

## LEAD 540: Leading Teams

### **Instructor**

Andrew Kester, Ed.D.

### **Email**

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### **Phone**

931-494-7732

### **Office Hours**

I do not have an office on campus.

I am more than happy to meet via Zoom to talk. In general, email is the best way to contact me. I always have my email open when I am at my desk during the week, and I check it at least in the morning on weekends. You should normally get an email answer within 24 hours (often within minutes during the week). If you leave a voicemail, I will call you back shortly. If I will have no email access for some reason, I'll alert you to this before it happens unless it's an emergency. I am happy to help you, so don't be afraid to ask.

**Please note that using Blackboard messages is NOT a method of communication for this course. I do not receive notifications if you send a message through Blackboard. Therefore, I will never know to respond.**

### **Blackboard Help/WKU IT Help Desk**

270-745-7000

### **Make Sure You Know How to Use Blackboard**

#### **Bb Student User Training**

If you have not used Blackboard a lot, or if this is your first online class, I *highly* recommend signing up for and completing the Blackboard Student User Training. These are topical modules that even those who have used Blackboard a lot have told me are helpful.

To sign up, go to Blackboard and sign in, and click the IT TRAINING tab (top, toward the right, black with white writing). Look for IT Blackboard Student User Training... you will gain instant access upon signing up. This is not required, but it could be very helpful for you and important for your success!

#### **WKU Student Resource Portal: Tools for Online Learners**

You may also want to visit the [WKU Student Resource Portal](https://www.wku.edu/online/srp/): <https://www.wku.edu/online/srp/>

## **Course Description**

Students will examine the issues impacting team members, team leadership, team relationships, problem solving strategies, organizational environments and teams looking externally for opportunities and threats.

## **Learning Outcomes**

Upon completion of the course students will be able to:

1. analyze team processes to *gain a deeper understanding* of the effectiveness of team leaders and team members in organizations;
2. gain a *more thorough* understanding of effective team leader behaviors to mold team members into high performance teams;
3. apply conflict management strategies to solve *complex, larger-scale* issues among team members *and organizations*;
4. evaluate interpersonal skills in leading team members to *predict appropriate team behavior*;
5. evaluate dysfunctional teams *then develop solutions to remedy dysfunction*;
6. look externally for team opportunities and to counter team threats.

## **Required Texts**

1. *X-Teams: How to Build Teams That Lead, Innovate, and Succeed* by Deborah Ancona and Henrik Bresman (2007), Harvard Business School Press, ISBN 978-1-59139-692-5.
2. *Group Dynamics for Teams, 6th Edition*, by Daniel Levi (2021), Sage Publishing, ISBN 978-1-5443-0969-9.
3. *The Five Dysfunctions of a Team* by Patrick Lencioni ((2002), ISBN 0-7879-6075-6. Used copies exist and are acceptable for this class.

## **Other Items Needed**

- A computer—*not a tablet, not a phone*— with a reliable Internet connection.
- Microsoft Word or word processing software that saves files in .docx file format (All students have access to Office 365 through the [Microsoft Student Advantage program](https://www.wku.edu/it/sms/microsoft_sa.php) ([https://www.wku.edu/it/sms/microsoft\\_sa.php](https://www.wku.edu/it/sms/microsoft_sa.php))
- [Adobe Acrobat Reader](https://get.adobe.com/reader/) for viewing PDF files. (<https://get.adobe.com/reader/>)
- I recommend Firefox or Chrome as the Internet browser you use.

## **Grading**

Your course grade will be based on the work outlined in this syllabus and schedule, as well as any additional work given (though none is anticipated). Grades are always available on Blackboard (My Grades), so I don't answer emails that ask, "What's my grade?"

The letter grade for the course will be based on 1080 points as follows: 1080-993 = A, 992-885 = B, 884-777 = C, 776-702 = D and less than 702 = F.

## **Course Activities and Your Grade**

Satisfactory completion of the learning outcomes will be measured as follows:

|                                                 |             |
|-------------------------------------------------|-------------|
| Syllabus Quiz (extra credit)                    |             |
| Discussion Board Questions (12 @ 15 point each) | 180         |
| Team Leader's Challenges (10 @ 25 points each)  | 250         |
| Team DISC Reflection Paper                      | 100         |
| Five Dysfunctions of a Team Summary Paper       | 100         |
| Team Analysis Paper                             | 200         |
| X-Team Paper                                    | 250         |
| <b>Total Points:</b>                            | <b>1080</b> |

## **Class Policies**

### **Assignment Due Dates**

All assignments are due according to the Assignments Schedule at the end of this syllabus.

### **Late Submission Policy**

Students have one week to submit late work for a 10% penalty. Example: if you do not submit a paper by the Sunday night deadline you have until the following Sunday to submit the assignment but will incur a 10% late penalty on that assignment. Students will receive no credit for assignments submitted after the late submission deadline unless prior coordination was done with the instructor. Always reach out to me if you have trouble meeting deadlines.

### **My Plagiarism Policy**

I do not tolerate plagiarism or academic dishonesty of any kind, and students WILL receive a zero on any assignment completed in a manner that is not considered honest and be reported to the Office of Student Conduct should they do this. If you do it more than once or if your first attempt is blatant plagiarism, you will fail the course. Your papers are submitted to plagiarism detection software, as well, as are any suspect discussion board and blog postings. If you feel cheating is your only option, schedule an appointment to get help! I expect you to do your own work in this course—on all work!

### **Recycled Writing**

Students who wish to pass this course will submit ONLY writing that has been written by the student and produced during the current semester and only writing that has been written for LEAD 540. All writing submitted for LEAD 540 must be produced this semester. Students who submit writing completed during previous attempts at LEAD 540 or writing submitted for other courses will receive zero points for the first instance. Students who continue after initial warning to submit writing completed during previous attempts at LEAD 540 or for other courses will receive a failing grade for the course.

### **Intellectual Property**

It is a common misconception that material on the Internet is free. Even if a copyright notice is not present, work is the property of the creator. The instructor expects students to post only material that is the student's by right of creation unless the student gives proper credit via APA citations. The plagiarism policy applies on the Internet too. Images, sounds and other multimedia are included in copyright law.

## **Work Formatting and Submission**

All work is to be typed and formatted according to APA style, 7<sup>th</sup> edition. Submitting work in the wrong format will result in deductions. I will not accept hand-written or printed-out hard-copies of work. Work must be submitted in the space provided for it on Blackboard.

- Discussion board postings should be typed directly into the textboxes; no attachments
- Papers and Team Leader's Challenges must be submitted as attachments in Word (.docx) file format

Emailed assignments will not be accepted unless I specifically ask you to submit that way.

## **Corrupted Files**

A word about "corrupted files": these are obviously not accepted, nor are they given extensions to correct, so once you submit your paper, go back and check the paper you submitted to make sure it is still able to be opened. If it is not, email me a working copy if the one on Blackboard somehow got corrupted immediately (as in within minutes of your original submission).

## **If you submit the wrong file....**

If you submit a file and realize that it was a draft or just not the right file in any way, simply send me an email with the correct file attached and let me know that the one with the email is the one to grade. No need to panic! I will email you to confirm that I will be grading the emailed copy instead of the one posted to Blackboard. Emailed copies may be submitted to plagiarism detection software (SafeAssign).

## **If Blackboard locks or is down when you need to submit....**

If Blackboard locks or isn't available when you are trying to submit, email me the file with that explanation, and then when you next are able (as in the next day!), upload your file to Blackboard. You will have 24 hours past the deadline to do this. I won't grade your paper until a file is uploaded to Blackboard. This way I know you have it submitted on time, and you don't have to panic about Blackboard not playing fairly. I will compare the file submitted via email to the one submitted on Blackboard to make sure you haven't used this method as a way to get more time on an assignment, though (that's not fair to everyone who was honest and did their work on time).

## **Failure of Technology**

We will be using Blackboard and the Internet for work in this course. Problems with Blackboard should be directed toward the ITS Service Desk. Students should not put off things until the last minute, save often as they write, keep a permanent copy of each assignment in more than one place (a hard drive and a flash drive, for instance—or email it to yourself!), and not do work online during inclement weather!

If you have a problem and call the ITS Service Desk, forward me a copy of the email they send you that opened your case if they are not able to resolve it immediately so that I know what's going on.

## **Withdrawal Policy**

It is the student's responsibility to withdraw from the class in a timely manner if he/she wishes to do so after attempting any work in Lesson 1. The final withdrawal date is **notated in the Registration Guide on the Office of the Registrar's website:** <https://www.wku.edu/registrationguide/>.

## **Incompletes (Grades of “X”)**

Incompletes (grades of “X”) are given only for documented, extreme circumstances for those who have only a few assignments outstanding at the term’s end.

## **Resolving Complaints about Grades**

The first step in resolving a complaint about grades is for the student to attempt to resolve the problem directly with the course instructor. See [the Student Handbook](#) for additional guidance, available at <http://www.wku.edu/handbook>.

## **ADA Notice: Disability and Accommodations**

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, room 1074 of the Student Success Center. The phone number is 270-745-5004 or [email](mailto:sarc.connect@wku.edu) at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu) . Please do not request accommodations directly from the professor or instructor without a letter of accommodation from The Student Accessibility Resource Center.

## **The WKU Writing Center**

Cherry Hall 123 and Cravens Library Commons (4<sup>th</sup> Floor)

I encourage you to utilize the services of [The Writing Center](#) in planning, drafting, and revising your work! They do offer online services! <http://www.wku.edu/english/writingcenter/writingcenter.php>

## **Respectful Behavior and General Civility**

In my classes, I like to have free and open discussions of what we think and feel about class topics. So that we all feel comfortable expressing opinions freely, I ask that everyone be respectful of each other, even if we don’t agree about everything. We can disagree and still be respectful. If someone chooses to use hateful, bigoted, or inappropriate language, I will report him/her to the Office of Student Conduct for further action, possibly even removal from class, or alternative work may be assigned.

## **Privacy Matters**

The Internet may change or challenge notions of what is private and what is not. As your instructor, I prefer to provide disclosure up front so students know what the possibilities are. Although the course is protected by a password, such tools are not perfect as human beings are using them. Students are relatively protected by the password, but no one can guarantee privacy online. Part of the privacy for every student depends on the actions of each individual student.

- Blackboard enables your instructor to know if/when you have logged in, where in the course you have visited, and how long you have stayed. The IT Helpdesk also has access this information.
- Course Security: In the event you use a public terminal (e.g., a hotel or library) completely close the browser software when finished. This will prevent another person from accessing the course using your identification, doing mischief in your name, and violating the privacy of other students.
- Do not allow access to the course to those not registered in the course.
- Guard your password and change it from time to time at the [Create/Reset my Net ID Password page](http://www.wku.edu/it/accounts/netid/password.php) (<http://www.wku.edu/it/accounts/netid/password.php>)
- Participants are expected to represent their course identities in a truthful manner. Falsifying your identity is grounds for disciplinary action of all parties involved.

## **Title IX, Discrimination, Harassment, and Sexual Misconduct Policy**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding

- [WKU's Title IX Sexual Misconduct/Assault Policy \(#0.2070\)](https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and
- [Discrimination and Harassment Policy \(#0.2040\)](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf) at [https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf).

Under these policies, discrimination, harassment, and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

## **My Pledges to You**

- ✓ To be available to you in a virtual environment to help you as you need it.
- ✓ To do my best to have work graded and posted back to you within 7-10 days after their due dates.
- ✓ To answer reasonable questions by e-mail within 24- 48 hours.

## **Description of Assignments**

### **Discussion Boards**

Each student will participate in discussions frequently. ***Each discussion question is worth 15 points.*** A document sharing appropriate post samples can be found in the Start Here area of our course.

To receive up to 13 of the 15 points for each discussion board question, students must 1) answer the question(s); 2) apply an appropriate leadership theory/aspect/practice to the answer that was discussed during the lesson; and 3) provide an example (if appropriate - can be personal) that illustrates your answer. Although most questions are reflective, students must incorporate lessons learned from the reading material for the lesson in their response. Providing these three aspects in their response to the discussion question(s), student can earn up to 13 points. ***Students MUST post their response to the discussion question before they can see responses from other students.*** Students earn the other 2 points by their active participation regarding the question by posting comments to other student posts. **Students have until Wednesday to post to another student's post – students still must submit initial posts by midnight Sunday for full credit, but have the extra three days to post to another student's post for the other two points.** Online discussion is generally looser and more free flowing than face-to-face. Students should exercise a basic respect for one another and not engage into derogatory arguments. Although free flowing and somewhat informal, students ***MUST use correct grammar, spelling, and punctuation during the postings!***

## **Team Leader's Challenge Analysis**

These assignments are case studies. Student will read the assigned Team Leader's Challenge then answer the questions at the end of the case study. When answering the questions, for a chance at full credit, students should incorporate and cite key aspects of and ideas from the lesson into their answers and not just answer the question.

## **Extra Credit – Optional Reading Checks**

Optional reading checks (quizzes) are available to help test your knowledge. If you earn a 75% or higher on all of the Reading Checks in this course, you will receive 20 points of extra credit at the end of the semester on your points total. You have two attempt per Reading Check.

## **Five Dysfunctions of a Team Summary Paper**

Students will read *The Five Dysfunctions of a Team* by Patrick Lencioni and write a summary of the book. The summary should be three pages of text or less and should summarize the text according to the five dysfunctions and how they are connected, what a team leader can do to prevent these dysfunctions from occurring, and one example of a team that they were a part of that did or did not exhibit these dysfunctions.

The grading rubric for the Five Dysfunctions of a Team Paper is below:

|                                                       |           |
|-------------------------------------------------------|-----------|
| Summary of the Five Dysfunctions:                     | 30 Points |
| Analysis of how the Five Dysfunctions are connected:  | 30 Points |
| What leaders can do to prevent the Five Dysfunctions: | 20 Points |
| Illustration of a Dysfunctional or Functional team:   | 10 Points |
| Grammar, length of paper (3 pages):                   | 10 Points |
| Total: 100 Points                                     |           |

## **Team DISC Reflection Paper**

Complete the online DISC behavior assessment (links provided in the Lesson folder). If you have already completed this assessment, you may use past results for this assignment as the DISC is results generally do not change over time. There is a link in the Lesson 4 folder for you to take the DISC for free. Once completed, follow the instructions, and view your feedback report. Please share this report (or a summary of its contents) with your team members. View the DISC overview instructor video and PowerPoint slides found in the *Lesson 4 Folder*.

As a team, create a team reflection paper (three pages of text excluding cover sheet and references, APA format, double spaced) that defines the strengths and weaknesses of your team based on the DISC assessments. Comment on who is best suited for what leadership roles when solving real-world problems.

## **Team Analysis Paper**

Students will conduct an analysis of a team that they were or are presently a member. If not a member of a team, students should speculate on being a member of a team and conduct an analysis on what should occur if developing a formal team. Students should reflect on the team according to the Characteristics, Processes, Issues and Organizational Context found in our Levi text, *Group Dynamics for Teams*. Additional guidance includes:

- a. do not cover all the aspects that Levi discusses, just the most important or those that impact(ed) the team in significant ways;
- b. assess the team according to the Team Assessment from the book, *The Five Dysfunctions of a Team* found on pp. 191 - 194; discuss the results;
- c. the general format should include what the team did/does well, what it did/does poorly and what it could have/could done/do to improve its performance.

The expected length is eight pages, +/- one page, **document** your use of the Levi text with proper use of in-text citations and a references page.

The grading rubric for this Team Analysis Paper is below:

|                                                                                                                                        |                  |
|----------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Overview of the team:                                                                                                                  | 20 Points        |
| Identification and analysis of team Characteristics, Processes, Issues, and Organizational Context (see the outline of the Levi text): | 100 Points       |
| <i>Dysfunction Assessment Analysis:</i>                                                                                                | 30 Points        |
| Recommendations to Improve Performance:                                                                                                | 30 Points        |
| <u>APA style, grammar, length (8 pages, +/- a page):</u>                                                                               | <u>20 Points</u> |
| Total: 200 Points                                                                                                                      |                  |

## **X-Team Paper**

Students will continue their analysis of the team they selected to complete their **Team Analysis Paper** by creating an *X-Team*. To do this analysis, students will apply the principles from *X-Teams: How to Build Teams That Lead, Innovate, and Succeed* to the team analyzed for the **Team Analysis Paper**. Students will provide a summary of the previous analysis then speculate on how the chosen team could apply the three X-Team Principles in the future, discuss the possible use of X-Team Extreme Execution Tools, discuss the needed X-Team Support Structure, as well as the Infrastructure and Key Success Factors needed to create X-Teams. The paper is 8 pages, +/- a page, plus a cover page and reference sheet.

The grading rubric for this X-Team Paper is below:

|                                                                                               |                  |
|-----------------------------------------------------------------------------------------------|------------------|
| Analysis of the three X-Team Principles:                                                      | 75 Points        |
| Analysis of X-Team Extreme Execution Tools:<br>(focus on the tools discussed in chapter four) | 50 Points        |
| Analysis of X-Team Support Structure:                                                         | 50 Points        |
| Analysis of Infrastructure and Key Success Factors:                                           | 50 Points        |
| <u>Overall Impression (8 pages, +/- a page):</u>                                              | <u>25 Points</u> |
| Total: 250 Points                                                                             |                  |

## **Assignments Schedule LEAD 540**

All work is due on Sunday at 11:59pm CT of the week listed unless otherwise noted.

### **Lesson 1: Understanding Teams and Team Success (August 22-28)**

#### **To Read, Watch. and Review:**

- Watch the Start Here and Point of clarification videos
- Read Levi Chapters 1 and 2 and review the PPTs
- Read the introduction in X-Teams
- Begin reading the Five Disfunctions of a Team
- Read the Larson and LaFasto article
- Watch the video on Leaders
- Watch the video on Teams
- Watch the video on High Performing Teams
- Watch the video on X-Team Introduction

#### **What Is Due:**

- Syllabus Quiz (extra credit)
- Introductions
- Lesson 1 Discussion Board

**Note: if you don't complete any Lesson 1 work by Sunday night, you will be dropped from LEAD 540.**

### **Lesson 2: Team Beginnings and Processes; X-Teams (August 29-Sept 4)**

#### **To Read, Watch. and Review:**

- Watch the Introductory Video
- Read Levi Chapters 3 and 4 and review the PPTs
- Read X-Teams Chapter 1
- Read the article: Google Spent...
- Watch the video: Overview of the Five Dysfunctions of a Team
- Watch the video: Team Members, Process

#### **What Is Due:**

- Team Leader's Challenge 4 on p. 81 of Levi
- Lesson 2 Discussion Board

## **Lesson 3: X-Teams, Cooperation, and Competition (September 6 - 11)**

### **To Read, Watch. and Review:**

- Watch the Introductory Video
- Read Levi Chapter 5 and review the PPT
- Read X-Teams Chapter 2
- Watch the video: Cooperation
- Watch the video: Overview of the X-Teams
- Complete the Cooperative, Competitive or Individualistic Survey found on pp. 101 - 102 in Levi

### **What Is Due:**

- Five Dysfunctions of a Team Paper
- Lesson 3 Discussion Board

## **Lesson 4: DISC, Team Building and Training (September 12 - 18)**

### **To Read, Watch. and Review:**

- Watch the Introductory Video
- Watch the DISC overview videos, review the slides, and take the DISC
- Read Levi Chapter 17 and review the PPT

### **What Is Due:**

- DISC Team Reflection Paper
- Team Leader's Challenge 17 p. 364-365 of Levi

## **Lesson 5: Team Comm, Conflict, Power & Social Influence (Sept. 19 - 25)**

### **To Read, Watch. and Review:**

- Watch the Introductory Video
- Read Levi Chapters 6, 7, and 8 and review the PPTs
- Watch the videos on Communication and Leadership
- Watch the videos on Conflict
- Watch the video on Social Influence
- Complete the Conflict Resolution Styles Survey, p. 151-152 of Levi

### **What Is Due:**

- Team Leader's Challenge 7, p. 151 of Levi
- Team Leader's Challenge 8, p. 173-174 of Levi
- Lesson 5 Discussion Board

## **Lesson 6: Decision-Making, Problem-Solving (September 26 – Oct. 2)**

### **To Read, Watch. and Review:**

- Watch the Introductory Video
- Read Levi Chapters 9 and 11 and review the PPTs
- Watch the video: Problem Solving Process
- Watch the video: Six Thinking Hat Decision Making Process
- Watch the video: Tony Robbins on Problem Solving

### **What Is Due:**

- Team Leader's Challenge 9, p. 194-195 of Levi
- Team Leader's Challenge 11, p. 233 of Levi

## **Lesson 7: Team & Org. Culture, Eval. & Rewarding Teams (Oct. 3-9)**

### **To Read, Watch. and Review:**

- Watch the Introductory Video
- Read Levi Chapters 14 and 16 and review the PPTs
- Read the article: Influencing Organizational Culture
- Watch the videos on Corporate Culture

### **What Is Due:**

- Team Leader's Challenge 14, p. 298 of Levi
- Lesson 7 Discussion Board

## **Lesson 8: Leadership, Virtual Teams (October 10-16)**

### **To Read, Watch. and Review:**

- Watch the Introductory Video
- Read Levi Chapters 10 and 15 and review the PPTs
- Read the article on Virtual Team Leadership
- Watch the videos on Virtual Teams

### **What Is Due:**

- Team Leader's Challenge 10, p. 215 of Levi
- Team Leader's Challenge 15, p. 323-324 of Levi
- Lesson 8 Discussion Board

**Fall Break: October 13-14**

## **Lesson 9: X-Teams: Principle 1 (October 17-23)**

### **To Read, Watch. and Review:**

- Watch the Introductory Video

### **What Is Due:**

- Lesson 9 Discussion Board
- Team Analysis Paper

## **Lesson 10: Creativity, Diversity (October 24-30)**

### **To Read, Watch. and Review:**

- Watch the Introductory Video
- Read Levi Chapters 12 and 13 and review the PPTs
- Watch the videos on Creativity
- Watch the videos on Diversity and Leadership

### **What Is Due:**

- Team Leader's Challenge 13, p. 274-275 of Levi
- Lesson 10 Discussion Board

## **Lesson 11: X-Teams: Principles 2 & 3, Support Structure (Oct. 31-Nov. 6)**

### **To Read, Watch. and Review:**

- Watch the Introductory Video
- Read X-Teams Chapters 4, 5, and 6
- Watch the video: Five Levels of Leadership
- Watch the video: Team Leadership

### **What Is Due:**

- Lesson 11 Discussion Board

## **Lesson 12: X-Teams, Distributed Leadership in Action (Nov. 7 - 13)**

### **To Read, Watch. and Review:**

- Watch the Introductory Video
- Read X-Teams Chapters 7, 8, and 9

### **What Is Due:**

- Lesson 12 Discussion Board

## **Lesson 13: Team Leaders (November 14-20)**

### **To Read, Watch. and Review:**

- Watch the Introductory Video
- Read the article: Leading Teams
- Watch the video: Team Leaders

### **What Is Due:**

- Lesson 13 Discussion Board
- X-Team Paper

## **Lesson 14: Course Summary (Nov. 21 – 30)**

### **To Read, Watch. and Review:**

- Watch the Introductory Video
- Read the article: Team Leadership: A Look Ahead

### **What Is Due:**

- Lesson 14 Discussion Board

Note that I am giving you extra time on this assignment, since we have Thanksgiving Break during this week.