Managerial Decision Making – Spring, 2010 – Reid Hastie
Campus (38002-01), Evening (38002-82), Weekend (38002-85)
Wednesdays 8:30-11:30, Harper C-07; Thursdays 6:00-9:00, Gleacher 203; Saturdays 9:00-12:00, Gleacher 206

Website: https://chalk.uchicago.edu/webapps/portal/frameset.jsp (check the Chalk website often and download course notes, homework assignments, etc.; the old course materials attached to the instructor’s faculty web page under the <TEACHING – UNRESTRICTED> button are not the updated, relevant course materials; you must use the Chalk site to get the current course materials). To keep access simple, all of the important materials for the course will be located in the Announcements and Course Documents folders on Chalk – no need to check the Syllabus, Assignments, or other folders.

Instructor: Reid Hastie, Robert S. Hamada Professor of Behavioral Science, HC 406, 773 834 9167 (office), 773 702 0458 (fax), reid.hastie@chicagobooth.edu (office hours after class meetings and by appointment).

Teaching Assistants/Graders: In this course, the teaching assistants’ primary responsibility is to reliably and accurately grade homework problem sets and essays, and examinations. Of course, they will try to provide helpful advice and useful feedback on students’ performance. If you have questions about grades, contact the instructor, reid.hastie@chicagobooth.edu

Texts


Reading Packet available at the Bookstore [Abbreviated READING below] – duplicate copies of many of the assigned readings (and optional readings) will be posted on the Chalk website – but there are enough “case materials,” that cannot be legally posted, so that you should plan on purchasing the course pack.

**First Class Assignment:** *The Sant-Iago*, HBS Case No. 9-189-183 (1989, rev. 1994). Before the first class, read this case and come prepared to recommend a course of action to the decision maker, Bruce Heafitz.

**Description:** This course is designed to make you a better decision maker. Good decision makers know how to recognize decision problems, how to represent the essential structure of the decision situation, and how to analyze the problem with the formal tools based on decision theory. Decision makers need to be able to think effectively about the inputs into a decision analysis, whether to trust the analysis, and how to use the outputs to guide actions by themselves and their firms. And, most important of all, decision makers need to know how to make effective, unaided intuitive decisions, and to recognize the limits on their intuitive skills. The course will move back and forth between formal, optimal models and psychological, descriptive models to help you understand and improve your native decision making abilities. (As a byproduct, you will be able to conduct simple research projects to improve organizational decision processes, e.g., to serve effectively on a team of consultants tasked with analyzing and improving organizational decision making.)

**Prerequisites:** Introduction to Statistics including linear regression analysis (e.g., BUS 4500, STAT 224).

**Methods of Evaluation:** A student's grade will be based on his or her performance on 8 written assignments and a final exam (the exam counts the same as 3 written assignments); each assignment is due at the first class session you attend on the week the assignment is due (no late papers accepted):

- (April 7, 8, 10) Freemark Abbey Decision Analysis (500-word text limit);
- (April 14, 15, 17) Chicago DanceFest decision analysis problem (500-word text limit);
- (April 21, 22, 24) Personal Decision Analysis (500-word text limit);
- (May 28, 29, May 1) *Making It All Work* Evaluation (500-word text limit);
- (May 5, 6, 8) *Blink* Book Review/Analysis (500-word text limit);
- (May 12, 13, 15) *Supercrunchers* “How to apply” Essay (500-word text limit);
- (May 19, 20, 22) *Wisdom of Crowds* Paper (500-word text limit);
- (June 13) Final Examination Essay Due (weight = 3 assignments);

- class participation will be considered to resolve “borderline grades.”

The course will be graded on the Chicago Booth curve (with the average grade set to equal 3.33 on the 4-point scale). The default final grade in the course is a B; exceptional performance will be rewarded with an A, mediocre performance will receive a C; a good prediction is that if 50 students are enrolled in a section of this course, 15 will receive As, 30 will receive Bs, and 5 will receive Cs.
No late papers accepted … because feedback is provided in-class and on-line on material relevant to the paper topics, it is not fair to allow students to complete written assignments after the due dates. However, students will be allowed to drop one paper – the paper with the lowest grade – from their point total for the course. This means effectively every student could miss one paper with no penalty for the missing assignment (the “0” for the missing paper would be the dropped).

General note on all of the written assignments. Each assignment is due at the start of each weekly meeting. Most assignments have a strict length limit of 500 words of text (figures and tables do not count against the length limit, but if the “non-text” displays are excessive and appear to be mostly extensions of the text, the grade will be lowered; every paper should include a text word count [excluding titles, figures, tables] on the cover page).

We strongly prefer hard copies of the assignments, to be turned in at the beginning of the course meeting. We have had many unhappy experiences with e-mailed attachments that did not open properly on our machines. If it is absolutely necessary, e-mailed or faxed copies will be accepted (reid.hastie@chicagobooth.edu) or fax them to Reid Hastie: 773 702 0458).

All papers and exams should be identified by Section (campus, evening, weekend), student name, and student ID number. A cover sheet should be on the front of every assignment displaying the following information: Course Section (CAMPUS, EVENING, WEEKEND), Student’s Name, Student’s ID Number, assignment number (or week of the course), a text word count [excluding titles, figures, tables], and a title (if the student desires). An example coversheet is posted on the Chalk Website in the Course Documents Folder.

The grading system assigns “check-minus” (1 point) “check” (2 points) and “check-plus” (3 points) scores to each assignment according to the following rationale: “check-minus” means the student understood the assignment, but did not exhibit much understanding of the underlying principles and made a modest effort to apply the course principles to the problem posed by the assignment; “check” means a solid application of the relevant concepts, made some good points, but did not exhibit any remarkable cleverness or insights; “check-plus” means the student contributed some truly insightful points (the kind of paper that makes your instructor say, “I wish I thought of that!” – very few papers receive a “check-plus”). Papers that are poorly written or poorly formatted will usually be graded down for “bad form” and, of course, it will be more difficult for the graders to understand the message of such a paper and the student’s insights are likely to be obscured by the poor communication. Be especially careful to insert detailed captions and labels on figures and tables.

Every effort will be made to provide clear, useful feedback on every assignment. Papers that receive a “check-minus” will be read by more than one grader and by the primary instructor (Hastie) and will receive the most extensive feedback. Copies of exemplary papers will be posted on the course website for all students to examine, so that everyone can gain insights into how to perform well. (Any student who does not want his or her assignments to be used as an “exemplar” of good performance, should note this on the coversheet to the assignment, so we will not post them on the website. Of course, posted papers will anonymous, with identifying names and numbers removed.)

Errors in grading occur and, when they occur, students should resubmit their papers for re-grading. To request a re-grade, the paper should be returned to the instructor with a written explanation for why the student believes that an error has occurred, and it must be submitted within 7 days after the graded paper was returned. Students who want to dispute their grades effectively will write a short memo explaining why they believe the grade they received was in error. Simply writing, “I was disappointed in this grade,” is not going to be sufficient. The instructor will respond to every written inquiry in writing.
Incomplete Grades: A student who wants an “incomplete” grade in the course, must request the incomplete grade before the final examination is administered. Under these rare circumstances, the student will be able to receive credit for the course by completing all missed assignments (including examinations) the next time the course is offered by this instructor. If this is not practical, the student may receive credit by completing a version of the same course offered by any Chicago Booth faculty member (who must agree in advance to the arrangement) and the final course grade assigned in the make-up for this course will be determined by that instructor.

Note on behavior in the classroom. Turn off your laptops and cell phones during active class time. If you are expecting an important call, sit in the back of the room and set your phone to “vibrate” so you can step outside to take the call without disturbing other students.

Honor Code and Professionalism: Students in this course are required to adhere to the standards of conduct in the Chicago Booth Honor Code and Standards of Scholarship. Students are sometimes uncertain about how to apply the Honor Code in specific situations. The following information is presented as guidance but should not be interpreted as a complete set of rules (when in doubt, ask the professor): Do not use material from prior sections of this course at Chicago Booth or from similar courses at other universities. As a rule of thumb, ask yourself if the material or information is available because it was covered in some section other than yours, and then, if the answer is “yes,” do not use the material or information. You should not consult students who took the course in prior quarters at any school from any instructor, nor should you look at their notes, their old assignments, or their old exams. Students are encouraged to collaborate in advance of completing any assignment, but they should independently conduct any analyses and produce original written reports of any results or answers. I.e., all final written products must be your own original work. And, finally, it will be considered a violation of the honor code in this course, if a student attends the first meeting in a week, listens to the discussion of the paper assignment, and then submits a paper at the second meeting, written with knowledge of the contents of the class discussion from the first meeting.

Students should also strive to be “professional” in their conduct in the class, treating fellow students and the instructor as they would respected co-workers in a job setting. When “teamwork” is required, students should take the exercise seriously* and work together constructively to meet or exceed the goals of the assignment. (* Yes, most of the in-class exercises are artificial, by necessity. But, they are designed to teach students general lessons in an engaging and effective manner. Remember, they are certainly more fun, more memorable, and more effective than the alternative – the traditional lecture.)

Students with Disabilities: If you have a physical, psychiatric, or learning disability, and require accommodations, please let the instructor know within the first two weeks of the semester so that your learning needs can be appropriately met.

Meeting Plan

Week #1 (March 31, April 1, 3). Introduction: What is a decision? What makes some decisions difficult? What are the descriptive (behavioral, psychological), normative (rational, optimal), and prescriptive (pragmatic, “how to”) approaches to decision making, how are they different, and how do they complement one another?

RUSSO-SCHOEMAKER: Introduction, Chapter 1.


(optional) HAMMONDetal: Chapters 1, 2, 3, 4, 5, 7.

(optional) BAZERMAN-MOORE: Chapter 1.

**Prepare for Class Discussion:** *The Sant-Iago*, HBS Case No. 9-189-183 (1989, rev. 1994). Be prepared to discuss the decision facing Bruce Heafitz and to recommend a course of action to him … Should Heafitz accept Surcouf’s proposal or reject it?

**Week #2 (April 7, 8, 10). Decision Analysis: Wouldn't it be wonderful, if we were rational? An introduction to the technical tools for analyzing decision problems**


HAMMONDetal (optional): Chapters 3, 4, 5, 7 (re-read).


**Deliverable: Freemark Abbey Decision Analysis (500-word length limit)** Apply the conceptual tools from the readings to the Freemark Abbey Case and write a memo to William Jaeger recommending a course of action and giving your reasons for your conclusion. Your paper should include: (i) A decision tree to represent Jaeger’s decision problem including all of the numerical information from the case write up. (Some specific hints: Use the probability numbers given in the case; when the case says the grapes swell by 5-10%, assume the harvest (number of bottles produced or number of grapes sold) is increased by a multiple of 1.075 (107.5%); when the case says there is a reduction in juice of 30%, assume that production (number of bottles) drops by 30%.) (ii) There are two explicit uncertainties in the case: Will it rain or not? Will mold grow on the grapes or not? How important is it to have information about these events? Suppose there is a weather forecaster who is perfectly accurate, should Jaeger pay her for information about whether or not the storm will occur? Suppose there is a chemist who is perfectly accurate in predicting the formation of botrytis mold, should Jaeger pay him for that information? (Justify your answers with reference to specifics in your decision analysis.) Hand-drawn solutions are completely acceptable, but students might want to experiment with professional decision analysis software when completing this week’s assignment. TreePlan, an Excel “add-in” that can be downloaded with full instructions for installation and use from [http://www.treeplan.com/tryout.htm](http://www.treeplan.com/tryout.htm) is one source. You can also download a ten-day trial version of PrecisionTree from [http://www.palisade.com/trials.asp](http://www.palisade.com/trials.asp) If you were thinking of purchasing a software tool for future use, I would recommend PrecisionTree.

**Week #3 (April 14, 15, 17). Framing the Decision: How to represent the decision situation effectively and how to think creatively about options and contingencies you might otherwise miss**

RUSSO-SCHOEMAKER: Phase I: Chapters 2, 3.


READING: *IDEO product development* (HBS Case #9-500-143, 2000).
Prepare for Class Discussion: Suppose you are faced with a “be creative” problem-solving task – come up with a new strategy, a new product, a new ad concept, a solution for a practical problem. What is a concrete example of such an innovation problem in your work? What kind of innovation is most important in your company (your field of endeavor)? What do you do personally to facilitate your own creative thinking processes? What does your organization do to support innovative and creative thinking? The standard approaches are to have innovation suggestion boxes and to have annual “Brightest New Idea” contests. Does your company do anything more? How do famously innovative companies like Apple, Google, 3M, Toyota promote innovation? Could any of these methods, including those employed by IDEO, be generalized and applied to facilitate innovation of the type that is important in your business?

Deliverable: Decision Analysis Problem (500-word length limit) Chicago DanceFest Problem – Answer the following questions in writing – be sure to provide a decision tree summarizing the situation. The Chicago DanceFest occurs over 3 evenings of performances every year, Friday, Saturday, and Sunday. The first night features professional and professional-level dance troupes, while on Saturday and Sunday the performers are more amateurish. This year for the first time, the Festival Director, Ann Queen, has decided to try a risky venture. She will record the first night’s performances and produce a DVD overnight to sell to the audiences on Saturday and Sunday. She has contacted a local DVD manufacturer and was quoted the following prices for production costs:

Fixed Costs:
- Production of a “Master Disk” $4,200
- Set-up DVD production equipment $2,800

Unit costs per each DVD produced:
- Packaging $0.50
- … other manufacturing $2.50

In addition, for each DVD sold, the Festival will have to pay the dance troupes that are recorded on the disk royalties of $3.00 (per disk sold – not per disk produced). Finally, there will be a one-time cost of $8,000 to the Festival organizers to pay for the initial recording film crews, ads, and vendors to sell the DVDs on Saturday and Sunday. The Director plans to sell each DVD for $14.00. The unsold DVDs have no value and the unsold disks will be destroyed after the Festival is over. As noted above, this is a risky venture for the Festival Director. Since the Festival has never marketed DVDs before, it is difficult for Queen to estimate how many disks will be sold. Demand for the DVDs depends mostly on attendance at the Festival – which has varied greatly in the past from 3,000 to 30,000 per festival day – but it also depends on the unknown demand for the DVDs by those who do attend. The Director talked to the organizers of other comparable events and came up with the following predictions for sales demand: She estimates that on Saturday there is a 2/3 chance that the demand will be for 500 DVDs and a 1/3 chance the demand will be for 3,000. If the Saturday demand is for only 500, then the Sunday demand is also likely to be low. In this case, the Director estimates that the demand on Sunday would be either 500 or 2,000 with probabilities ¾ and ¼ respectively. On the other hand, if the Saturday demand is high (3,000), she estimates the Sunday demand will be either 500 or 3,000 with probabilities ¼ and ¾ respectively.

Using the tentative figures supplied above answer the following questions (with precise numerical estimates where appropriate). (1a) What is the probability the demand for DVDs will be exactly 4,000 over both Saturday and Sunday sales combined? (1b) How many DVDs should the Festival produce
after the Friday performance to maximize Expected Monetary Value? (1c) And, what is the EMV of the best production plan (your answer to 1b)? Now, imagine that the Director of the DanceFest decided to make all of the estimates requested in Question 1 (above) “intuitively,” without relying on a decision tree or a spreadsheet. (2a) What potential judgment biases might you expect to distort the accuracy of her judgments and the quality of her ultimate decision. (2b) For each of the biases you have identified in 2a, propose a remedy that the Director could employ to reduce that bias and increase the accuracy of her intuitive estimates.

Week #4 (April 21, 22, 24). Values, Objectives, and Choices: How should we integrate and trade-off valued attributes of an option or outcome?
RUSSO-SCHOEMAKER: Phase III, Chapters 6, 7.


READING: *The Toro Company’s S’No Risk Program* (HBS Case No. 9-185-017, 1994).

(optional) BAZERMAN-MOORE: Chapters 4 and 7.

**Prepare for class discussion:** (1) Be prepared to discuss the *Dave Armstrong Case* (originally HBS, re-written by George Wu, August 19, 2003) and Bell’s “Exercises On Tradeoffs” in class. (2) Be prepared to discuss the Toro S’No Risk case in class. What advice would you give to Dick Pollick? Should he continue the Sno’Risk program for another year? We usually construct decision trees from our own point of view, to help us anticipate future events when we make decisions. For this case, try constructing a decision tree that represents a customer’s point of view (someone thinking about buying a snow-blower). Explain how the Sno’Risk program changes the consumer’s view of the decision.

**Deliverable: Personal Decision Analysis (500-word length limit).** The goal of this assignment is to get you to exercise your decision analysis skills on a problem that is similar to those you might encounter professionally. Therefore, the ideal to-be-analyzed problem would be a decision from your workplace that you are considering on-the-job. But, since many of you are not currently employed, you may have to choose some other personal decision – e.g., what internship to accept, what job market to target, whether to get married, etc. Or you may want to consult with a friend who is working and has a decision you could analyze – ideally you would assume the role of a consultant and elicit the information you need to complete the assignment as though you were coaching that person through their decision process. (Who knows, the exercise might even help your friend make a better decision.) Most important is that the decision issue must be real to you – not hypothetical. (i) First, provide a written description of the decision problem: What’s the context? How did it arise? What is your initial, intuitive summary of the situation (alternatives, uncertainties, consequences, goals)? Do you have a preliminary “feeling” about what the right choice should be? (ii) Second, conduct a simple reasons-for/reasons-against informal analysis of each alternative you include in your “choice set.” Russo & Schoemaker (2002, pp. 133-134) describe Benjamin Franklin’s “Prudential Algebra” as listing “reasons” for and against each course of action under consideration (the first six chapters in Hammond, Keeney, & Raiffa describe many qualitative analyses of this type). Another
format is to create a matrix of goals/objectives (rows) and options, courses of action, or solutions (columns), with a brief written comment on each cell – this is often combined with a crude quantified evaluation (+s and –s in each cell, too). (iii) Construct a more formal “preference matrix” or decision tree and insert plausible numbers to represent the relevant decision weights and values. Analyze this quantitative representation of the decision to reach a conclusion on what action should be taken. Conclude with a choice (or a recommended course of action). (iv) Comment on the entire process, noting what’s good and what’s bad about this deliberate approach to decision making.

**Week #5 (May 28, 29, May 1). Anticipating and Forecasting: Using non-statistical methods to predict and prepare for the future**


(optional – download from Chalk) **Study the examples of modern scenario analyses on the Chalk website.**

(optional) BAZERMAN-MOORE: Chapter 11.


**Prepare for class discussion:** Imagine you are the owner/manager of a small chain of brick-and-mortar movie theaters in the Chicago area. Write a brief summary of the major trends and uncertainties facing your business in the next decade. Use those variables to create at least two scenarios of the type described in Schoemaker. Bring your notes on those scenarios to class for use in a group scenario-construction exercise.

**Deliverable: Making It All Work Essay (500-word length limit)** There are many books on time management, leadership, and self-improvement that have a similar sub-text: How can you organize your thinking and behavior to align your day-to-day activities with your long-term goals? This is directly relevant to the problem of thinking clearly about what we want (in the office, in life more generally) and using that insight to evaluate options or alternative courses of action when you make decisions (our focus in Week#4). Probably the most popular and explicit of these books are David Allen’s *Getting Things Done* and *Making Things Work*. This assignment is aimed to get you acquainted with the “alignment” process as prescribed by David Allen, to evaluate its relevance to your own professional decisions, and to think about how you personally want to manage this aspect of your professional life. I am not suggesting that you should adopt Allen’s system. What is best for you is likely to be idiosyncratic and, e.g., you may solve the “alignment problem” implicitly, without any of the deliberate explicit labor-intensive self-management procedures recommended by Allen. But, I want you to (i) summarize Allen’s prescriptions; (ii) sketch your answers to the questions posed in completing Allen’s “Altitude Map” (just give a couple of partial answers for each of his levels for your professional (not personal life): 50,000 ft, “purpose and core values”; 40,000 ft, “vision”; …) (iii) critique his advice (from your perspective); (iv) and spell out your own method of solving the “alignment problem.”
Week #6 (May 5, 6, 8). Intuition versus Analysis in Judgment: The use of statistical (linear regression) models to capture human intuitive judgment processes, followed by a discussion of the nature of intuitive judgment processes with implications for good and bad practices in managerial judgments under uncertainty.

RUSSO-SCHOEMAKER: Phase II: Chapters 4, 5.


(optional) BAZERMAN-MOORE: Chapters 2, 3, and 5.

**Prepare for class discussion:** (1) Many readers believe that *Blink* is telling them that intuitive “thinslicing is a good way to make important decisions. When do you personally rely on intuitive snap-judgments? When do you rely on a more controlled, systematic, deliberate analysis? When does Gladwell think you should rely on one method or the other? (2) Suppose there is a proposal to replace the current Chicago Booth admissions system with a linear equation and to eliminate interviews. What is your evaluation of this proposal? If it were to be implemented, what specific conditions would you propose to make it work as well as possible?

**Deliverable: Blink Book Review (500-words length limit).** Your boss has asked you to provide a memo on Malcolm Gladwell’s hot management bestseller, *Blink: The Power of Thinking without Thinking*, summarizing the most important messages for practice in your company. More specifically, she asks you if it would be worthwhile to pay Mr. Gladwell $100,000 to visit your company as a consultant and to spend a day reviewing in-house practices and suggesting improvements. Some questions you should address as you read the book and write the review are: What are the conditions under which snap-judgments are effective and you should rely on them? When should you not rely on snap-judgments? And, what should you do instead? What are Gladwell’s answers to these questions? Are Gladwell’s conclusions and advice based on valid data and credible logic? What specific decision problems in your business could you ask Mr. Gladwell to help you analyze? The bottom line is, “Would you pay Mr. Gladwell $100,000 to visit your company?”

Week #7 (May 12, 13, 15). Analytic Methods for Prediction

RUSSO-SCHOEMAKER: Chapter 8.


(optional) HAMMONDetal: Chapters 8, 9, 10.


(optional) BAZERMAN-MOORE: Chapter 8.

Prepare for Class Discussion: What are the lessons for managerial decision making from Super Crunchers and Moneyball (rely on the Sunstein-Thaler review). Many people say that business people are much too optimistic when judging the future success of their endeavors. Bring to class one concrete example of a situation in which people are definitely too optimistic and in a manner that is clearly maladaptive (e.g., makes them lose money).

Deliverable: Innovative Application of an Analytic Method from Super Crunchers (500-words length limit). Briefly describe one innovative application in a practical situation of one of the analytic methods described in the Super Crunchers book. This could be statistical modeling, simulation modeling (e.g., nearest-neighbor modeling), or randomized experiments. (1) Sketch the problem or question that the application will solve; (2) describe the method in enough detail so that your instructor will understand the application; (3) predict the outcome of your application and its value. This essay will be graded on innovativeness (Is your application truly new – unknown to the instructor? Is it one where he slaps himself in the forehead and says, “Jeez, I wish I’d thought of that”?), practicality (Does it really solve an important problem – e.g., improve practices at Chicago Booth, improve the performance of a sports team, make money in a realistic business situation), and technical appropriateness (Did you show that you really understand the specific analytic method you used?)

Week #8 (May 19, 20, 22). Group Decision Making
RUSSO-SCHOEMAKER: Chapter 7.


(optional) BAZERMAN-MOORE: Chapters 6, 9, 10.

Prepare for Class Discussion: It is a fact that groups almost always outperform individuals when predicting Oscar Academy Awards winners. (The typical group has outperformed the typical individual in every course your instructor has taught at Chicago Booth.) Why do groups outperform individuals at the Oscar Prediction task? What kinds of problem-solving and decision tasks do you believe are best solved by groups … by individuals?

Deliverable: Wisdom of Crowds review assignment (maximum 500-words). Dean Snyder is tired of listening to the advice of self-important individual faculty members. He wonders if the “crowdsourcing” methods advocated by James Surowiecki in his best-seller, The Wisdom of Crowds, could
be used to improve some practices at Chicago Booth. You should pay careful attention to the innovative collective judgment and decision-making systems (e.g., prediction markets) that Surowiecki describes. Which of these look truly promising and how could they be used effectively at Chicago Booth? I strongly recommend that you choose one or two specific, tangible problems at Chicago Booth with a “walk-through” of an application of the methods from Wisdom of Crowds that you believe will improve practice. (If you know of other “crowd-sourcing,” wisdom of crowds methods outside of those reviewed by Surowiecki, feel free to use those instead of those he presents. I also recommend reading the wikipedia entry on "Wisdom of Crowds" before you tackle the book – it isn't perfect, but it will help you get the main points of Surowiecki's argument clear in your head before you tackle the essay - http://en.wikipedia.org/wiki/Wisdom_of_crowds)

Week #9 (May 26, 27, 29). Effective Decision Making In Organizations
RUSSO-SCHOEMAKER: Chapters 9, 10.


Prepare for Class Discussion: Bring examples of “organizational repairs” that you know of that have improved individual decision making in organizations with which you are familiar.

Week #10 (June 2, 3, 5). Overview and Conclusions …

Deliverable: Final Examination Essay (3 sections, each section counts the same as one short assignment, each graded on the “check-minus, check, check-plus scale”) – assignment will be handed out in class and posted on the Chalk website.