

**MBA 715: INTEGRATIVE BUSINESS
SYLLABUS**

COURSE NUMBER: MBA 715

COURSE TITLE: Integrative Business

CREDITS: 3:3

PREREQUISITES/COREQUISITES: None

FOR WHOM PLANNED:

Graduate students in Bryan School programs, and dual degree students in MS Nursing/MBA and MS Gerontology/MBA programs.

INSTRUCTOR INFORMATION:

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CATALOG DESCRIPTION:

Introduction to the values, concepts and functions of businesses and organizations. Focus on developing an integrative approach to understanding organizations and the role of businesses in society.

REQUIRED TEXTS/READINGS/REFERENCES:

Harvard Business Review Publishing Corporation (2011). *The Essentials*. Boston, MA: Harvard Business School Publishing.
Other readings as assigned.

OPTIONAL TEXTS/READINGS/REFERENCES:

Brands, H. W. (2010). *American Colossus*. New York, NY: Doubleday, a division of Random House, Inc.
Mintzberg, H., Ahlstrand, B., and Lampel, J. (2010). *Management? It's Not What You Think!* New York, NY: American Management Association.

STUDENT LEARNING OUTCOMES (SLOs):

Upon completing the course, the student should be able to:

- 1) Identify the role of Bryan Values (sustainability, principled leadership, innovative mindset, and global thought and action) in improving organizations in which you work and communities in which you live.
- 2) Explain why organizations exist and how they function.
- 3) Describe the role of competitive advantage and strategic action within the scope of human development.
- 4) Integrate different aspects and functions of an organization (both large and small).

- 5) Explain the importance of managing and leading in a global economy while remaining responsible to the local particularities (in other words, “glocally”).
- 6) Assess the economic tradeoffs of production and distribution of goods and the provision of services.
- 7) Assess cognitive styles, personality characteristics, stress response strategy, and conflict management styles using psychological instruments.
- 8) Describe the strategic and tactical inter-relationships between the functional areas (such as marketing, finance, operations, human resources, accounting, etc.) in managing and leading an organization.

TEACHING METHODS AND ASSIGNMENTS FOR ACHIEVING LEARNING OUTCOMES:

Lectures, videos, situation vignettes, guest speaker presentations/organizational visits will be used. The "lecture" sessions will rely on the “Socratic” method to the extent possible. The assignments and assessment mechanisms are described as follows:

In-class written exams (SLOs 1, 2, 3, 5, and 6)

Each in-class written exam (of 90 minutes duration) will include an essay question and other testing methods as appropriate. The exam content will be drawn from the course readings, vignettes, videos, case analyses, visits to organizations, guest speaker presentations, and class discussions. The in-class exams are closed-book, and closed-notes.

As a rule, re-examinations will not be held. Absence from the in-class written examinations due to illness, summons to jury duty, or any other compelling reason should be backed by the appropriate documents (e.g., medical certificate, etc.) in order to qualify for a re-examination. If possible, meet/talk with the professor before missing the examination to discuss the circumstances.

Business/Organizational Report (SLOs 4 and 8)

Each student team (consisting of three students) should submit a report based on an organization/business elaborating on the content of the course. Each student team is encouraged to develop the outline of each section of the business/organizational report as we progress through the course. This approach will not only reinforce your learning, but also distribute the work associated with the business plan more evenly over the entire duration of the course. Feel free to discuss your organizational/business report with the faculty member as it is being developed. The business/organizational plan should be typed (12 point size lettering), and double-spaced on 8.5" by 11" paper. No minimum or maximum length is specified. Cover the topics thoroughly, but efficiently. Do not add verbiage for the sake of length. Include diagrams, photos, sketches, or other types of illustrations that will clarify your presentation. Citations should appropriately be referenced at the end of the paper, and pages, tables, figures should be numbered. The business/organizational report will be graded on organization, thoroughness, written and oral communication skill. It is highly recommended that a project management approach be taken for ensuring the timely completion of the business plan. Late submissions will not be accepted. Each student member of the team should attest to the statement that "WE HAVE ABIDED BY THE ACADEMIC INTEGRITY POLICY ON THIS ASSIGNMENT" on a separate cover page of the business plan. The cover page should also include the number and title of the course, title of the paper, and name(s) of student(s).

Assignments (SLOs 1, 2, 3, 4, 5, 6, and 8)

Students are expected to complete assignments associated with the introduction to strategy, marketing, accounting and finance, and operations management as the semester progresses. These assignments relate to guest speaker presentations, readings, and organizational visits.

Self-Assessment Exercises (SLO 7)

Students are expected to complete self-assessments relating to awareness of self and others: Change Style Indicator (CSI), Myers-Briggs Type Indicator (MBTI), Fundamental Interpersonal Relationships Orientation-Behavior (FIRO-B) and Thomas-Killman Conflict Mode Instrument (TKI). As part of these exercises students must participate and contribute at all the feedback sessions.

Day students must complete these assessments not later than **noon on the Friday** preceding their Monday afternoon class. Evening students must complete these assessments not later than **noon on the Monday** preceding their Wed. evening class. These deadlines are necessary in order to print your individual feedback reports for your class. **Failure to meet these deadlines will result in a failing participation grade for that session** as the class is built around the results of those assessments.

Class Participation and Contribution (SLOs 1, 2, 3, 4, 5, 6, 7, and 8)

Each student should be prepared for an insightful discussion of all aspects of the material assigned for each class session, be it articles and/or supplementary material. Students should be prepared to answer questions and raise issues when called upon to do so in the class. Students will be evaluated at each session on the quality (not quantity) of their participation/contribution. Class contribution/participation points will be accumulated based on how perceptively a student analyzes the situation being studied, the usefulness of the observations and suggestions made by the student, the depth of a student's understanding, and the student's ability to put across ideas with clarity and conviction. Class attendance alone will not directly count towards the points to be accumulated through class participation/contribution. However, poor attendance will dramatically reflect in a student's participation/contribution grade. That is, a student cannot participate/contribute if absent from the class. As a further consideration, material obtained from class discussions is expected to be used for answering question(s) on the in-class written exams, assignments and reports. Class contribution will be assessed on how insightful and integrative the comments are. Students are expected to attend out-of-class sessions related to organizational visits and guest speaker presentations as part of the Bryan MBA program. There is no cost for attending these presentations.

EVALUATION AND GRADING:

The course grade is based on two in-class written examinations, organizational/business report, class participation and contribution, and in-class and out-of-class assignments. Grades are based on the following "absolute" scale.

	<u>Points</u>
First In-Class Written Examination	50
Second In-Class Written Examination	75
Business/Organizational Written Report	125
Business/Organizational Report Presentation	50
Assignments (2 @ 25 each)	50
Self-assessment exercises and participation/ contribution at all feedback sessions	100
Class Participation and Contribution	50

TOTAL	500

GRADE CUT OFFS

A ≥ 450; A- ≥ 433; B+ ≥ 417; B ≥ 400; B- ≥ 383; C+ ≥ 367; C ≥ 350; F < 350.

Please note, all papers listed should be submitted on Blackboard to the appropriate folder in the assignments section in a Word document format. A paper copy is not required unless requested in the syllabus or by the Professor. Notes will be made using the review function and graded papers returned via Blackboard. All papers, unless otherwise noted, should include a cover page and reflect a collegiate level executive writing style and formatting, including the correct citation of information sources.

Any papers submitted after the due date and time may not be graded or will have points deducted at the Professors discretion.

Performance Monitoring:

In every teaming situation, issues appear. Yet, in today's business environments "knowledge work" has become a key, competitive position. You will be required to work effectively with people of different skill levels, interests and motivations to succeed. As such, you will have the opportunity to do so in this course.

Peer Evaluations: Each individual on a team will be required to complete a peer evaluation on his/her teammates at the conclusion of the team project. This evaluation will be used to assess an individual's contribution to the project. I expect honest, professional assessments. In the case where a team member receives consistently inferior ratings from his/her teammates, a person's total project grade will be appropriately reduced. Similarly, consistently superior ratings will be rewarded accordingly.

The "Trump" effect: In the case where a team member consistently underperforms during the development stages of the project, action can be taken by the team, in sequential steps, as follows (underperformance includes but it not limited to missing scheduled meetings, not completing agreed-upon assignments in the time required, etc.):

1. Team members meet with the underperformer(s), discuss the issues and clearly delineates the expectations of the team. This meeting is documented and the notes of such are sent to the instructor.
2. If, after a reasonable period of time, determined by the team, performance does not improve, the team can request a meeting with the instructor to discuss the issues at hand. At that time, the instructor will request a meeting with the underperformer(s).
3. After such meeting and a reasonable amount of time to correct the issues has passed, the team will be given the authority to "fire" the under-performer(s), with the approval of the instructor (supporting "just cause").

If a student is "fired" from a team, he/she will receive a score of "o" for the project document & presentation. No make-up work is available to counteract this failing. The student, and the team, may be required to complete all subsequent projects individually or in other assigned groups at the Professors sole discretion.

Extra Credit:

There are no extra credit assignments scheduled for this course. If a situation presents itself during the semester, all students will be given equal opportunity to participate.

TOPICAL OUTLINE/CALENDAR:

SESSION # & DATE	TOPICS AND ASSIGNMENTS
<p style="text-align: center;">1</p>	<p>INTRODUCTION TO INTEGRATIVE BUSINESS</p> <ol style="list-style-type: none"> 1) Bryan MBA House of “SKUality” 2) Purpose and functions of organizations. 3) Fundamentals of supply, demand, and price. <p>Required readings:</p> <ol style="list-style-type: none"> 1. Ch. 6, Management, It’s Not What You Think, Masters of Managing, Mintzberg et al. 2. What makes a Leader, D. Goleman, <i>The Essentials</i>. 3. How Will You Measure Your Life? Clay Christensen 4. Drucker, P. F. (2011). Managing Oneself. <i>The Essentials</i> (pp. 43-62). (Originally published in <i>Harvard Business Review</i>, March-April, 1999: 64-74; and in the HBR Issue on the <i>Best of HBR</i>, January, 2005: 100-109). <p>Cases:</p> <ol style="list-style-type: none"> 1. National Envelope Preps Bankruptcy Filing – WSJ 6/10/13 <p>Homework:</p> <ol style="list-style-type: none"> 1. Complete and post Student Confidentiality Form by 2 PM August 25, 2013.
<p style="text-align: center;">2</p> <p>Day – 8/26 Eve. – 8/28</p>	<p>SELF-AWARENESS AND INDIVIDUAL BEHAVIOR</p> <ol style="list-style-type: none"> 1. MBTI self-assessment and feedback 2. Experiential activity – how personality shows up 3. Personality under Stress – “In the Grip” 4. Organizational applications – project team implications <p>EMOTIONAL INTELLIGENCE (EI)</p> <ol style="list-style-type: none"> 1. Self and other awareness – why does it matter? 2. Goleman’s EI Theory of Performance <p>Required readings:</p> <ol style="list-style-type: none"> 1. “Summary of Grip Behaviors,” New Directions Consulting, Inc., 2010. 2. “Resources and Remedies for Grip Behaviors,” New Directions Consulting, Inc., 2010. 3. Goleman, D., Boyatzis, R. & McKee, A. (2001), “Primal Leadership: The Hidden Driver of Great Performance” (Originally published in <i>Harvard Business Review</i>, December, 2001; and in the HBR Issue on the <i>Best of HBR on Emotionally Intelligent Leadership</i>, 2004: 31-40.

	<p>Required Online Assessment: Complete the MBTI assessment at the URLs listed below (copy and paste the URL into your browser). Do this by the deadline in order to receive a printed feedback report in class:</p> <ul style="list-style-type: none"> • Day section (due noon Fri., 8/23): http://online.cpp.com/en/CPPLandingPage.aspx?projectId=784ae10b-575e-460f-920c-3e9557c0fab0 • Evening section (due noon, Mon. 8/26): http://online.cpp.com/en/CPPLandingPage.aspx?projectId=f4672e76-ac76-40aa-a671-6b959d0a9a11
3	<p>STRATEGY IN ACTION</p> <p>Guest Speaker (Chief Executive Officer) and In-class assignment</p> <p>Required readings:</p> <ol style="list-style-type: none"> 1. Mintzberg, H. (1994). Rounding out the manager's job. <i>Sloan Management Review</i>, 36, 11:11-26. 2. Gosling, J. & Mintzberg, H. (2003). The five minds of a manager. <i>Harvard Business Review</i>, November: 54-63. 3. Ghoshal, S. & Bruch, H. (2004). Reclaim your job. <i>Harvard Business Review</i>, March: 41-45. 4. Kotter, J. P. (2011). Leading change: Why transformation efforts fail. <i>The Essentials</i> (pp. 137-152). (Originally published in <i>Harvard Business Review</i>, March-April, 1995: 59-67). <p>Discussion of Readings/Articles:</p> <ol style="list-style-type: none"> 1. How is performing the work of a manager influenced by personal values as suggested by Mintzberg? 2. Why should every manager exhibit the five mindsets in order to perform the managerial work effectively?
4	<p>EXECUTING A PROJECT (INCLUDING EFFECTIVE COMMUNICATION FOR EXECUTION)</p> <ol style="list-style-type: none"> 1. Discussion of how to analyze business cases with a case example. 2. Referencing work in business reports/analyses. 3. Introduction to project management <p>Required readings</p> <ol style="list-style-type: none"> 1. UMASS Boston College of Management (n.d.). <i>Framework for Case Analysis</i>. 2. Project management as a process – Chapter 1, <i>Managing Projects Large and Small</i>, Harvard Business School Press (2004). 3. Scheduling the work – Chapter 6, <i>Managing Projects Large and</i>

	<p>Small, Harvard Business School Press (2004).</p> <p>Case: Robin Hood – HBS</p> <ol style="list-style-type: none"> 1. What problems does Robin Hood have? What issues need to be addressed? 2. What strategy would you recommend to Robin Hood to deal with the problems/issues he confronts? 3. What action steps would need to be taken to implement the recommended strategy and make it work effectively? <p>Individual Assignment Prepare a Gantt Chart in Excel, Project or a similar software program for a simple project. The project should have a minimum of 20 activities, 3 task owners and 10 dependencies. Submit the one page Gantt Chart and a two page maximum summary of your key learning's in developing the chart. This chart must be something different than your team business analysis.</p>
<p>5</p> <p>Day – 9/23 Eve. – 9/25</p>	<p>LEADING THROUGH CHANGE</p> <ol style="list-style-type: none"> 1. Change Style Indicator (CSI) self-assessment 2. Feedback 3. Bridges' Transition Model 4. Experiential activities 5. Organizational applications – project participation <p>Required readings</p> <ol style="list-style-type: none"> 1. “Bridges’ Transition Model: Guiding People Through Change” at: http://www.mindtools.com/pages/article/bridges-transition-model.htm 2. “Research Summary Number 8: Change Style Indicator and MBTI – Is There a Connection?,” Discovery Learning, March 3, 2003 <p>Required Online Assessment: Complete the CSI assessment at the URLs listed below (copy and paste the URL into your browser). Do this by the deadline in order to receive a printed feedback report in class:</p> <ul style="list-style-type: none"> • Day Section (due noon, Fri., 9/20): https://www.discoverylearning.net/users • Evening Section (due noon, Mon., 9/23): https://www.discoverylearning.net/users
<p>6</p>	<p>“4 Ps” of MARKETING</p> <p>Guest Speaker (Chief Marketing Officer) and In-class assignment</p> <p>Required readings</p> <ol style="list-style-type: none"> 1. Marketing Myopia. T. Levitt, P. 153. <i>The Essentials</i> 2. Rethinking marketing – <i>HBR</i>, Rust, Moorman and Bhalla, Jan-Feb

	<p>2010.</p> <ol style="list-style-type: none"> 3. Don't worry about who your customer is. Make something he can "hire" to do a job. <i>Forbes</i> 2003 4. Ch. 1, Why Capitalism, Alan Meltzer <p>Case: Brannigan Foods: Strategic Marketing Planning – HBS</p>
7	<p>STRATEGY AND TACTICS IN OPERATIONS</p> <p>Guest Speaker : Mr. Ken Rusterholz, Group Vice President, B/E Aerospace (Visit to B/E Aerospace plant)</p> <p>Required Readings:</p> <ol style="list-style-type: none"> 1. Pisano, G.P., & Shih, W. C. (2009). Restoring American competitiveness. <i>Harvard Business Review</i>, July-August: 114-125. 2. Kanter, R.M., (2011). Innovation: The Classic Traps. <i>The Essentials</i> (pp. 113-136). (Originally published in <i>Harvard Business Review</i>, November, 2006: 73-83). 3. Merrifield, R., Calhoun, J., & Stevens, D. (2008). The next revolution in productivity. <i>Harvard Business Review</i>, June, 73- 80. 4. Huckman, R. S. (2009). Are you having trouble keeping your operations focused? <i>Harvard Business Review</i>, September: 91 – 95.
8	<p>FUNDAMENTALS OF ACCOUNTING AND FINANCE</p> <p>Guest Speaker: Mr. Reade Taylor, Vice Chancellor for Business Affairs, UNCG.</p> <p>Required readings:</p> <ol style="list-style-type: none"> 1. The Income Statement Affects the Balance Sheet, Karen Berman, Joe Knight, and John Case, <i>HBR – Download from HBR site</i> 2. Putting the Balanced Scorecard to Work, R. Kaplan and D. Norton, P. 85, <i>The Essentials</i> 3. 2011-2012 Financial Report of UNCG – <i>Download from UNCG site http://fsv.uncg.edu/financialreports.html</i> <p>Preparation: Review UNCG Financial Report. Taking the point of view of a taxpayer, does this report provide you the information you would like? Do you feel things are missing? How could it be improved? Be prepared to discuss this report with the Vice Chancellor.</p> <p>Individual Assignment Prepare a financial analysis for a publically traded company other than the firm you are completing the business report on. The analysis should include the development of what you consider the key points of analysis to be, commentary on what the analysis highlights as areas of concern and a perspective on if you would invest in the company based solely on this</p>

	analysis. Report should be 2-3 pages in length. Be prepared to present your analysis verbally along with your recommendation.
9	FIRST IN-CLASS EXAMINATION
10 Day – 11/4 Eve. – 10/16	<p>AWARENESS OF SELF, OTHERS AND TEAM WORK</p> <ol style="list-style-type: none"> 1. Fundamental Interpersonal Relationships Orientation – Behavior (FIRO-B) Assessment 2. Feedback 3. Tuckman’s Model of Teams 4. Experiential activity – how our preferences play out in teams 5. Organizational applications – project team implications <p>Required Readings:</p> <ol style="list-style-type: none"> 1. ‘Forming, Storming, Norming and Performing: Helping New Teams Perform Effectively, Quickly’ at http://www.mindtools.com/pages/article/newLDR_86.htm <p>Required Online Assessment: Complete the FIRO-B assessment at the URLs listed below (copy and paste the URL into your browser). Do this by the deadline in order to receive a printed feedback report in class:</p> <ul style="list-style-type: none"> • Day Section (due noon Fri., 11/1): http://online.cpp.com/en/CPPLandingPage.aspx?projectId=333f9f63-d319-4b3c-bd36-5335e5eba652 • Evening Section (due noon, Mon. 10/14): http://online.cpp.com/en/CPPLandingPage.aspx?projectId=a91b6049-4629-45ef-b4c8-ea731ea96b0b
11	<p>TOOLS, TACTICS, AND STRATEGY</p> <p>Required Readings:</p> <ol style="list-style-type: none"> 1. Porter, M. (2011). What is strategy? <i>The Essentials</i> (pp. 181-217). (Originally published in <i>Harvard Business Review</i>, November-December, 1996: 61-78). 2. Mintzberg, H. (1987). The strategy concept I. <i>California Management Review</i>, Fall: 11- 24. 3. Porter M., (1979). How competitive forces shape strategy. <i>Harvard Business Review</i>, March-April: 137-145. 4. Porter, M. E. (2008). The five competitive forces the shape strategy. <i>Harvard Business Review</i>, 86(1): 78-92 5. Prahalad, C. K., & Hamel, G. (2011). The core competence of the corporation, <i>The Essentials</i> (pp. 219-246). (Originally published in <i>Harvard Business Review</i>, May-June, 1990: 79-91). <p>Discussion of Readings/Articles</p> <ol style="list-style-type: none"> 1. What’s the difference between strategy as described by Mintzberg and that by Porter?

	<p>2. What's the relationship between the competitive forces and the structure within an industry?</p> <p>Case: TBA</p>
<p>12</p> <p>Day – 11/18 Eve. – 11/6</p>	<p>EFFECTIVE MANAGEMENT --- RESPONDING TO CONFLICT</p> <ol style="list-style-type: none"> 1. Thomas-Kilmann Conflict Mode Instrument (TKI) 2. Feedback 3. Task-focused vs. Person-focused Conflict 4. Constructive Responses to Conflict 5. Organizational applications – project team implications 6. Introduction to Career Leader assessment <p>Required Readings:</p> <ol style="list-style-type: none"> 1. "Introduction to the Thomas-Kilmann Conflict Mode Instrument," pp. 1-15, CPP 2. "Four Ways to Manage Conflict in the Office," http://www.theladders.com/career-advice/4-ways-manage-conflict-office <p>Required Online Assessment: Complete the TKI assessment at the URLs listed below (copy and paste the URL into your browser). Do this by the deadline in order to receive a printed feedback report in class:</p> <ul style="list-style-type: none"> • Day Section (due noon Fri., 11/15): http://online.cpp.com/en/CPPLandingPage.aspx?projectId=d8817916-c04a-4ec5-a43d-3a6d4ed37544 • Evening Section (due noon, Mon., 11/4): http://online.cpp.com/en/CPPLandingPage.aspx?projectId=df6e47cf-7fce-436e-bc02-849aa0215d5e
13	PRESENTATION OF ORGANIZATION/BUSINESS REPORTS
14	PRESENTATION OF ORGANIZATION/BUSINESS REPORTS
15	<p>SECOND IN-CLASS EXAMINATION</p> <p>Individual Assignment: MBA 715 PEER EVALUATION FORM</p>

ACADEMIC INTEGRITY POLICY: Personal standards of integrity are critical to success in both the business and personal phases of your career. I have zero tolerance for ethical violations and will fully pursue solutions as offered by the schools policies.

Each student is required to sign the Academic Integrity Policy on all major work submitted for the course. The Academic Integrity Policy can be found at: <http://sa.uncg.edu/handbook/academic-integrity-policy/>.

Class Expectations: Class participation has many facets in the course including:

- Attendance
- Courtesy (cell phones/pagers off; absence of extensive side conversations)
- Attentiveness (focus directed to whoever has the floor, not distracting others)
- Asking questions of groups leading in the discussion
- Providing comments and critiquing materials
- Providing constructive comments and suggestions

- Use of Laptop computers in class solely for the purpose of class activities that day. Note that if you're found using your computer for any other purpose, you'll not be allowed to bring your computer to class for the rest of the semester.

Note that if you attend all classes and do not provide comments, suggestions, or ask questions about the lectures and presentations, or participate in class discussions, you will receive a maximum of 50% of the participation grade. Class participation is expected during every class session.

Confidentiality: Students are expected to sign and post on Blackboard the Student Confidentiality Form posted on Blackboard 24 hours prior to the start of the second class.

Due Dates: Any papers submitted after the due date may not be graded or will have points deducted at the Professors discretion.

Blackboard and Electronic Communications: A number of course documents, including course lecture slides and readings, will be posted in Blackboard. Typically an electronic communication will be sent to the class indicating that a new posting has been made. Having access to and frequently checking Blackboard will be important to your success in this course.

Email Communications: For purposes of this course I will assume that you check your UNCG email daily. Thus I assume you will be aware of any communications or requests sent at least 24 hours prior to our class meetings.

Office Hours: The instructor will not have posted office hours, but will be available for meetings as requested. **The best contact method is through email.**

Inclement Weather: The University of North Carolina at Greensboro will remain open during adverse

weather conditions unless the Chancellor makes the administrative decision to make a schedule change. Students can obtain details on those decisions from the Adverse Weather Line at (336) 334- 4400 or the web address: <http://www.uncg.edu/iss/weather.htm>

Faculty And Student Guidelines: The faculty and students in the course are expected to adhere to the faculty student guidelines stated at the following web page:
http://www.uncg.edu/bae/faculty_student_guidelines.pdf

Attendance Policy: All students are expected to attend each class session. If a student misses a specific class session, it is her/his responsibility to cover the topics so missed. Material covered in a previous class will not be repeated in a subsequent class. The schedule of sessions on the syllabus contains a listing of topics and assignments to be covered in the respective sessions. The syllabus is a general plan for the course; deviations may be necessary.

Final Examination: There will be a final examination covering the full semesters materials.