

**NOVA SOUTHEASTERN UNIVERSITY
FISCHLER SCHOOL OF EDUCATION
AND HUMAN SERVICES**

**DOCTOR OF EDUCATION
IN ORGANIZATIONAL LEADERSHIP**

Online Study Guide

**LDR 8530
DEVELOPING THE ORGANIZATION'S HUMAN CAPITAL**

Revised August 2005

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PREFACE

This study guide is designed for Nova Southeastern University (NSU) students as they explore the leader's role within a specific organizational context. This course builds on the concepts of the catalytic role of leadership presented in **LDR 8510 Leadership to Shape the Future**. Those leadership concepts were further developed in **LDR 8520 Creating and Leading an Intentional Organization**, which focused on designing and enhancing organizational vision, mission, values, and goals. This course explores an organization's most valuable asset: its people and the knowledge, skills, and abilities they possess. In a knowledge-based 21st century organization, human capital is the primary resource for accomplishing organizational goals. That human resource must be developed for maximum organizational performance. The ability to design and promote continuous learning—by individuals, teams, and the entire organization—is a hallmark of the 21st century leader.

This study and resource guide serves as an overview of the topics to be studied in **LDR 8530 Developing the Organization's Human Capital**. The guide presents learning outcomes anticipated as a result of active engagement in the study area. Reading and writing assignments as well as teaching and learning resources are included. As an active learner your first task is to read this guide carefully and thoroughly. Your instructor will provide you with further areas for discussion, reflection, and collaboration with your course colleagues during your online sessions.

The development of human capital, the human resources in the organization, will be the focus of this aspect of organizational leadership. Thus, the term "human resources development" or "HRD" will be used often in this course. Note that many organizations have personnel or human resources departments, and the term "HRD" often is used to refer to those departments. Those departments generally are responsible for such functions as employee recruitment, orientation, compensation and benefits, and employee relations. In this course, the term HRD refers to the development and enhancement of the organization's human resources, not to the functions of the personnel department. It is essential to note the difference. In a 1983 landmark study of human resources development, practitioners identified a number of functions that fall under the umbrella of "human resources." These practitioners further identified three functions (training and development, organization development, and career development) to be the domain of HRD. It is these functions, as well as a variety of other areas that relate to organizational performance enhancement, that will be examined in this course.

The course incorporates a variety of learning resources including texts, articles, web sites and other internet resources, and the experiences and expertise of the learners themselves. Learners are expected to contribute actively to the collaborative learning experience envisioned for this course. The instructor will serve as a facilitator, guide, and individual/group consultant in the learning process.

The instructional sequence of **LDR 8530** is divided into four major components that will be examined over the 15-week period of the course. The guide is divided into these four areas:

- The first area is **Adult Learning and Life Span Theories**. This unit examines adult learning motivation and processes. In addition, the concept of andragogy is examined as a basis for the design of effective adult teaching and learning strategies focused on organizational improvement.
- The second area is **The Learning Organization**. This unit discusses how organizations learn, and explores how that learning is used to meet organizational objectives.
- The third area is **Training, Team Building, and Consulting**. This unit presents strategies for assessing organizational learning needs and for designing, implementing, and evaluating educational interventions to improve human performance in organizations.
- The fourth area is **Professional Development and Professional Renewal**. This unit explores leaders' personal and professional needs for development and renewal, and describes approaches to accomplishing these activities.

Participants will continue to expand and evolve the set of leadership principles and generalizations they began to develop in LDR 8510 and LDR 8520. These principles and generalizations, grounded in leadership theory and research, will serve as a basis for reflective practice of organizational leadership. In this course, and in all subsequent coursework, leadership is the central theme.

As an active learner your first task is to read this guide carefully and thoroughly. Your instructor will provide you with further areas for discussion, reflection, and collaboration with your course colleagues during your interactive online sessions.

COURSE DESCRIPTION

Leadership (LDR) 8530 Developing the Organization's Human Capital (6 credits). In an information/knowledge era, people and the knowledge and skills that they possess are an organization's most important asset. To maximize this asset, people must be developed. Learners will identify their own perceptions, motives, attitudes, values, and mental models and understand how these develop and influence leadership behavior. Major themes of study include Adult Learning and Life Span Theories, The Learning Organization, Professional Development and Training, Team Building, Consulting, and Professional Renewal.

LEARNING OUTCOMES

As a result of active engagement in the learning process, participants will:

- ◆ Identify and describe their own assumptions about human capital in organizations, and discuss how these assumptions influence their approach to organizational leadership.
- ◆ Examine and discuss the major theories of adult learning, including the concept of andragogy.
- ◆ Describe adult learning practices as applied to human resource development within organizations.
- ◆ Discuss approaches to human performance enhancement used by their organizations, and evaluate the applicability of these approaches to organizational improvement.
- ◆ Discuss the characteristics that define a learning organization and identify strategies for improving organizational learning.
- ◆ Discuss approaches to team building and collaborative enhancement of organizational performance.
- ◆ Conduct an assessment to determine organizational learning needs, and design an organizational intervention to improve one or more areas of human performance in the organization.
- ◆ Identify opportunities and challenges inherent in the role of internal organizational consultant, and describe practical approaches for enhancing their own consultative contributions to their organizations.
- ◆ Discuss approaches to professional development and renewal, and design a plan for their own continuing professional development.

- ◆ Evolve and develop as a practitioner of organizational leadership through the process of reflective practice.

COURSE CONDUCT

LDR 8530 Developing the Organization's Human Capital is conducted using a web-based course management system, WebCT. You will also communicate with your instructor and your course colleagues through email and postings to the various folders specific to this course in WebCT. Your assignments and the instructor's feedback will be posted in weekly WebCT folders. Grades will be posted by your instructor to your WebCT mailbox.

As previously stated, **Developing the Organization's Human Capital** is divided into four major study areas: (a) Adult Learning and Life Span Theories; (b) The Learning Organization; (c) Training, Team Building, and Consulting; and (d) Professional Development and Professional Renewal.

The topics are organized over a 15-week session. You should plan to spend a minimum of five hours per week working online exploring and examining Internet sites and related materials as well as preparing written assignments. Off-line activities include reading the required texts and doing the necessary background work to prepare for the chat sessions and the assignments. Written assignment information appears in the **Assignments** section of the study guide. Additionally, the assignments and activities for all topics will be posted as messages in the course area on WebCT.

As you progress through the course, you are encouraged to apply the concepts and principles that you are learning to everyday practice. Use this learning as an opportunity to apply, informally and immediately, your new learning within your work setting. More formal opportunities may arise as you progress through the program. The value you receive from this course is in direct proportion to your active engagement in reading assignments, writing assignments, and online chat sessions. Make the most of this experience.

COURSE OUTLINE

WEEK ONE

OVERVIEW: LEADING AND DEVELOPING THE ORGANIZATION'S HUMAN CAPITAL

- Assumptions about human capital in organizations
- How these assumptions influence organizational leadership
- Developing the organization's human resources

WEEK TWO

ADULT LEARNING THEORY AND RESEARCH

- Major theories of adult learning
- Pedagogy vs. Andragogy
- The andragogical model as a basis for practice

WEEK THREE

HUMAN RESOURCE DEVELOPMENT AND ORGANIZATIONAL PERFORMANCE ENHANCEMENT

- Adult learning theory as a basis for effective human resource development
- Human performance enhancement—organizational practices and processes
- Evaluating current approaches used in organizations

WEEK FOUR

THE LEARNING ORGANIZATION

- Learning organizations vs. teaching organizations
- Characteristics of learning organizations
- Leading the learning organization

WEEK FIVE

LEADERSHIP AND TEAMBUILDING

- Approaches to organizational teambuilding
- Dealing with barriers
- Designing, implementing, and evaluating a teambuilding workshop

WEEK SIX***TEAMBUILDING WORKSHOP POSTINGS*****WEEK SEVEN*****LEADERSHIP AND THE HRD INTERVENTION PROCESS***

- Identifying human performance problems
- Formulating performance problem statements

WEEK EIGHT***LEADERSHIP AND THE HRD INTERVENTION PROCESS (CONTINUED)***

- Case study Part 1
- Identifying organizational learning needs
- Needs assessment and performance analysis
- Data gathering and analysis

WEEK NINE***LEADERSHIP AND THE HRD INTERVENTION PROCESS (CONTINUED)***

- Case study Part 2
- Designing the organizational intervention
- Approaches to implementation
- Evaluating the intervention

WEEK TEN***THE LEADER AS ORGANIZATIONAL CONSULTANT***

- Internal organizational consulting
- External organizational consulting
- Opportunities and challenges of consulting
- Enhancing the consultative contribution

WEEK ELEVEN***HRD INTERVENTION PROJECT POSTINGS*****WEEK TWELVE**

- Reflections on self-development and leadership behaviors

WEEK THIRTEEN

PROFESSIONAL DEVELOPMENT PLAN POSTINGS

- Organizational leadership and psychological stress
- Burnout, brownout, and the prevention of both
- Designing a personal plan for continuing professional development

WEEK FOURTEEN

- Reflective practice—best practices and lessons learned
- Future challenges in developing the organization’s human capital

WEEK FIFTEEN

ONLINE WRITING ASSIGNMENT AND SYNTHESIS PAPER POSTINGS

- Leading and developing the organization’s human capital
- Implications for dissertation research

REQUIRED TEXTS

Brethower, D., & Smalley, K. (1998). *Performance-based instruction: Linking training to business results*. San Francisco: Jossey-Bass.

Knowles, M., Holton, E., & Swanson, R. (2005). *The adult learner* (6th ed.). Burlington, MA: Elsevier.

Rossett, A. (1999). *First things fast: A handbook for performance analysis*. San Francisco: Jossey-Bass.

Rothwell, W., Hohne, D., & King, S. (2000). *Human performance improvement: Building practitioner competence*. Houston: Gulf Publishing.

In addition to the required readings above, all students are directed to the required Educational Impact Resource at www.educationalimpact.com for further concepts, insights, and strategies applicable to their own organizations. Further, all Fischler School of Education students are required to format course papers per the *Publication Manual of the American Psychological Association*, 5th edition (2001) and the Fischler Standard Format at http://www.schoolofed.nova.edu/sso/PDF/fsehs_standard_format.pdf.

RECOMMENDED READINGS

Students are referred to the extensive bibliography prepared for the Organizational Leadership program. This can be accessed online through the WebCT site. In addition, the instructor may recommend additional readings during the course.

COURSE REQUIREMENTS

Learning activities for **LDR 8530 Developing the Organization's Human Capital** consist of readings; discussion responses; written assignments including a teambuilding workshop, an HRD intervention project, a professional development plan, and a synthesis paper; and interactive learning experiences (chats).

Readings: The readings are organized according to the four major study areas of this course. The readings are essential for your understanding and presentation of the discussion responses, Teambuilding Workshop, the HRD Intervention Project, the Professional Development Plan, and the Synthesis Paper as well as in the online chat sessions. Furthermore, the reading assignments are vital in the preparation of your written assignments. It is important that you complete all of the required reading as quickly as possible. You are expected to integrate the content of reading assignments into all of your work. There will be opportunities for questions and clarification of the concepts presented during each online chat. Reading assignments will be posted in the WebCT weekly folder.

Area I: ---- Reading Assignments

Knowles, M., Holton, E., & Swanson, R. (2005). *The adult learner* (6th ed.). Burlington, MA: Elsevier. Chapters 1-14

Area II: ---- Reading Assignments

Brethower, D., & Smalley, K. (1998). *Performance-based instruction: Linking training to business results*. San Francisco: Jossey-Bass.

Rossett, A. (1999). *First things fast: A handbook for performance analysis*. San Francisco: Jossey-Bass.

Area III: ---- Reading Assignments

Rothwell, W., Hohne, D., & King, S. (2000). *Human performance improvement: Building practitioner competence*. Houston: Gulf Publishing.

Area IV: ---- Reading Assignments

Knowles, M., Holton, E., & Swanson, R. (2005). *The adult learner* (6th ed.). Burlington, MA: Elsevier. Chapters 15-19.

Rothwell, W., Hohne, D., & King, S. (2000). *Human performance improvement: Building practitioner competence*. Houston: Gulf Publishing. Appendix II.

From time to time additional reading assignments may be posted in the WebCT folder. Be sure to check carefully each week. In addition to the required readings above, all students are directed to the required Educational Impact Resource at www.educationalimpact.com for further concepts, insights, and strategies applicable to their own organizations.

Discussions and Discussion Responses: Your instructor will post written discussions related to the readings, issues, concepts, and assignments for the course. You will be required to read the discussions and post written responses in the weekly discussion folders in WebCT. Discussion responses, both quantity and quality, are part of your final course grade. (See Grading Criteria.)

Chats: You will be required to participate in six chats with your instructor and three chats with your course colleagues. The dates and times for the instructor chats will be posted in the WebCT discussion folders. Colleague chats will be organized by you and your LDR 8530 colleagues and will be conducted without the instructor.

Written Assignments: Unless otherwise indicated, written assignments are due by MIDNIGHT on Saturday of the determined week. Assignments should be posted as an email message to the appropriate WebCT assignment folder. Students are advised to keep a copy of all written assignments throughout the doctoral program.

There are five major written assignments in this course:

1. **The Teambuilding Workshop**
2. **The HRD Intervention Project**
3. **The Professional Development Plan**
4. **The Online Writing Assignment**
5. **The Synthesis Paper**

Teambuilding Workshop: Students are required to design a Teambuilding Workshop that will be developed by individual participants and posted to the instructor and course colleagues online during Week Six of the course.

HRD Intervention Project: Students are required to design an HRD Intervention Project that will focus on performance enhancement of a group of employees in their organizations. The project will include the development of a human performance vision statement, performance gap analysis, and the creation of an intervention to bridge the performance gap. The HRD Intervention Project will be posted to the instructor and course colleagues during Week Eleven of the course.

Professional Development Plan: Students are required to design an individualized Professional Development Plan. The Professional Development Plan will be based on a process of personal reflection and the application of leadership, adult learning, and professional development concepts discussed throughout the course. The Professional Development Plan will be posted to the instructor during Week Thirteen of the course.

The Online Writing Assignment: During Week Fifteen, students will complete an online writing assignment. The assignment is designed to assess conceptualization and writing skills and will be presented as a ninety minute, open-book response to a comprehensive question provided by the instructor. The question will focus on practical application of the human performance improvement concepts and theories discussed in LDR 8530. Students may complete the assignment at any time during a circumscribed time period designated by the instructor. More information about this assignment will be provided by the instructor during the course.

Synthesis Paper: Students are required to submit a final paper integrating, synthesizing, and applying to their own workplace the major concepts presented in LDR 8510, LDR 8520, and LDR 8530. The Synthesis Paper will be posted to the instructor during Week Fifteen of the course.

GRADING CRITERIA

The assignments for LDR 8530 and their corresponding points are as follows:

Discussion Responses	10 points (10% of grade)
Teambuilding Workshop	20 points (20% of grade)
HRD Intervention Project	25 points (25% of grade)
Professional Development Plan	20 points (20% of grade)
Online Writing Assignment	10 points (10% of grade)
Synthesis Paper	10 points (10% of grade)
Chat Participation	5 points (5% of grade)

91-100 points = A
86-90 points = B+
80-85 points = B
below 80 points = F

Final grades issued in this course are A, B+, B, and F. Professors may also issue C, D, or F as well as plus and minus grades on assignments as indicators of quality.

“Incomplete” grades: The student must negotiate an Incomplete (I) grade with the professor. An I is given at the discretion of the professor and is only considered in a case where the student has completed most of the course assignments. The professor will determine the time extension given to each student. The time extension may not exceed one term, or 15 weeks.

A student who does not complete any assignments is not entitled to an I grade and will receive an F. Students who receive F’s will be placed on probation and will be expected to take the course over again.

WRITTEN ASSIGNMENT REQUIREMENTS

Please note that all major assignments must follow Fischler Standard Format and APA (5th ed.) format and style requirements, except as noted.

Written Assignment 1

TEAMBUILDING WORKSHOP

MAJOR ASSIGNMENT

Learning Plan Protocol

The workshop will follow guidelines presented in chapter three of *Performance-Based Instruction*. You will identify a formal or informal work team in your own organization and design a four-hour workshop to improve performance of that team.

Written Project

- Introduction and Problem Statement: This provides a background for your teambuilding workshop. You will describe the teamwork situation or problem you will address at your institution.
- Literature Review: You will research the literature to determine how best to improve team performance. Use at least five references and present the information as you would in a typical research paper. You may wish to use Internet resources and the NSU online library as well as traditional print-based resources.
- Workshop Design: You will design your workshop based on guidelines presented in chapter three of *Performance-Based Instruction*. You may wish to include resources contained on the diskette supplied with this text. You will specify learning objectives, instructional materials, presentation format, and evaluation strategies for your workshop. You will include, as an appendix to your paper, an agenda for the

workshop that specifies activities, instructional resources, and a detailed time line for conducting the four-hour workshop.

The workshop posting is due Week 6. The paper should be 10-12 pages in length and follow the APA guidelines and the Fischler Standard Format form and style requirements. Discussion on this assignment will be provided during the first weeks of the course.

Written Assignment 2

HRD INTERVENTION PROJECT

MAJOR ASSIGNMENT

Learning Plan Protocol

The project will follow guidelines presented in *First Things First: A Handbook for Performance Analysis* and *Human Performance Improvement: Building Practitioner Competence*. You will identify a human performance problem that is hindering your organization's effectiveness. You will measure the extent of the problem through the collection of relevant data. Then, you will design an educational intervention to address the problem. Finally, you will formulate an evaluation plan to determine the outcome of your intervention on the organization.

Written Project

This assignment is designed to give you experience in working through an HRD intervention from the performance analysis stage to the development of an action plan, and finally, the evaluation of the action plan. Your HRD intervention will: (1) define the human performance problem, (2) determine the human performance gap, (3) develop a plan for bridging the gap, and (4) monitor the plan to check its effectiveness.

- Introduction and Problem Statement: This provides a background for your HRD intervention.
- Literature Review: You will research the literature for information related to your organization's human performance problem. Use at least six references and present the information as you would in a typical research paper. You may wish to use Internet resources and the NSU online library as well as traditional print-based resources.
- Data Collection and Analysis: You will determine the extent of the human performance problem by creating and administering a survey, questionnaire, or other data-collection instrument in your organization.

- Educational Intervention: You will design an educational intervention to bridge the gap between actual and ideal human performance in your organization. Your intervention plan will include a detailed agenda, including implementation time lines, through which you will address the human performance problem.
- Evaluation: You will create a plan to monitor and measure the effectiveness of your intervention.
- You will include, as appendixes to your paper, a copy of your data collection instrument, a copy of your intervention agenda, and a copy of your evaluation plan.

The HRD intervention posting is due Week 11. The paper should be 20-25 pages in length and follow the APA guidelines and the Fischler Standard Format form and style requirements. Discussion on this assignment will be provided through discussions and chats during the preceding weeks.

Written Assignment 3

PROFESSIONAL DEVELOPMENT PLAN

MAJOR ASSIGNMENT

Learning Plan Protocol

Through a process of reflection, reading, and an analysis of your own needs for knowledge and/or skill acquisition, you will design an individualized professional development plan. You will complete the “Core Competency Diagnostic and Planning Guide” found in Chapter 16 of *The Adult Learner* and the “Competency Assessment Instrument” found in Appendix II of *Human Performance Improvement: Building Practitioner Competence*. These instruments will serve as a basis for formulating your own personalized Professional Development Plan.

Written Project

Your paper should include a summary of the self-knowledge you gained in completing the “Core Competency Diagnostic and Planning Guide” and the “Competency Assessment Instrument.” You will also include a section related to your analysis of your own strengths and challenges as an organizational leader. You will include a literature review of at least five references related to professional development. In your Professional Development Plan, you will select at least two of your personal strengths and describe how these will assist you in preventing burnout in your leadership role. Then you will select at least two personal challenges you identified and you will formulate a plan to address those challenges. Your paper will also include a description of how you will implement and evaluate your Professional Development Plan. The paper should be seven to ten pages in length.

The paper is due Week 13. The paper should follow the APA guidelines and the Fischler Standard Format style requirements. It may, however, be written in the first person. Discussion on this assignment will be provided during the preceding weeks.

Written Assignment 4

ONLINE WRITING ASSIGNMENT

MAJOR ASSIGNMENT

The online writing assignment will be posted by your instructor during the final week of the course. The assignment is not a “test” per se, but rather an assessment of your ability to respond to a comprehensive question in a scholarly manner. The assignment will consist of a question or questions focused on human capital improvement and designed to assess your conceptualization and writing skills. Each student will be allotted 90 minutes to complete the assignment during a circumscribed time period during the final week of the course. Each student may choose an individualized and convenient 90 minute time frame during that period to complete this assignment. More information will be provided by your instructor during the course.

Written Assignment 5

FINAL SYNTHESIS PAPER

MAJOR ASSIGNMENT

This final synthesis paper is **due Week 15** and is to be five to seven pages in length. You may draw upon all of the sources used during this class and in the two previous Organizational Leadership courses you have completed. Choose the **one** attribute that you think a leader must possess to develop the organization’s human capital and elaborate on that attribute by referring to human resources and other literature from your previous courses. It is important for you to consider the literature and your own understanding of leadership, as well as your perspective on organizations and organizational effectiveness. You are expected to integrate at least ten references from the literature you have studied thus far in your program. The paper should follow APA guidelines and the Fischler Standard Format form and style requirements. It may, however, be written in the first person.

This paper is meant to integrate all that you have learned and applied in this course and in the entire period since you entered your doctoral program. This assignment should be approached thoughtfully and reflectively. You may want to consider if you have changed your philosophy regarding the leader’s role within the organization. You may want to consider carefully your own role within your organization. All of this will be important as you proceed with this assignment.

The next section of this study guide contains a weekly assignment outline. Please note the deadlines for posting your assignments.

COURSE ASSIGNMENT OUTLINE

WEEK ONE

- Review WebCT tutorial
- Post current personal/professional sketch describing your work responsibilities and academic background
- Carefully review LDR 8530 syllabus and become familiar with course requirements
Carefully review format and style requirements as noted in APA (5th ed.)
publication manual; review Fischler Standard Format requirements
- Read and respond to Discussion 1
- Read Chapters 1-11 of *The Adult Learner*

WEEK TWO

- Read and respond to Discussion 2
- Read Chapters 12-19 of *The Adult Learner*
- Read Chapters 1-7 of *Performance-Based Instruction*
- Participate in instructor-led Chat 1

WEEK THREE

- Read and respond to Discussion 3
- Read Chapters 8-13 of *Performance-Based Instruction*
- Read Chapters 1-3 in *Human Performance Improvement*
- Participate in instructor-led Chat 2

WEEK FOUR

- Read and respond to Discussion 4
- Read Chapters 4-8 in *Human Performance Improvement*
- Read Chapters 1-5 in *First Things Fast*
- Participate in colleague Chat 1 (course colleague chat: discussion of assigned topic)

WEEK FIVE

- Read and respond to Discussion 5
- Begin formulating design for Teambuilding Workshop (Assignment 1)
- Read Chapters 6-10 in *First Things Fast*
- Participate in instructor-led Chat 3

WEEK SIX

- Finish designing Teambuilding Workshop (Assignment 1) and post for review by instructor/course colleagues

WEEK SEVEN

- Read Appendix II of *Human Performance Improvement*
- Begin work on HRD Intervention Project (Assignment 2): introduction, problem statement, literature review
- Participate in instructor-led Chat 4

WEEK EIGHT

- Read and respond to Discussion 6
- Continue work on HRD Intervention Project (Assignment 2): continue with literature review
- Participate in colleague Chat 2 (course colleague chat: discussion of assigned topic)

WEEK NINE

- Read and respond to Discussion 7
- Continue work on HRD Intervention Project (Assignment 2): begin data collection
- Participate in instructor-led Chat 5

WEEK TEN

- Read and respond to Discussion 8
- Continue work on HRD Intervention Project (Assignment 2): data collection and analysis; intervention design, implementation, and evaluation
- Participate in colleague Chat 3 (course colleague chat: discussion of assigned topic)

WEEK ELEVEN

- Finalize HRD Intervention Project (Assignment 2) and post for review by instructor/course colleagues

WEEK TWELVE

- Read and respond to Discussion 9
- Work on submission of Professional Development Plan (Assignment 3)

WEEK THIRTEEN

- Read and respond to Final Discussion
- Submit Professional Development Plan (Assignment 3) to instructor

WEEK FOURTEEN

- Work on submission of Synthesis Paper (Assignment 5); due next week

WEEK FIFTEEN

- Complete Online Writing Assignment (Assignment 4)
- Submit Synthesis Paper (Assignment 5) to instructor
- Participate in instructor-led Chat 6