University of North Carolina at Charlotte  
MGMT 3280—Strategic Management  
Fall 2018

**Professor:** Dr. Torsten M. Pieper  
**Office:** Friday 244B

**Course:** MGMT 3280 – Section 07 & 08

**Time:**  
Section 07: TTh 11.30 am – 12.45 pm  
Section 08: TTh 2.30 pm – 3.45 pm  
**Room:** Friday 111

**Office Hours:** Please contact me in advance to schedule an appointment. I will be available before and after class.

**Tel:** (704) 687-7575  
**Email:** tpieper@uncc.edu (best way to reach me); please be sure to tell me in which course/section you are enrolled (i.e., day(s) and time your class starts) in your e-mail.


**Recommended Daily Readings:** Business Week, Fortune, The Wall Street Journal, or Forbes

**Other Recommended Readings (non-mandatory):**  

**Course Synopsis:**  
Organizations face ever-increasing uncertainty and disruption in the market place. An ongoing process of strategizing and strategic planning can help organizations recognize, internalize, and act on these threats. Even more, rather than merely responding to threats, some organizations employ certain strategies to become disruptors enabling them to attract more customers and to enforce threats upon their competition. By synthesizing the latest insights from business and military domains, this course will provide an understanding of strategy from different perspectives and emphasize its key role in enabling individuals, groups and organizations to respond decisively to rapid shifts in the environment and to effectively outmaneuver the competition.

**Course Description:**  
**MGMT 3280. Strategic Management. (3)** Prerequisite(s): Senior standing, College of Business major (Not enrolled as Pre-Accounting, Pre-Business, or Pre-Economics); BLAW 3150, COMM 3160, ECON 3125, FINN 3120, INFO 3130, MGMT 3140, MKTG 3110, and
OPER 3100. (Accounting majors are required to take BLAW 3150, COMM 3160, FINN 3120, INFO 3130, MGMT 3140, MKTG 3110, and OPER 3100 and earn a grade of C or above.) A capstone course that emphasizes the synthesis and application of concepts from the functional business courses so students develop an understanding of organizations from the perspective of top level executives. Focuses on the role of top management in leading, planning, and decision-making to form effective organizational strategies that integrate internal processes and the economic, technological, ethical, political, and social forces affecting the organization.

**Learning Objectives:**
After completing MGMT 3280, students will:

- Understand how to analyze the internal and external environments of business organizations in order to identify opportunities, threats, strengths, and weaknesses;
- Be able to apply problem-solving processes to business situations;
- Be able to recognize, integrate, and synthesize frameworks from all business disciplines to solve problems;
- Understand the roles played by stakeholders in various business situations.

**Course Objectives:**

- To view the organization from the top management position;
- To apply a process of strategic thinking to solve organizational problems;
- To develop skills in strategic analysis and synthesis;
- To increase awareness of ethical implications of decision making;
- To integrate knowledge gained from earlier prerequisite courses;
- To develop skills for integrating the functional areas such as management, marketing, finance, and production;
- To serve as a capstone course for the various business disciplines taught in the business core.

**Purposes:**
The purposes of this course are: (1) to provide an integrative experience at the end of the bachelor's degree in business administration involving the key components of the business curriculum including such facets as accounting, finance, marketing, management, and management science; (2) to provide an opportunity for undergraduate students to place themselves in the role of chief executive officer and/or high level executives solving complex problems of major organizations in society – both private and public; (3) to analyze top corporate policy in different types of organizations; (4) to assume the role of business consultant; (5) to develop the student’s capacity to think strategically about a company, its business position, and how it can gain sustainable competitive advantage; (6) to build students’ skills in conducting strategic analysis in a variety of industries and to provide them with a stronger understanding of the competitive challenges of a global environment; and (7) to make students more conscious of the importance of ethical principles and corporate social responsibility. This course also attempts to encourage students to continue their study of top corporate policies, opportunities, and problems after leaving the university.
This capstone course is designed to transition students away from reliance on a professor lecturing to tell you what you need to know toward self-reliance and taking initiative – just like it will be in your careers from now on. And just like your careers, this course to a great extent will be what you make it.

**Instructional Method:**

This class is a seminar course. In general, a class will consist of three key components:

1. Review and discussion of the basic/theoretical issues related to the day’s topic.
2. An in-depth discussion of a case and/or readings.
3. Application of the key ideas to other companies/situations, often using recent examples and case insights.

A general schedule of the topics to be covered in each class is provided in the course outline at the end of the syllabus.

**Assurance of Learning:**

Decision/Analytical. Students will demonstrate analytical, quantitative, and reflexive thinking skills in decision making. Students will apply problem solving processes to business and economic situations. Professional Competence/Synthesis. Students will acquire knowledge and analytical skills of the functional areas of business. Students will recognize, integrate, and synthesize frameworks from all functional areas of business to solve problems.

**CATT Statement:**

All core courses in The Belk College of Business Administration are committed to fulfilling one or more of four major competency areas identified by the letters CATT: Communication and Technology Skills; Adaptability to Change, Globalization, and Diversity; Teamwork and Leadership; and Thinking and Problem Solving. In the Department of Management, MGMT 3280 is targeted at two of these learning outcomes: 1) Teamwork and Leadership and 2) Thinking and Problem Solving. The purpose of this course is to help students: function effectively as a team leader; to understand group dynamics; to think independently; to apply, articulate, and evaluate problem-solving processes; to recognize, employ, and integrate frameworks from all business disciplines in order to respond to opportunities and solve problems; and to cover ethical, global, and political issues in business.

**Classroom Policies:**

1. **Class Attendance and Contribution.** It is important for all students to demonstrate engagement in the learning process. The success of the course is based upon preparation for class by reading chapters, preparing the case analyses, and reviewing materials posted by your fellow students. Your opportunity to demonstrate engagement and preparation is through your attendance and contribution. No student should expect to get full credit for participation if more than two seventy-five minute classes are missed. Students missing more than four periods may lose all participation credit at the discretion of the instructor. At the same time, contribution grades are much more than simple attendance.
2. **Orderly and Productive Classroom Conduct.** This class will be conducted in an atmosphere of mutual respect. Your active participation in class discussions as well as online in highly encouraged. The orderly questioning of the ideas of others, including the instructor, is welcome. However, the instructor will exercise her/his responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion.

3. **Classroom Expectations.** This syllabus contains the policies and expectations the faculty have established for this course. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Students who fail to abide by these policies and expectations, risk losing the opportunity to participate further in the course. The standards and requirements set forth in this syllabus may be modified at any time by the instructors. Notice of such changes will be by announcement in class and/or by changes to this syllabus posted on the course Canvas website.

4. **Materials.** All materials submitted as part of course requirements become the property of the instructor. Students desiring to retain copies of their work should make such copies before turning in their materials.

5. **Electronic Devices in Classroom.** Use of computing, communication, or other devices during the class time for purposes other than those required for the class is prohibited and may result in being asked to leave the classroom for the remainder of the class period. This includes the use of laptops, lab computers, phones or other devices for Internet browsing, game playing, reading news, emailing, texting, chatting, IM, Facebook, or other activities not required for the class. Students using their electronic devices for note taking and class-related purposes should be prepared to share their notes and records with the instructor upon request. Cellular phones and other communication devices must be silenced AND stored away during class.

6. **Under no circumstances** will students be permitted to spend their class time working on assignments for other classes, checking e-mail, surfing the Web, texting, or engaging in activities not related to the class. Attempts to engage in such behavior will be reflected in lower grades and may lead to removal from the course.

7. **Grade Appeals.** If a student believes that the grade that they received on an assignment or an exam was in error or unfair, the student can appeal to the professor in writing within seven (7) calendar days after the grades are posted. The appeal should clearly state the reasons why the grade is believed to be unfair or the nature of the error. Overdue appeals will not be considered.

8. **Use of Tobacco and e-Vapor Products in Class.** The use of tobacco and e-Vapor products in class is prohibited. If a student uses any form of tobacco or e-Vapor product during class, the student may be asked to leave the class.

**University Policies:**

9. **Academic Integrity**
   - University regulations will be strictly enforced in all cases of academic irregularities, cheating or plagiarism or any variations thereof. Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity shall be that a student’s submitted work, examinations, reports, and projects must be that of the
student’s own work.

- All UNCC students have the responsibility to be familiar with and to observe the requirements of The UNCC Code of Student Academic Integrity (see the Catalog and also http://integrity.uncc.edu). This code forbids cheating, fabrication or falsification of information, multiple submission of academic work, plagiarism of written materials and software projects, abuse of academic materials (such as Library books on reserve), and complicity in academic dishonesty (helping others to violate the code). The Code reads as follows:

  The UNC Charlotte Code of Student Academic Integrity governs the responsibility of students to maintain integrity in academic work, defines violations of the standards, describes procedures for handling alleged violations of the standards, describes procedures for handling alleged violations of the standards, and lists applicable penalties. The following conduct is prohibited in that Code as violating those standards:

  A. Cheating. Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.

  B. Fabrication and Falsification. Intentional and unauthorized alteration or invention of any information or citation in any academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.

  C. Multiple Submission. The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.

  D. Plagiarism. Intentionally or knowingly presenting the work or another as one’s own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging is when the ideas, information, etc. is common knowledge.

  E. Abuse of Academic Materials. Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material.

  F. Complicity in Academic Dishonesty. Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

- Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: http://www.legal.uncc.edu/policies/ps-105.html (also see http://integrity.uncc.edu/). All UNC Charlotte students are expected to be familiar with the Code and to conduct themselves in accord with these requirements. To clarify, any academic dishonesty can result in a grade of “Fail” (F) for the course. Academic dishonesty also pertains to violating the “rules” of this syllabus. Anyone violating this policy will receive an “F” for the course.

- Any further specific requirements or permission regarding academic integrity in this course will be stated by the instructor, and are also binding on the students in this course.
• Students are expected to report cases of academic dishonesty they become aware of to the course instructor who is responsible for dealing with them.

10. **Disability and Impairment Accommodations.** UNC Charlotte is committed to access to education. If you have a disability and need academic accommodations, please send me your accommodation letter as early as possible. You are encouraged to meet with me to discuss the accommodations outlined in your letter. Students are responsible for notifying me of any conditions that may impair their academic performance for which reasonable accommodation can be made. For more information on accommodations, contact the Office of Disability Services at 704-687-0040 (Fretwell 230).

11. **Diversity.** The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

12. **Incomplete Grades.** Students will not be given an incomplete grade in the course without sound reason and documented evidence as described in the Student Handbook. In any case, for a student to receive an Incomplete, he or she must be passing the course and must have completed a significant portion of the course.

13. **Course Changes.** The instructor reserves the right to make any necessary changes to the course content, schedule, and policies. Changes will be announced in class and will also be posted online and communicated via email.

14. **Religious Accommodations.** The instructor will observe University Policy 409 ([https://legal.uncc.edu/policies/up-409](https://legal.uncc.edu/policies/up-409)) on matters of religious accommodation. Please note that the procedure prescribed by this policy requires a notice to the instructor prior to the census date of the semester (typically the tenth day of instruction).

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**Grade Compositions**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Contribution</td>
<td>40%</td>
</tr>
<tr>
<td>Group Mini Case</td>
<td>25%</td>
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<tr>
<td>Group Final Case</td>
<td>35%</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Class Contribution**

An important part of effective mastery of the subject matter is active involvement in class discussion of the assigned readings and case presentations. Additionally, your insight during class discussions aids others in the learning process. Demonstration of insight and understanding are strongly rewarded. Remember, you should always have sound reasoning behind your judgments and conclusions. Your grade in class contribution will be based on the quantity and quality of your participation. Please note that contributions are *not* equivalent to attending class. Class contributions account for 40% of your grade, so you should plan to contribute to class discussions on a consistent basis and with quality insights. Missing class on a routine basis will negatively affect your final grade.
Group Assignment and Formation

Group Formation

Students are required to form groups of five to six people for the group projects and other ad-hoc group assignments. Periodic ad-hoc, in-class assignments may also require group activity and informal presentations of group discussions. Every group member will have to rank the participation of the other group members. Unless the participation deviates significantly between group members, every member in the group will receive the same grade for the group assignment. If group members unanimously agree on a lower grade for an individual, I will drop the grade by at least two letter grades.

Group composition will remain stable during the entire semester. If the group unanimously agrees to “fire” an individual for lack of participation, the individual will receive a 0 for any remaining group assignments with no opportunity to make up the work in an individual or other group project. Teams are to submit a short statement describing work assignments and conditions of dismissal proposed for any non-cooperative team member.

Group Mini-Case Study Presentation

On no less than 6 class days case studies will be discussed. For all of these classes, a group will be responsible for identifying, researching, and presenting a case of their choice, as well as for facilitating the discussion of the case in class. Since the other students in the class and the instructor will not know the case beforehand, it is the presenting group’s responsibility to provide sufficient background information so that the uninformed audience will be able to understand the case setting and comprehend the issues at hand.

Instructions:
Your chosen case study should identify an organization (it does not have to be a business, but you would have to build a connection to a business application) that has successfully disrupted an industry, its competitors/adversaries, or even itself. Or, you can use an organization that has successfully (or unsuccessfully) recognized and responded to a threat. You must seek the instructor’s approval prior to proceeding with your case analysis. As part of the approval process, you should also indicate on which date you would like to present your mini-case study in class (for possible dates, see the schedule in the back). Dates will be attributed on a first come, first served basis.

Discussion questions are provided below to guide you in your case selection and subsequent analysis (these questions should be addressed, at a minimum, in your class presentation). Whenever possible, you should provide logical, evidence-based arguments to support your claims (i.e., explain why and how you reach a certain conclusion).

1. Background about the organization (e.g., what does it do, when/where was it founded, by whom, development over time, etc.).
2. Threat, disruption, or challenge the organization is facing; or vision the organization pursues.
3. Characteristics you think are most important for the organization to contend with the threat or disruption; or to be a disruptor. Ideally, you should identify concrete examples that connect the characteristics to the disruption/disruptive capability.
4. How has the organization's history, its founding, the challenges it has faced, the successes it has had, played into the way in which it responded (or not) to the threat; or has lead the disruption.
5. What has happened to the organization as a result of the threat or disruption?
6. What implications can you draw for other organizations competing in the same (or a different) environment?

Students should apply the concepts and techniques acquired during this course and elsewhere in the case analysis and subsequent presentation. Note, the groups are not supposed to present an ultimate solution, but to facilitate a lively discussion about challenges, alternative courses of action, and possible outcomes; doing so, however, implies that you know what ultimately happened, why it happened, and how it happened! If the disruption is still ongoing, you can speculate based on current conditions. At a minimum, the provided questions should be answered, and insights above and beyond that can be drawn from the case are desirable outcomes of the discussion.

Case presentations should last for about 15 minutes, with class discussion and debate in addition to it. All group members are expected to participate. Presentations should be supported by PowerPoint slides to facilitate a participatory discussion. Your PowerPoint presentation (electronic copy and hard-copy) needs to be made available to the instructor prior the presentation.

Depending on eventual class enrollment, some changes to the case schedule might be required.

**Group Project – Research Report and Presentation (Final Case)**

To help students have a more realistic experience about how strategic analyses are done, student groups are required to isolate a strategic problem or disruptive threat facing a real organization, gather information about this problem/threat, synthesize the information, and develop a solution for this situation. Your assignment is to perform a strategic audit, and essentially develop a course of action for the identified problem.

This group project includes a 5 page maximum, double-spaced 12 Times New Roman font, written report and a PowerPoint presentation outlining the problem to the class and presenting your solution to the problem (20 minute presentation). Like for the mini-case assignment, as a group you will: select an industry and one organization within that industry; describe the threat, disruption, or challenge the organization is facing – or the vision/plan for a disruption that the organization pursues; collect information and data on the chosen industry/organization (through methods such as use of the internet, business journals, and/or the library database); synthesize the information; and develop a solution.
for the issue(s) at hand.

Your PowerPoint presentation (electronic copy and hard-copy need to be made available to the instructor prior the presentation) should include:

1) History of the company, its management team, mission/vision of the firm, and the company’s business model (brief).
2) External environment analysis (general, industry, and competitor).
3) Internal environment analysis (strengths and weaknesses).
4) Business and corporate level strategies employed by the chosen firm.
5) International strategies used by the chosen firm (if applicable).
6) Cooperative strategies used (if applicable).
7) M&A strategies used (if applicable).
8) Identify important management issues that appear critically relevant within the industry or to the firm’s managers.
9) Conclude your analysis and recommendations for the firm’s best course of strategic action going forward.

The industry and organization need to be identified and reported to me by week 6 (9/26/2018) of class, the sooner the better. Industry and organization choices will be allowed on a first come, first served basis. Note that the chosen organization for this assignment cannot be identical to the one in your mini-case study assignment. It must also be different from any of the cases presented by the other groups in this or another section of this course, unless explicitly approved by the instructor. However, groups (2 or more) can select organizations from the same industry or organizations that are suppliers/buyers in a single industry to enable cross-case comparisons, pending the instructor’s approval.

Grading of case discussion and the group assignment:

A simplified grading scheme will be used as follows:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Quality of Work</th>
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<tbody>
<tr>
<td>A</td>
<td>Not only complete comprehension, but also in some instances understanding beyond questions posed in case analysis.</td>
</tr>
<tr>
<td>A-</td>
<td>Solid understanding of questions and coverage of issues.</td>
</tr>
<tr>
<td>B+</td>
<td>Solid understanding of questions but missed a few minor issues.</td>
</tr>
<tr>
<td>B</td>
<td>Solid understanding of questions but missed a number of minor issues or at least one major issue.</td>
</tr>
<tr>
<td>B-</td>
<td>Some understanding of questions but missed a number of minor issues and a few major issues.</td>
</tr>
<tr>
<td>Poor (C to F)</td>
<td>Little understanding of questions and missed a number of minor issues and a number of major issues.</td>
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</table>
Extra Credit Opportunities

• Students can earn bonus points by writing a two-page minimum summary of what you learned from a specific resource, case or event. Topics and details need to be discussed with the instructor.
• Other opportunities to earn extra credit (bonus) points involve giving a presentation in class about a current topic or case study pertaining to a strategic management issue (pending instructor’s approval).
• Finally, since UNC Charlotte is a research institution, faculty members sometimes conduct research involving student surveys. If such is the case this semester, students can earn bonus points by completing all of these surveys. My colleagues will provide a list of those students who provide useful input (such as those students who complete the entire survey). Those students will subsequently receive bonus points.

Grades

The final grades will be based on the following breakdown:

A: 100-89.5%
B: 89-79.5%
C: 79-69.5%
D: 69-59.5%
F: 59 and below
## Course Schedule

Please note that this schedule may change due to adverse weather or other unanticipated events, and specific topic assignments may change due to class progress.

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Topics/Important Reminders</th>
<th>Case</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>8/21</td>
<td>Introductions &amp; Course Overview</td>
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<tr>
<td></td>
<td>8/23</td>
<td>Syllabus Review &amp; Introduction to Strategy</td>
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<td></td>
<td>8/27</td>
<td>Last day to register, add, drop with no grade</td>
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<tr>
<td>2</td>
<td>8/28</td>
<td>Chapter 1 – Strategic Management and Strategic Competitiveness</td>
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<td></td>
<td>8/30</td>
<td>Uncertainty, Disruption, and Elements of a Culture Needed for Rapid Action</td>
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<td>3</td>
<td>9/4</td>
<td>OODA Loop Thinking and More on Rapid Action</td>
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<td></td>
<td>9/6</td>
<td>Chapter 2 – External Environment Analysis</td>
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<tr>
<td>4</td>
<td>9/11</td>
<td>Chapter 2 – cont’d</td>
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<tr>
<td></td>
<td>9/13</td>
<td>Chapter 3 – Internal Environment Analysis</td>
<td></td>
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<tr>
<td>5</td>
<td>9/18</td>
<td>Chapter 3 – cont’d &amp; Case 1</td>
<td>Case 1</td>
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<tr>
<td></td>
<td>9/20</td>
<td>Chapter 4 – Intangible Resources &amp; Case 2</td>
<td>Case 2</td>
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<tr>
<td>6</td>
<td>9/25</td>
<td>Team meetings (Meet where you want; you do not have to come to our classroom today.)</td>
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<tr>
<td></td>
<td>9/26</td>
<td>Report chosen industry and organization for final group project</td>
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<td></td>
<td>9/27</td>
<td>Team meetings (Meet where you want; you do not have to come to our classroom today.)</td>
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<td>7</td>
<td>10/2</td>
<td>Chapter 5 – Business-Level Strategy</td>
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<tr>
<td></td>
<td>10/4</td>
<td>Chapter 5 – cont’d &amp; Case 3</td>
<td>Case 3</td>
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<tr>
<td>8</td>
<td>10/9</td>
<td>No Class – Student Recess</td>
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<td></td>
<td>10/11</td>
<td>Chapter 6 – Corporate-Level Strategy</td>
<td></td>
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<tr>
<td>9</td>
<td>10/16</td>
<td>Chapter 6 – cont’d &amp; Case 4</td>
<td>Case 4</td>
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<td></td>
<td>10/18</td>
<td>Chapter 7 – International Strategy</td>
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<td></td>
<td>10/22</td>
<td>Deadline for withdrawing from any or all courses</td>
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<tr>
<td>10</td>
<td>10/23</td>
<td>Chapter 7 – cont’d &amp; Case 5</td>
<td>Case 5</td>
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<tr>
<td></td>
<td>10/25</td>
<td>Chapter 8 – Entrepreneurial Strategy and Competitive Dynamics</td>
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<td>11</td>
<td>10/30</td>
<td>Chapter 8 – cont’d &amp; Case 6</td>
<td>Case 6</td>
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<td>11/1</td>
<td>Chapter 9 – Strategic Control and Corporate Governance</td>
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<td>12</td>
<td>11/6</td>
<td>Chapter 9 – cont’d &amp; Case 7</td>
<td>Case 7</td>
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<td></td>
<td>11/8</td>
<td>Chapter 10 – Organizational Design</td>
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<td>13</td>
<td>11/13</td>
<td>Chapter 11 – Strategic Leadership</td>
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<td></td>
<td>11/15</td>
<td>Chapter 12 – Innovation and Corporate Entrepreneurship</td>
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<tr>
<td>14</td>
<td>11/20</td>
<td>Team meetings (Meet where you want; you do not have to come to our classroom today.)</td>
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<tr>
<td></td>
<td>11/22</td>
<td>No Class – Thanksgiving Break</td>
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<tr>
<td>15</td>
<td>11/27</td>
<td>Team Presentations</td>
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<td></td>
<td>11/29</td>
<td>Team Presentations</td>
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<tr>
<td>16</td>
<td>12/4</td>
<td>Team Presentations</td>
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<tr>
<td></td>
<td>12/6</td>
<td>No class – Reading Day</td>
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