

# Written Communication: Business Section 02

## ENGL 100WB

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/19/2024

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My name is Jennifer Bean, and I am excited to be your instructor this semester. You may call me Jennifer or Ms. Bean.

I've been teaching various subjects and age levels since 2008 when I graduated from Purdue University with my B.A. Since then, I have earned my M.A. and gained experience teaching mathematics, business English, English for Speakers of Other Languages (TESOL), and university writing classes. I am passionate about education, and my goal is to help prepare you to communicate effectively in the professional world.

## Contact Information

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Instructor: Jennifer Bean

Office Location: Zoom

Telephone: Not available via telephone

Email: Jennifer.bean@sjsu.edu

Office Hours: MW 1:45 pm- 2:45 pm Pacific Standard Time (and by appointment)

Class Days/Time: Monday & Wednesday Pacific Standard Time (10:30 am - 11:45 am)

Location: Boccardo Business Center 124

## Course Description and Requisites

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Written communications for business majors; includes minimum of 8,000 words of writing spaced throughout the semester.

Writing in the Disciplines: Satisfies the CSU Graduation Writing Assessment Requirement (GWAR) if passed with "C" or better.

Prerequisite(s): A3 or equivalent second semester composition course (with a grade of "C-" or better); completion of core GE; and upper division standing. Or Graduate or Postbaccalaureate level.½Allowed Declared Majors: All Business Administration majors, Industrial Arts, Industrial Technology, Professional & Technical Writing, Public Relations, Hospitality Management, Organizational Studies.

Letter Graded

## \* Classroom Protocols

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Due to the nature of the course, much of the learning will happen in class. Therefore, it is imperative that you attend class every day, on time, prepared to participate in class activities, and having already completed the reading assigned for the day. During the first weeks of class, we will create an etiquette protocol as a class. These rules will be posted on Canvas, and students will be expected to adhere to them.

In this class, we may encounter topics that are controversial and potentially upsetting/ challenging to our ideas, beliefs, and understanding of reality. It is vital that we remain respectful of all people during class meetings and in assignments. Some examples are potentially disrespectful comments would be disparaging comments about one's race, ethnicity, gender, sex, disability, national origin, religion, and/or sexual orientation. Disrespectful and disparaging comments will not be tolerated. If you are unsure if something is inappropriate, please contact me for assistance.

### Possible Work Stoppage

The California Faculty Association (the labor union of lecturers, professors, coaches, counselors, and librarians across the 23 CSU campuses) is in a difficult contract dispute with California State University management. A strike or other work stoppage this term is possible. I promise to promptly inform you of any schedule disruption. Our working conditions are your learning conditions; we seek to protect both. For further information go to [www.CFAbargaining.org](http://www.CFAbargaining.org).

### Contracting your Instructor

To communicate with me, please email me directly at my SJSU email address ([Jennifer.bean@sjsu.edu](mailto:Jennifer.bean@sjsu.edu)). I respond to emails within 72 hours, during the hours of 7 AM- 5 PM Monday through Friday Pacific Standard Time. **When you email me, mention your course number in the subject line (for example, "Question about 100WB- Section 2") and sign the message with your full name.** I am teaching several different classes, and I need these two pieces of information to respond to your questions in a timely and accurate manner.

Please try to find the answer to your question yourself before contacting me. You will likely find the answer to many general course questions in the syllabus on Canvas. If you would like to speak with me via Zoom, join me during my office hours or contract me to set up an appointment.

### Absences

If you are absent from class, please make sure you study all the materials posted on Canvas under the day you are absent. You are still responsible for all material taught and all tasks assigned on days that you are absent. I also recommend that you ask a classmate to borrow their notes so that you do not fall behind.

## Submitting Assignments on Canvas

For an assignment to be considered “submitted,” it must be uploaded on Canvas following the directions below. Do not wait until the last minute to submit an assignment as uploads may take some time.

- Assignments are due on the date and at the time indicated on Canvas. All times are in Pacific Standard Time.
- All SWT assignments ask for a Google Drive link. To successfully submit this work, you must submit the link on Canvas AND give me (jennifer.bean@sjsu.edu) permission to make comments on this document. Failure to ensure I can open and make comments on this link means that you did not submit your work.
- Assignments will be graded as uploaded on Canvas. Blank, incorrect, or unreadable files (including ones in which I do not have permission to make comments) will receive no credit. To avoid this, click on “View Submission” after uploading your work to make sure you have submitted the correct file. **Always do this!**
- You may re-submit assignments as many times as you would like before a deadline.
- For all WP assignments, you are responsible for ensuring your work is free of plagiarism. When you submit work in PDF form (minus peer review forms), ensure Turnitin scores your work as either blue or green. **No other scores are acceptable.** If you have a different score from Turnitin, you should adjust your work and submit it again before the deadline. If you believe this score was an error, contact me immediately.

## Late Work

All work should be submitted on time. However, unexcused late work can still earn some credit with only 10% being marked down per day. (For example, if you earn 95% on a SWT, but you submit it two days late, your grade will be 75% on this task.)

If there is a reason you can't meet a deadline, contact me BEFORE THE DEADLINE. It is *possible* that the penalty for submitting late work may be waived or modified. There is, however, no guarantee that that will be the case. Please note that extensions for the four major writing projects are limited to extraordinary circumstances and plan your schedule accordingly calendar located at the end of this syllabus.

**Technology issues will not be accepted as an excuse for late work.** To avoid these issues, you should do the following:

- Have a backup plan in case of equipment failure. (You can rent laptops from the Martin Luther King Jr. Library.) Save back-up copies of all your course work on Google Drive. After submitting an assignment on Canvas, review it to ensure that you uploaded the correct file. All assignments are graded as submitted.
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- After submitting an assignment on Canvas, review it to ensure that you uploaded the correct file. All assignments are graded as submitted.

If you experience technical difficulties and have issues submitting your work on Canvas, you are responsible for reaching out to the IT support department to obtain documentation of the issue.

## Technology Requirements

During all class meetings on campus, you are also required to have access to some technology, such as a laptop or a tablet. As we will use online tools, such as a digital whiteboard, live during the class, you must have access to a laptop or tablet for participation purposes. We will also complete writing tasks during class, which you must type and submit online. Additionally, we will use Canvas, the SJSU Learning Management System, for instructional materials, activities, and assignments. Therefore, you will need regular access to the internet and technology for this class. If you need to borrow laptops, tablets, and other electronics, please contact [Student Computing Services](https://library.sjsu.edu/student-computing-services/student-computing-services) at <https://library.sjsu.edu/student-computing-services/student-computing-services>.

To produce and share your work, you will use Google Docs and enable viewers to comment on your work. If you need help to access these technologies, please contact the IT Service Desk at <https://www.sjsu.edu/it/support/service-desk/index.php>.

## Plagiarism

San Jose State University defines plagiarism as the act of representing the work of another as one's own without giving appropriate credit, regardless of how that work was obtained, and submitting it to fulfill academic requirements. Please check out SJSU's policy in full [here](#).

To avoid plagiarism, give credit to your sources in the following situations:

1.) Using someone else's direct words (use quotation marks and give the source).

"In the midst of Silicon Valley and all over the globe, SJSU engineers are designing and building high impact innovations, with a particular focus on challenges to global sustainability" (Wei, 2011).

The full reference will be in the back of the report, using APA format.

2.) Using someone else's ideas, in your words, that are not common knowledge.

Through the Global Technology Initiative at SJSU, 25 students are selected each year to travel for two weeks to India or China, all expenses paid by GTI. (College of Engineering, 2012). (Note this is not the exact words, so there are no quotation marks.)

The full reference and website will be in the back of the report, using APA format.

3.) Using specific statistics, graphics, drawings, etc. that are not yours.

San Jose State University defines plagiarism as the act of *representing the work of another as one's own* without giving appropriate credit, *regardless of how that work was obtained*, and submitting it to fulfill academic requirements.

To avoid plagiarism, give credit to your sources in the following situations:

4.) Using AI to generate ideas.

If needed, you may use language models and AI tools as a resource for generating ideas and inspiration, but you must never pass it off as your own work. Any use of language models or AI tools, like Chat GPT, must be properly cited and acknowledged, just as with any other source of information.

#### The Use of Artificial intelligence (AI) and large language models

Please make sure you write the documents that you submit for class. Using AI tools, such as Chat GPT, to write your assignments for you falls under the definition of plagiarism and is not allowed. Assignments with plagiarism cannot be rewritten for credit. Additionally, your department chairperson will be notified, and academic sanctions will be applied. Please see SJSU's policy on academic dishonesty [here](#).

Remember, plagiarism is a serious issue. When you submit work in PDF form (minus peer review forms), ensure Turnitin scores your work as either blue or green. No other scores are acceptable.

#### **Learning Community Policies & Additional Information**

##### Diversity:

SJSU is a diverse learning community. I strongly believe our campus is enriched by the diverse perspectives our students bring into the classroom. I intend to present materials and activities that are respectful of our community diversity.

If any of all class meetings conflicts with your religious events, please speak with me so we can make alternative arrangements.

We will engage in integrated reading and writing assignments to explore complex issues that generate meaningful public debate. Our course is designed to include an emphasis on a diverse range of voices and viewpoints.

##### Respect:

Please treat all members of our learning community with respect.

##### Basic Needs:

If you are facing challenges securing food, housing, or other basic needs, you are not alone. Please check out the resources linked [here](#) and learn how SJSU can help support you.

### Trigger Warning:

Tasks, class discussions, and/or readings may include material of a sensitive nature. We may encounter materials that challenge your ideas, beliefs, and understanding of reality. Our class will work towards creating a safe space in which we can learn together.

## Program Information

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Writing in the Disciplines (WID) courses develop students' abilities to communicate effectively in their major course of study and in their careers. With an emphasis on critical thinking, these upper-division core courses advance students' understanding of the genres, audiences, and purposes of college writing while preparing them for successful communication in their chosen professions. Completing Writing in the Disciplines with a C or better is an SJSU graduation requirement.

**Writing in the Disciplines Learning Outcomes** Upon successful completion of a Writing in the Disciplines course, students should be able to:

1. explain, analyze, develop, and critique ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse;
2. organize and develop complete discipline-specific texts and other documents for both professional and general audiences, using appropriate editorial and citation standards; and
3. locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing;
4. produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression.

**Writing Practice:** Students will write a minimum of 8000 words, at least 4000 of which must be in revised final draft form.

## Course Goals

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Students will be able to:

- Format, compose, and revise professional documents for various contexts
- Identify and articulate the audience "take-away" message in every communication
- Analyze and adapt communications based on rhetorical situation and pragmatics
- Recognize a variety of communication needs and constraints and employ appropriate strategies to meet those needs in a variety of business situations
- Evaluate communication strategies for effectiveness
- Justify communication decisions using knowledge of pragmatics, business culture norms, and rhetorical situations
- Create communications and presentations that are ethnically, legally, and culturally appropriate

## Course Materials

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Textbook (recommended): Business and Professional Writing: A Basic Guide, 2nd ed. by Paul MacRae (ISBN 9781554814718)

Other Readings: Various articles and other content will be linked on Canvas. Some will be direct links, and other readings will be found under "Library Course Materials" in the blue menu on the left side of Canvas. The syllabus indicates where readings can be found.

Software Requirements: We will use Google Drive, Google Documents, and Google Slides in this class.

Other Technology Requirements: A laptop or tablet with internet connectivity, a microphone, and a camera is needed

## Course Requirements and Assignments

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**Reading:** These reading assignments serve as the foundation for class discussions and/or models of excellence. You must complete all assigned readings before class.

There are two locations where you can find our readings. Readings that are freely available on the internet are linked directly in the most appropriate module. Please read these articles before class on the day they appear on our schedule. When this is the case, I note this on the schedule so you can easily find the required reading and prepare for our lesson. Additionally, some of our readings are located directly in our "Library Course Materials" list. You can find this link on the left menu on Canvas. This link will take you to a list of resources I have prepared for you. When this is the case, I indicate it on Canvas.

**Writing Projects:** These projects are indeed projects, not "papers." By that, I mean that each writing project consists of multiple documents centered around one theme. As such, these writing projects will take time to complete as you must move through the writing process for each document required by the project. (Word count: 4,000 words all together)

Writing projects will include texts necessary for successful business communications, which may include, but are not limited to, formal and informal correspondence (emails, memos, letters), employment application materials (resumes, cover letters, etc.), reports, and proposals. More instructions and examples will be posted on Canvas for each writing project. All assignments must be submitted through Canvas and adhere to formatting and citation guidelines for professional writing in the workplace. For this class, there will be four major writing projects.

For this class, there will be four major writing projects. For each writing project, you are required to submit two(2) working drafts and one (1) final draft. Additionally, you are required to use Google Documents as this will save versions of your work, proving how you authored the text.

- Writing Project #1: Professional Biographies
- Writing Project #2 Correspondence Packet
- Writing Project #3: Job Application Materials
- Writing Project #4: Proposals

**Short Writing Tasks (SWT):** You will engage in various tasks aimed at advancing your business writing skills. These tasks will help prepare you for the writing projects by focusing on essential skills and knowledge that you will need to excel with these projects. See Canvas for details and due dates. All such tasks will be assessed using rubrics that are similar to the rubrics later used on the writing projects. I will also add comments on your work, which is why you must share these documents with me using Google Documents, enabling comments. These comments on your SWTs are intended as helpful feedback to help you improve your skills and to better prepare you to excel on your writing projects. (Word count: 2,200 words all together)

- SWT: Improving a Letter
- SWT: Writing an Email
- SWT: Improving a Resume
- SWT: Finishing a Cover Letter
- SWT: Improving an Informal Proposal

**Writing Process Tasks (WPT):** You will engage in various tasks aimed at helping you advance through the writing process. In addition to activities and tasks grounded in the stages of the writing process, we will also focus on reflection. As such, these tasks are graded on your honest completion based on the instructions. Many of these tasks will be completed with a partner during class.

- WPT: Survey
- WPT: Syllabus Quiz
- WPT: Revision with Synonyms
- WPT: Professional Development Plan
- WPT: WP #4 Idea Explanation
- WPT: Revision Read Aloud

**Oral Presentation (Final):** Because corporate America is utilizing online tools more and more, your final presentation will be an oral presentation (with slides) that is presented fully online using Zoom. You must have your camera on, with a work-appropriate background and work-appropriate clothing so that you gain experience in a professional online environment engaging in professional activities. As interviews, meetings, and presentations are typically done with Zoom in many industries today, this final will give you a realistic opportunity to practice your 21<sup>st</sup> century skills.

## Grading Information

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This course must be passed with C or better to satisfy the CSU Graduation Writing Assessment Requirement (GWAR).

Requirements for each assignment will vary, but in all cases, grades will reflect the text's effectiveness, which is broken down into six major areas: rhetorical/contextual awareness, focus, organization, development, style, and mechanics. More specific rubrics will be provided on Canvas.

**Time Management:** "Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to



internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

### Breakdown

A+	100% - 98%
A	97% - 93%
A-	92% - 90%
B+	89% - 88%
B	87% - 83%
B-	82% - 80%
C+	79% - 78%
C	77% - 73%
C-	72% - 70%
D+	69% - 68%
D	67% - 63%
D-	62% - 60%
F	59% and below

Assignment	Points	% of Final Grade	Learning Outcomes
Short Writing Tasks (5 total)	15 each	20%	1, 2, 3, 4
Writing Process Tasks (6 total)	10 each	10%	1, 3, 4
Writing Projects (4 total)	100 each	55%	1, 2, 3, 4
Final Presentation (1 total)	100	15%	3, 4

## University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance,

counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

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Day	Date	Topics, Readings, Assignments, Deadlines
Day 1	8/21	Read Before Class: Syllabus Topics: Course overview; syllabus/Canvas explanation; expectations; WP #1 Due: "WPT: Survey" and "WPT: Syllabus Quiz" by Sunday at 11:59 pm
Day 2	8/26	Read Before Class: "WP #1 Example: Ada Shelby" (find this under the "Day 2" module on Canvas) Topics: Introduction to professional writing; rhetorical triangle; 7 Cs
Day 3	8/28	Read Before Class: "Plain Language" in <i>Business and Professional Writing: A Basic Guide (2nd. Ed.)</i> by Paul MacRae (find this under "Library Course Materials on Canvas") Topics: 7 Cs, effective writing; the writing process; selecting the medium
	9/2	Labor Day: Campus Closed

Day 4	9/4	<p>Read Before Class: "The 7Cs of Good Communication" in <i>Business and Professional Writing: A Basic Guide (2nd. Ed.)</i> by Paul MacRae (find this under "Library Course Materials on Canvas)</p> <p>Topics: Selecting the medium (continued); peer conferences</p> <p>Due <b>Before</b> Class: WP#1 Draft A</p> <p>Due: WP #1 Peer Review Form #1 (due Sunday by 11:59 pm)</p>
Day 5	9/9	<p>Read Before Class: <i>Dina Fox's WP #1 &amp; Lukas Miller's WP #1</i> (find these under the "Day 5" module on Canvas)</p> <p>Topics: WP #1 effectiveness; revision</p> <p>Due: "WPT: Revision Read Aloud" (due at the end of class)</p>
Day 6	9/11	<p>Read Before Class: "Strategize Your Message" in <i>Business Writing Today: A Practical Guide</i> by Natalie Canavor (find this under "Library Course Materials on Canvas)</p> <p>Topics: Effective writing, avoiding plagiarism, direct vs. indirect communication</p> <p>Due <b>Before</b> Class: WP#1 Draft B</p> <p>Due: WP #1 Peer Review Form #2 (due Sunday by 11:59 pm)</p>
Day 7	9/16	<p>Read Before Class: "Letters: Good News, Neutral, and Bad News" in <i>Business and Professional Writing: A Basic Guide (2nd. Ed.)</i> by Paul MacRae (find this under "Library Course Materials on Canvas)</p> <p>Topics: Business letters; persuasion, WP #2</p> <p>Due: SWT: Improving a letter (due Sunday by 11:59 PM)</p> <p>Due: Writing Project #1: Final (due Sunday by 11:59 PM)</p>

Day 8	9/18	<p>Read Before Class: "Create the First Draft" in <i>Business Writing Today: A Practical Guide</i> by Natalie Canavor (find this under "Library Course Materials on Canvas")</p> <p>Topics: Emails; memos; persuasion</p> <p>Due: SWT: Writing an email (due Sunday by 11:59 PM)</p>
Day 9	9/23	<p>Read Before Class: <i>HGB Memo</i> (find these under the "Day 9" module on Canvas)</p> <p>Topics: Correspondence review; prewriting; organizing; written correspondence analysis; punctuation review</p>
Day 10	9/25	<p>Topics: Invoices; reflection; peer conferences</p> <p>Due <b>Before</b> Class: Writing Project #2: Draft A</p> <p>Due: WP #2 Peer Review Form #1 (due Sunday by 11:59 pm)</p>
Day 11	9/30	<p>Topics: WP #2 effectiveness review; coordinators/subordinators; revision; ; business letter review</p> <p>Due: WPT: Revision with Synonyms (due by end of class)</p>
Day 12	10/2	<p>Read Before Class: <i>Sprucing Up Your Resume For A 2023 Job Search? Follow These 15 Tips</i> by Forbes Panel (find this under the "Day 12" module on Canvas)</p> <p>Topics: Solutions for wordiness</p> <p>Due <b>Before</b> Class: Writing Project #2: Draft B</p> <p>Due: WP #2 Peer Review Form #2 (due Sunday by 11:59 pm)</p>

Day 13	10/7	<p>Read Before Class: <i>5 Tips to Pass the Resume 30-Second Test</i> by Andrew Fennel (<i>find this under the "Day 13" module on Canvas</i>)</p> <p>Topics: professional job searches; professional development plans</p> <p>WPT: Professional Development Plan (due by end of class)</p>
Day 14	10/9	<p>Read Before Class: <i>Get Past the Filter: Artificial Intelligence in Hiring</i> by <a href="#">Dr. John W. Mitchell</a> (<i>find this under the "Day 14" module on Canvas</i>)</p> <p>Topic: Resumes I</p> <p>Due: WP #2 Final</p>
Day 15	10/14	<p>Read Before Class: <i>Emily Anderson's Resume</i> (<i>find this under the "Day 15" module on Canvas</i>)</p> <p>Topic: Resumes II</p> <p>SWT: Improving a Resume (due Sunday by 11:59 PM)</p>
Day 16	10/16	<p>Read Before Class: <i>"5 Cover letter tips from the experts"</i> by Caroline Castrillon (<i>find this under the "Day 16" module on Canvas</i>)</p> <p>Topic: Cover letters I; review of resumes</p>
Day 17	10/21	<p>Read Before Class: <i>Emily's Cover Letter</i> (<i>find this under the "Day 17" module on Canvas</i>)</p> <p>Topics: Cover letters II</p> <p>SWT: Finishing a Cover Letter (due Sunday by 11:59 PM)</p>
Day 18	10/23	<p>Read Before Class: <i>Don't Make These Job Interviewing Mistakes</i> by Megan Cerullo (<i>find this under the "Day 18" module on Canvas</i>)</p> <p>Topics: Interviewing I; follow-up emails I</p>

Day 19	10/28	<p>Read Before Class: Read Before Class: <i>SJSU Career Center Chapters on Resumes &amp; Cover Letters (under the "Day 19" module on Canvas)</i></p> <p>Topics: Interviewing II; follow-up emails II</p>
Day 20	10/30	<p>Topics: Writing reflection; peer conference</p> <p>Due <b>Before</b> Class: Writing Project #3: Draft A</p> <p>Due: WP #3 Peer Review Form #1 (due Sunday by 11:59 pm)</p>
Day 21	11/4	<p>Topics: Informal proposals I</p> <p>SWT: Improving an informal proposal (due Sunday by 11:59 PM)</p>
Day 22	11/6	<p>Read Before Class: <i>Garrett Steinbeck's Informal Proposal (find under "Day 22" module on Canvas)</i></p> <p>Topics: Informal proposals II; WP #4</p> <p>Due <b>Before</b> Class: Writing Project #3: Draft B</p> <p>Due: WP #3 Peer Review Form #2 (due Sunday by 11:59 pm)</p>
	11/11	Veteran's Day (Campus Closed)
Day 23	11/13	<p>Topics: Informal proposals III, progress reports I</p> <p>Writing Project #3: Final (due Sunday by 11:59 PM)</p>
Day 24	11/18	<p>Topics: Progress reports II; peer conferences</p> <p>Due <b>Before</b> Class: Writing Project #4 Draft A</p> <p>Due Sunday: WP #4 Peer Review Form #1</p> <p>WPT: WP #4 Idea Explanation (due by end of class)</p>

Day 25	11/20	<p>Read Before Class: "Individual Oral Presentations" in <i>Business and Professional Writing: A Basic Guide (2nd. Ed.)</i> by Paul MacRae (find this under "Library Course Materials on Canvas)</p> <p>Topics: Presentations I, Audience Transformation Roadmaps I, sign-up for final presentations</p>
Day 26	11/25	<p>Topics: Assessing presentations II; Audience Transformation Roadmaps II</p> <p>Due <b>Before</b> Class: Audience Transformation Roadmap</p> <p>Due <b>Before</b> Class: Writing Project #4 Draft B</p> <p>Due Sunday: WP #4 Peer Review Form #2 (due Sunday by 11:59 PM)</p>
	11/27	Non-Instructional Day (No classes)
Day 27	12/2	Oral Report Presentations & Feedback
Day 28	12/4	<p>Oral Report Presentations &amp; Feedback</p> <p>Writing Project #4 Final (due Sunday by 11:59 PM)</p>
Day 29	12/9	Oral Report Presentations & Feedback
Final Exam	TBA	Oral Report Presentations & Feedback