen. Why do we sometimes get our way, while at other times walk away frustrated by our inability to achieve the agreement and resolution we want?

Negotiation is the art and science of securing agreements and resolving disputes between two or more interdependent parties. The purpose of this course is to help you develop expertise in managing negotiations that occur in a variety of business settings. It is designed to be relevant to a broad spectrum of problems faced by managers. As a manager, you not only need analytical skills to discover optimal solutions to problems, but also good relational skills to get these solutions accepted and implemented. This course will help you develop both. The objective is to explore your talents, skills, shortcomings, and strengths as a negotiator in a safe setting, to learn about yourself and how you respond in specific situations. The course is sequenced so that cumulative knowledge can be applied and practiced. Although designed around business contexts, the skill set you develop here will serve you in both your personal and professional life.

The course is built around a series of negotiation exercises (simulations in class) and debriefs (discussions following each negotiation exercise). These exercises will provide you with an opportunity to negotiate in a variety of settings. The types of issues on the table, as well as the parties at the table, will vary from one exercise to the next.

Your agreements will be posted after each simulation, so that the class can analyze the relationship between negotiation strategies and outcomes. The goal is for us to collectively learn from everyone's experiences. To enrich the discussions following each negotiation exercise, I will draw on the dynamics of different group processes and discuss optimal strategies. We will also spend a significant portion of our time in class going beyond the exercises and discussing general strategies and principles of negotiating and conflict resolution.

You are expected to actively participate in class discussions, to prepare for our in-class simulations (which includes both readings and negotiation planning documents; see below), and to reflect upon your negotiation experiences (see below). There is also a final group project at the end of the course, in which

you will analyze a real-world negotiation using course concepts and deliver a PowerPoint presentation to the class at the end of the course.

### **Course Objectives**

- (1) Become a more *knowledgeable negotiator*. Develop a broader understanding of what negotiation is, a toolbox of effective negotiation principles, and a set of tactics derived from rigorous research.
- (2) Become a more *effective negotiator*. Learn how to apply this toolbox of principles and tactics in practice, improve outcomes for yourself and create win-win opportunities with others, and strengthen relationships through negotiations.
- (3) Become a more *reflective negotiator*. Adopt the habit of continually evaluating your negotiation strengths and challenges, and growing in your knowledge and effectiveness.

### **Course Philosophy**

**Emphasis on Learning and Development:** While there are many perfectly pragmatic and admirable reasons for you to care about your grades, I want to encourage you to recognize the opportunity you have this semester to dig into the messiness of organizational life within the safety of the classroom. These opportunities do not come often in a career. My goal as your professor is to guide you through an experience that, with your engaged participation, will add value to you, your career, and your life. I strongly encourage you to adopt a similar goal for yourself and the role you will play relative to your classmates in this course. My view is that grades are just an artifact of bringing structure to the learning process but not the goal in and of themselves. I encourage you to consider your grades in the context of your goals in this course. Let grades be my headache, and let learning be yours. In other words, do not let grades get in the way of your learning. Your time is valuable and the concepts of this course are deeply important to your future so let's make this course truly worthwhile for you.

### **Honor Code**

- (1) **Preparation:** You are expected to be prepared and on time for all negotiation exercises (see negotiation attendance policy). If a negotiation is distributed in advance of class, you must read it and prepare for the negotiation before class.
- (2) **Confidentiality:** Any information you receive for a negotiating exercise is **confidential**. Never assume that role materials are identical, even if a classmate is playing the same role. During a negotiation, you may verbally disclose to your counterpart any information in your confidential role instructions, if you wish, but *never* physically show your confidential information to any other negotiator, even a teammate, until the assignment is completed.
- (3) **Don't Spoil the Outcome for Others:** When you have completed a simulation, please do NOT reveal your information to the other party, or with members of another team, before returning to the classroom and engaging in a class-wide discussion (which may not occur until the next class). The simulations do not always end when you sign an agreement in a break-out room. After the negotiation debrief (i.e. during the class discussion) you may share your confidential information, but you are not obliged to do so.
- (4) **Lying:** Do not make up facts or information that materially change the power distribution of the exercise. For example, you cannot claim that your family has just purchased the company with which you are negotiating about a job. If you are asked a question calling for information that is not contained in your confidential instructions (the answer to which would substantially influence the structure of the case), the appropriate answer is, "I don't know."

- (5) **Professionalism:** Be supportive, respectful, and constructive during classroom discussions. Some of the most valuable learning will come out of these discussions and it is critical that everyone feels comfortable sharing their experiences and asking questions. Class discussions and negotiation results stay in class.
- (6) **Outside Information:** Do not seek out information about a case prior to participating in it.
- (7) **External Sharing:** The materials from this course are copyright protected. Do not post anything about the negotiation exercises on a public website or make your role materials available to others outside of class. Do not discuss cases or share notes with people outside of class.

**Special Needs**

If you need accommodation for a disability, please let me know at your earliest convenience. I am willing to make adjustments to facilitate your participation and progress. I will treat information that you provide as private and confidential.

**Required Readings**

- (1) *Coursepack:* Available on Study.net
- (2) *Getting to Yes: Negotiating Agreement Without Giving In*, by Roger Fisher, William Ury, and Bruce Patton. Third Edition.

**Assignments & Grading**

**Grading Summary:**

- Attendance, participation, and professionalism **30%**
- Peer evaluations **10%**
- Planning documents **10%**
- Learning journal **20%**
- Final group project **30%**

I have developed a grading system that I believe is important for your learning.

**(1) Class Participation and Attendance (30%)**

***Overview***

Given the experiential nature of the course and pedagogy, enrollment is limited, and prepared and on-time attendance is mandatory. **You will receive an attendance and participation grade for each class during the semester, and this grade will be influenced by whether you are on time, present for the duration of the class (e.g., not leaving early), engaged (e.g., not using laptops/phones), and sharing quality comments (see Participation section below).** Moreover, there is a strict attendance requirement for negotiation days. Please read this policy carefully in the Negotiation Days section below.

***Participation, Professionalism, and Attendance (30%)***

Participation is instrumental to the learning process in this course, and is thus factored into your grade for each class. After each negotiation exercise, a debriefing discussion will include sharing information about results, sharing information about strategies attempted, and sharing reactions to the process. Attendance and participation during negotiation debrief discussions are critical for several reasons: in real life, you will almost never have the opportunity to hear what the other party in a negotiation was

thinking, why things happened the way they did, and what you could have done differently. *Your classmates' learning is dependent on hearing details about what you did and how you thought about approaching things during your negotiation; no matter how well or how badly you think you did during a negotiation, you will not know until you actually engage in the class-wide discussion.* In addition to hearing from the class more broadly, you will often have the opportunity to debrief with your specific partner. To make sure that attendance and participation are fairly factored into your grade, your TA will help keep track of attendance and participation. *Being late to class, or using technology during class (e.g., phones, laptops), will negatively impact your participation grade, whereas speaking up and sharing quality comments will positively impact your participation grade.*

Missing class: You may miss one negotiation exercise without penalty if you provide me with advance notice and, if I request, make arrangements for a substitute. If, in conjunction with any missed class, you do not provide advance notice or fail to provide a substitute when required to do so, your letter grade in the class will be lowered by a third (i.e., from A- to B+). The same will occur if you miss more than one negotiation, even if you provide advance notice. If negotiation materials are handed out prior to class, you are required to read them and prepare for the negotiation before arriving in class. If you arrive to class on the day of a negotiation and have not read the role materials, this will count as a missed negotiation. Although negotiations are typically held in class, on Tuesday September 13th you will have a virtual negotiation called The Job Negotiation. See details below under Virtual Negotiation Assignment.

Participation: Quality comments possess one or more of the following properties: 1) Offer a different and unique, but relevant, perspective based upon analysis and theory (not intuition or casual observation); 2) Contribute to moving the discussion and analysis forward; 3) Build upon the comments of your classmates; 4) Include evidence, logic, and/or links to key course concepts; and 5) Link relevant concepts to current events. You should listen carefully to your fellow students and avoid making redundant or disparaging comments. Your goal should be to contribute in a meaningful way, not simply talking for the sake of talking. If you find that you have not spoken in two consecutive classes, this is an indication that you need to speak up. If you are shy or have language challenges, I encourage you to write down comments or questions when you read for class and then offer those comments or pose those questions at an appropriate time in class. Being able to contribute meaningfully to discussions will be vital to your career success across disciplines, so I urge you to use this semester as an opportunity to develop this important skill.

### ***Virtual Negotiation Assignment and Attendance on September 13th***

On Tuesday September 13<sup>th</sup>, you will have a virtual negotiation called The Job Negotiation. You will not need to be in class for this negotiation. However, you will need to upload to Canvas one document that includes all transcripts (e.g., emails or other messages), as well as a brief reflection (minimum of three sentences, max one paragraph) at the top of the transcript document. In your reflection, you might share your immediate reactions, thoughts about what went well, and/or thoughts about what you wish you had done differently. Each person must upload their own transcripts and reflection (even if your counterpart has uploaded his/her transcripts and reflection, you must still upload your own transcripts and reflection). Your transcripts and reflection will be due on Tuesday September 13th at 11:59pm, but you will have the opportunity carry out the negotiation (and upload the assignment) starting after class on Thursday, September 8<sup>th</sup>. Failure to upload your transcripts and reflection by the deadline (September 13th at 11:59pm) will result in a missed negotiation, and will result in a grade penalty as specified in the negotiation attendance policy above.

## **(2) Peer Evaluations (10%)**

After each negotiation exercise, you will rate your classmates on the Canvas site along three dimensions: 1) overall preparation and commitment to the exercise, 2) skill in one-time negotiations where the future

relationship does not matter much, and 3) skill in negotiations where the future relationship matters significantly. Timely completion of peer evaluations is essential for ensuring that your peers are fairly and accurately evaluated, thus peer evaluations will be due one week after each negotiation. Failure to meet this deadline can negatively impact your participation grade for the course. Additionally, given the importance of peer evaluations for your classmates' grades, November 29<sup>th</sup> (11:59pm) will be the final deadline to submit all peer evaluations. If you fail to complete all of the peer evaluations by the final deadline, your letter grade in the class will be lowered by a third (i.e., from A- to B+).

### **Negotiation Form Completion (10%)**

Negotiation Form Completion will be determined based on whether you have completed all pre-negotiation forms, negotiation agreement forms, and post-negotiation forms (including peer evaluations) by the specified deadlines. Failure to meet these deadlines can negatively impact your Negotiation Form Completion grade for the course. All forms should be submitted on the course website on Canvas. There are 3 types of forms:

#### Pre-negotiation forms:

- Planning documents: As you will quickly learn in this course, proper planning is the key to success when it comes to negotiating. One of my goals in this course is to help you develop a systematic approach to analyzing and preparing for negotiations. **Part of that will involve submitting two completed (typewritten, please) planning documents (the planning document form is available on Canvas) the day before the negotiation. Specifically, you will submit planning documents for the New Recruit and Vikings negotiations** (see the course calendar, at the end of this syllabus, for specific dates).

Please submit these assignments by uploading them via the appropriate link on Canvas. These will be graded on a 5-point scale based on your effort, thoughtfulness, and understanding of course concepts. I will provide direct feedback on your first planning document, but afterwards you will not receive detailed feedback since our debrief of the simulation will provide you with that information (i.e., will enable you to determine whether your preparation was appropriate/adequate, and in what ways). However, I am always happy and available to sit down and discuss **any** questions about preparation that any student may have.

- Bargaining Styles Questionnaire: You will also be asked to complete a brief questionnaire about your negotiation tendencies early on in the semester (see course schedule below)

Pre-negotiation forms must be completed before class on the day of the negotiation

#### Negotiation agreement forms:

These are the forms where you specify the terms of your agreement. These are **due on the day of the negotiation following the negotiation outcome** unless specified otherwise in the Class Schedule below.

#### Post-negotiation forms:

These short surveys will ask for your evaluations of your peers and your thoughts about each negotiation. **These are due at the beginning of class on the day of the debrief**, but when possible you should complete this at the same time as the negotiation agreement form so that you can be sure you have completed all forms.

### **(3) Learning Journal (20%)**

Learning Journals consist of 2 components: 1 personal goal statement and 1 negotiation analysis. See the guidelines attached to this syllabus for a detailed description of what the journal requires and the dates for the assignments. Complete these assignments by posting them to your personal Learning Journal Folder on Canvas. For additional details, see below.

#### **(4) Final Group Project (30%)**

You will work in teams of 4 students to analyze a real-world negotiation and present it in class at the end of the semester. Working with your team, you will choose a negotiation context that actually happened (or is currently happening) in the world. You will then apply the course material to analyze your chosen negotiation, and prepare a ~12 minute PowerPoint presentation about it to be presented on the last week of class (December 6<sup>th</sup> & 8<sup>th</sup>).

#### **(5) Extra Credit**

You can earn up to two extra credit points in the course by submitting (in the extra credit assignment folder on Canvas) articles on negotiations in the popular press or examples of interesting negotiations from movies, television shows, comic strips, etc and writing a brief analysis of them, linking them to course concepts. In order to receive two bonus points, two things must occur: 1) the references need to come from different mediums. If one is from a movie, the other should come from a different type of medium, such as a comic strip or newspaper article. 2) The references must illustrate a concept from the course, and you must write a few sentences describing it and *how* it relates to the concepts discussed in class.

All written assignments will be graded on a 1-5 scale, where 5=excellent, 4=good, 3=satisfactory, 2=unsatisfactory, and 1=poor. Note that 5s will be rare; they are reserved for truly top-notch assignments. Grades for assignments submitted late will be reduced by 0.5 points for each day late.

#### **Assignment Guidelines:**

##### ***Learning Journals***

The learning journal is a confidential, written record of your personal reflections about the knowledge and skills that you are gaining during the course. You will need to write a journal entry reflecting on and analyzing 1 of your negotiations during the course. This negotiation analysis will allow you to reflect on successful and failed strategies and should enable you to better prepare for and respond during subsequent negotiations. Use your journals to explore your feelings about the negotiation process and your developing sense of strengths, weaknesses, comforts, and discomforts. Note that the best journal entries spend more time exploring what you can do to improve and less time blaming others for various faults, defects, and failures. For the journal entry, you should record key tools and concepts, as well as insights gained from the class discussion. These journal entries should show a serious, explicit attempt to grapple with personal experiences in classroom exercises and accurately reference course concepts, discussions, readings, and lectures as they apply. Exemplary journals will regularly weave in personal insights, real-world examples, and negotiation concepts and tie them together in a compelling way. At the margin, the grades will depend on overall effort, including personal frankness and reflection. Authenticity and a serious attempt to learn are the objectives! Expectations regarding each assignment are detailed below:

In addition to the negotiation analysis, you will need to write a personal goal statement. The table below shows the assignment schedule.

Learning Journal Assignments	Due Date
Personal Goal Statement	September 1st
Negotiation Analysis: choose one from the following list <ul style="list-style-type: none"> <li>• Biopharm-Seltek</li> <li>• New Recruit</li> <li>• Viking</li> <li>• Texoil</li> </ul>	October 5th

**(1) Personal Goal Statement:** 1-2 double-spaced pages in which you discuss your current negotiation strengths and weaknesses (prior to this course) and set concrete objectives for the semester. To get the most out of this class, I encourage you to not only state what your objectives are, but also reflect on why those objectives are important to you, how you intend to achieve them, and how achieving them will benefit you in the long term.

Personal Goal Statements will be graded using a check system (check-plus, check, check-minus). Grades for assignments will be reduced (e.g., from check-plus to check) for each day late; note that late assignments that would have received a check-minus if submitted on time will also receive a penalty (i.e., from check-minus to check-double-minus).

**(2) Negotiation Analysis:** 2-3 double-spaced pages in which you reflect on your behavior and your classmates' behaviors in the negotiation exercises. This should not be a detailed report of everything that happened in the negotiation; rather, it should focus on key insights and provide analysis of why they occurred, what you learned from them, and how they will change your negotiation behavior going forward. You must write up a negotiation analysis for 1 negotiation exercise and upload it to your personal Learning Journal Folder on Canvas by the due date specified. Your analysis should answer the following questions. You should provide an answer for each section below, however if an answer for one section has been provided in another section, you can reference the other section.

- (a) *Facts:* Provide a brief overview of key events. For example, how was time allocated? Who made the opening offer, and how did counter-offers proceed? How was information exchanged? Were there pivotal turning points?
- (b) *Insights about course tools/concepts:* What did you learn about bargaining or conflict management from this situation, and how do the concepts presented in the lectures or readings enrich your understanding of the process of this negotiation, its outcome, or your own style?
- (c) *Insights about the negotiation experience:* How did you feel prior, during, and after the negotiations? How did you feel about your negotiation partner? How did your feelings influence your actions?
- (d) *Insights about yourself and others:* What did you learn about yourself from this experience? What did you learn from the behavior of others in this experience?
- (e) *Mistakes:* What did you do that you wish you hadn't done? Why?
- (f) *Goals:* What would you do the same or differently in the future? How will you need to behave in order to perform more effectively?

**Negotiation analyses will be graded on a 1-5 scale.** Note that 5s will be rare; they are reserved for truly top-notch assignments. Grades for assignments will be reduced by 0.25 points for each day late.

***Final Group Project:***

You will work in teams of 4 students to analyze a real-world negotiation and present it in class at the end of the semester. Working with your team, you will choose a negotiation context that actually happened

(or is currently happening) in the world. You will then apply the course material to analyze your chosen negotiation, and prepare a PowerPoint presentation about it to be presented in class.

In preparing your analysis and presentation, you should address the following areas:

- **Background:** Describe the background and context in which the negotiation took / is taking place. Who are the people/organizations involved? How do they know each other? What issues are being discussed and why? You do not need to provide excessive detail about the situation. Rather, you should spend most of the presentation analyzing the negotiation by applying course material.
- **Initial assessment:** Entering the negotiation, what were the parties' interests, BATNAs, reservation points, etc? Why?
- **Negotiation process:** Provide a brief overview of key events in the negotiation. For example, who made the opening offer, and how did counter-offers proceed? How was information exchanged? Were there pivotal turning points?
- **Outcome Analysis:** What insights can you derive about how different factors, such as each parties' actions and choices, influenced the outcome (or could influence the outcome if the negotiation is ongoing) and why? Draw upon key concepts to explain.
- **Recommendations:** If you were contracted to help resolve this situation, what strategy would you take? What potential solutions might you offer to the parties? What would you recommend each party to do differently, if anything?
- **Course concepts:** Apply course material throughout the presentation to analyze the real-world negotiation. Which themes from the course seemed relevant to this particular negotiation and which did not? What could course topics tell you about understanding this situation and improving its chance of succeeding?
- **Clarity:** Your presentation should be clear, well-organized, thoughtful, easy to follow.

#### Final Project Key Deadlines

- **October 13th** – Final Project Groups: If you would like to select your own groups for the Final Group Presentations, you must do so via Canvas by 11:59pm. Anyone who does not pre-select their own group will be assigned to a group.
- **November 1st** – Final Project Topics: One person from each group must submit to Canvas your group members names, presentation date preference, and a 1 paragraph summary of the negotiation you have chosen to analyze.
- **December 6<sup>th</sup> and 8<sup>th</sup>** – Final Project Presentation Days: Each team will have ~12 minutes to present their work.

## CLASS SCHEDULE

### MODULE I: NEGOTIATION CORE PRINCIPLES

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#### **Week 1: Introduction & Negotiation Basics**

##### 1) August 30

In class: Introduction to Negotiations  
Biopharm-Seltek negotiation

After class: Review the syllabus  
Complete Day 1 Questions

Read: “The negotiation check list” (Simons & Tripp)

2) September 1

In class: Biopharm-Seltek debrief

After class: **Learning Journal 1: Personal Goals Statement due at 11:59pm Sept 1**  
**Submit New Recruit planning document by September 5<sup>th</sup> at 11:59pm**

**Week 2: Creating and Claiming Value Part I**

3) September 6

In class: New Recruit negotiation

After class: Read: *Getting to Yes*, Chapters 1-6 (Fisher, Ury, & Patton)  
“15 Rules for Negotiating a Job Offer” (Malhotra)

4) September 8

In class: New Recruit debrief

After class: **Complete Bargaining Styles Questionnaire in Appendix A of**  
**Bargaining for Advantage and share the results via link provided by**  
**Prof Flynn**

**Week 3: Bargaining Styles + Creating and Claiming Value Part II**

5) September 13

In class: Job Negotiation (Completed virtually; class does not meet)

After class: **Job Negotiation transcripts and brief reflection (submit via Canvas by**  
**11:59pm on 9/13; failure to submit by the deadline will count as a**  
**missed negotiation)**

6) September 15

In class: Job Negotiation debrief  
Bargaining Styles Self-Assessment

After class: Read: How to negotiate when you're (literally) far apart (Swaab & Galinsky)

**Week 4: Creating and Claiming Value Part III**

7) September 20

In class: Texoil negotiation

After class: Read: “The behavior of successful negotiators” (Rackham)

7) September 22

In class: Texoil debrief

After class: **Submit planning document for Viking by September 26th at 11:59pm**

### **Week 5: Conflict Resolution**

8) September 27

In class: Viking negotiation

After class: Read: Getting to Yes Chapters, Chapter 6-8 (Fisher, Ury, & Patton)  
Putting on the pressure: How to use threats at the bargaining table (Galinsky & Liljenquist)  
How to Defuse Threats at the Bargaining Table (Liljenquist & Galinsky)

9) September 29

In class: Viking debrief

### **Week 6: Relationship Building & Trust**

10) October 4

In class: Bullard Houses Negotiation

After class: **Learning Journal 2: Negotiation Analysis due October 5<sup>th</sup> at 11:59pm**

11) October 6

No Class – Enjoy Fall Break!

### **Week 7: Relationship Building and Trust**

12) October 11

In class: Bullard Houses debrief

After class: Read: “Negotiating with liars” (Adler)  
Bargaining for Advantage Chapter 12

13) October 13

In Class: Guest speaker?

After class: Read: “Betting on the Future” (Bazerman & Gillespie)  
**Final Project Groups: If you would like to select your own groups for the Final Group Presentations, you must do so by 11:59pm October 13th. Anyone who does not pre-select their own group will be assigned to a group.**

## **MODULE II: COMPLEX RELATIONAL AND STRUCTURAL FACTORS IN NEGOTIATIONS**

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### **Week 8: Module I Wrap Up + Identities in negotiation I**

14) October 18

In class: Module I wrap up (no negotiation till Wednesday)

After class: "Using research to generate advice" Bowles & Thomason

15) October 20

In class: RetailSoft negotiation and debrief

### **Week 9: Identities in negotiation II**

16) October 25

In class: Alpha-beta negotiation

After class: Read: "Getting to Si, Ja, Oui, Hai and Da" (Meyer)

17) October 27

In class: Alpha-beta debrief

After class: **Final Project Topics: All groups must submit a brief summary of their intended topic for their final project to Canvas by 11:59am on Nov 1<sup>st</sup> (before class).**

### **Week 10: Social dilemmas**

18) November 1

In class: OPEQ negotiation

After class: Read: "Resolving the prisoners dilemma" (Dixit & Nalebuff)

19) November 3

In class: OPREQ debrief

### **Week 11: Multi-party negotiations**

20) November 8

In class: Three-way organization negotiation

After class: Read: "Sources of power" (Watkins & Rosegrant)

21) November 10

In class: Three-way organization debrief

### **Week 12: Inter-organizational negotiations I**

22) November 15

In class: Moms.com negotiation

After class: Read: "The art of tough negotiation" (Adler & Rosen)

23) November 17

In class: Moms.com debrief

### **Week 13: Learning from Experts**

24) November 22

In class: Guest speaker?

25) November 24 No Class –Thanksgiving Break

### **Week 14: Inter-organizational negotiations II**

26) November 29

In class: Haboroco negotiation

After class: **All Peer Evaluations must be submitted by 11:59pm November 29**  
Work on Final Projects

27) December 1

In class: Haboroco debrief  
**Negotiation Award Nominations (bring laptops to class)**

After class: Work on Final Projects

### **Week 15: Wrap Up**

28) December 6

In class: Final Presentations and Negotiation Awards

28) December 8

In class: Final Presentations and Wrap Up  
**All extra credit must be submitted by 11:59pm**