

Bus 252a
Marketing Management

Mondays and Wednesdays
Section 1: 9:30 - 11 am
Section 2: 12:30 am – 2:00 pm

Fall Semester 2012

International Hall

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Office Hours: Mondays and Wednesdays
8:30 – 9:20 and 11:00 – 12:20 pm
or by appointment

Brandeis University
International Business School

Course Description

Marketing is the sum of the activities undertaken by a company to stimulate sales of its product or services with its customers. The marketing objective is to create, promote and distribute products or services, at a price and quality deemed valuable by the company's customers, in order to create value and profit for the company. Maintaining a strong and compelling value proposition and long-term relationship with the company's customers are vital for the company's continued success and require constant monitoring of market, environmental, technological and competitive forces. Marketing is therefore integral to establishing a company's strategic direction. This in turn makes marketing skills and perspective essential to the success of all business managers in any business.

This course provides an in-depth exploration and practical application of basic marketing tools. These include product policy, pricing, promotion, distribution, sales management, and customer segmentation and retention. In most classes, we will analyze case studies that require us to identify marketing opportunities, refine value propositions, select customer segments and develop marketing programs for a variety of management situations. The course also includes a number of creative and analytic assignments, including a semester-long, group assignment.

Learning Goals and Outcomes

1. You will learn how marketers:
 - Use core marketing concepts to evaluate marketing scenarios
 - Analyze and assess complex marketing challenges
 - Value quantitative and qualitative analysis
 - Develop an integrated marketing plan

2. Through case study discussions, written case write-ups and formal presentations, you will learn to:
 - Develop a comprehensive marketing analysis
 - Build a persuasive argument
 - Express that argument extemporaneously in the classroom among peers, in writing and in with the aid of visuals in a formal presentation
 - Make marketing decisions backed by solid reasoning
 - To listen critically and respectfully to the ideas of classmates.

Course Approach

In each session of this course we will analyze and solve marketing problems from an assigned case study. We will use our time together in the classroom to sharpen our skills in diagnosing problems and to build a framework to understand and leverage marketing's complexities. To benefit from this approach, each student must come to class prepared with an analysis and solution for the marketing opportunity or challenge at hand, not just a regurgitation of case facts. Class time together will follow a discussion format, with a constant challenging of viewpoints from the instructor and student alike.

Each class will focus on an individual case. One student will be randomly selected at the beginning of each class to “open” the discussion, and to provide a 3-5 minute overview of the basic facts.

Course Materials

Textbook: The required textbook for the course is *A Framework for Marketing Management, Fourth Edition*, written by Philip Kotler and Kevin Lane Keller, and published by Pearson, Prentice Hall. Textbooks are available at the Brandeis bookstore.

CoursePack: Case studies are the focal point of most class discussions. Course packs with the cases we will cover are REQUIRED and only available through Harvard Business Publishing at <http://hbsp.harvard.edu/>, with a specific link to our course pack at <http://cb.hbsp.harvard.edu/cb/access/14289487>. Course packs are comprised of copyrighted materials. Please respect intellectual property by purchasing your own copy of the materials.

Syllabus Changes and Updates

The intention is to follow the syllabus as presented. However, changes to both order and content will occur to make the best use of available or new resources, or to explore in greater detail topics that arise during class discussions. Changes and specific assignments will be announced during class, and students that are absent are responsible for obtaining relevant changes from their classmates.

Grading

For the purpose of grading, assignments will be weighted as follows:

Class Participation	30%
Final Exam	24%
Case Write Up #1	23%
<u>Case Write Up #2</u>	<u>23%</u>
TOTAL	100%

Disabilities: If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me immediately.

Academic Integrity: You are expected to be familiar with and to follow the University’s policies on academic integrity (see <http://www.brandeis.edu/studentlife/sdje/ai/>). Instances of alleged dishonesty will be forwarded to the Office of Campus Life for possible referral to the Student Judicial System. Potential sanctions include failure in the course and suspension from the University.

Class Participation. Students are expected to attend every class and participate on a regular basis. Less value will be placed on the quantity of your contributions than on their quality. For many students, qualitative analysis comes more easily than quantitative analysis, therefore, I will on occasion cold call students to present their quantitative analysis to the class. Be prepared. If you are hesitant to participate in class, please come to see me. I will work with you.

Absence from three or more classes can result in a failing participation grade for this course. If you have to miss class for any reason, please notify me in advance.

Many of you will bring your laptops to class. This is fine if you are using your laptop to access the case we are discussing or your notes on the case. Using your laptop or other electronic device to access the Internet is distracting to others and is not acceptable. You will be marked as though you were absent if you are online during class.

To allow me to get to know you more quickly, please send me an email with your preferred email address and a few sentences about your work experiences and career goals. Also, please select your seat for the semester by the start of the second class, and use a name card, at least for the first several sessions.

Final Exam. The Final Exam will be a 25 minute oral presentation, including a 5 minute question and answer period, of an analysis of a comprehensive marketing plan of a current marketing campaign. Chose a product or service and company/brand that is dealing with a marketing challenge and/or opportunity of interest. Analyze all aspects of their comprehensive marketing plan, including description of the opportunity, market research, target market selection, product design and pricing, distribution, competition, promotion and communications plan. Give us, your audience, your appraisal of the merits of this plan's elements, which you approve of and which you would change, how and why. Tell us whether you expect the company to achieve its stated goals or not, and how your suggestions would impact the desired outcomes. Set the stage by giving your audience a brief history of the product/service and brand, as well as the challenges, successes and missteps that impacted the options which were available and led to the campaign in question.

Feel free to work in groups of 4 people. We'll do three presentations per class during the last 4 classes of the term (12/3, 12/5, 12/10, 12/12). **Absence on any of these dates will drop your individual final grade by a full letter grade.** Due dates for this project: team assignments - class #3; project topic - class #5; summary of plan or findings - class # 15; PowerPoint slides for team presentations from all teams – class 23 (**Monday, December 3, also the first day of presentations – plan your vacation travel accordingly**). There is no other written assignment for this project.

Your group grade for this project will be based on the quality and completeness of your research, analysis and recommendations, the flow and logic of your presentation, how compelling your arguments are, how well you use the allotted time, the proficiency of your oral presentation and the answers you give to questions asked, and the usefulness,

clarity and design of your speaking aids (PPT or Adobe slides). Your individual final project grade will reflect the confidential input of your teammates.

Case Write-Up #1. For class # 12, instead of just preparing the case for class discussion, students should submit their answers in a case write-up of up to 4 pages. ***This is an individual assignment, one that you need to do entirely on your own.*** Cases should be handed in at the start of class on Monday, October 22. Submissions after the start of class will not be accepted. Cases write-up grades will be based on completeness and quality of analysis and recommendations, and the logic, strength and clarity of your arguments.

Case Write Up #2. For class # 20, instead of just preparing the case for class discussion, students should submit their answers in a case write-up of up to 4 pages. ***This is an individual assignment, one that you need to do entirely on your own.*** Cases should be handed in on or at the start of class on Monday, November 19. Submissions after the start of class will not be accepted.

You have 4 pages in which to write your analysis. You can also include addendum, if you need or choose to. This case analysis is no different than any of the cases we will do in class. You will be practicing case analysis skills virtually every time you prepare for class. Organize the relevant facts. Don't give me case facts that aren't pertinent to your analysis; I've read the case, too. Do necessary analysis, quantitative and qualitative. Come to conclusions. Develop detailed recommendations. Be sure that your logic flows from analysis through conclusions to recommendations. Be persuasive. You don't have to follow the outline of the questions in the syllabus, but you need to include the answers to the questions at a bare minimum. I don't need beautiful prose; you can use bullets, etc., but if you use a chart for pros and cons, say, be sure that you come to a conclusion.

Office Hours

Office hours are Mondays and Wednesdays from 8:30 – 9:20am and 11:00 am - 12:20 pm in **Lemberg 161** and **by appointment**. I enjoy the opportunity to get to interact with you as much as possible. Email has proven very helpful in this regard. Please don't hesitate to contact me if you need assistance in any manner, or have comments, concerns or words of praise for some aspect of the course.

I can be contacted as follows: gzimmerm@brandeis.edu
Or, you may deliver messages through Karen Muise, Lemberg 160, by email at kmuisse@brandeis.edu, or by phone at (781)-736-2240.

Assignments

Class #1: Marketing Management (Wed 9/5)
Module: Introduction

- Discussion:
1. Course Introduction
 2. Assignments
 3. Marketing Management
 4. The Case Study Method – How to prepare for class
 5. Some Thoughts on Business Plans and Business analysis

Pre-assignment

Readings: Textbook Chapters 1 and 2
Note on Low Tech Math

Class #2: Integrated Marketing Strategy: An Introduction (Mon 9/10)
Module: Creating Value

Case: The Black & Decker Corporation (A): Power Tools Division
Readings: Textbook Chapter 9

- Questions:**
1. Why is Makita outselling Black & Decker 8 to 1 in an account which gives them equal shelf space? (opening paragraph)
 2. Why are Black & Decker's shares of the two professional segments – Industrial and Tradesmen – so different? Wouldn't you expect them to be similar?
 3. What if anything, do you learn from B&D's consumer research?
 4. Joe Galli's objective is "to develop and gain corporate support for a viable program to challenge Makita for leadership" in the Tradesmen segment. (pg 1) To gain support, the minimal share objective would have to be "nearly 20% within three years, with major share 'take-away' from Makita." How realistic is this?
 5. If you think Galli should pursue a "build share" strategy, what actions do you recommend? Does the DeWalt idea have any merit? How about the sub-branding option?
 6. Be specific about what you would do and remember you have at least three audiences to please:
 - The end consumer, i.e. the Tradesmen
 - The retailer
 - Nolan Archibald and Gary DiCamillo

Class #5: Buyer Behavior
Module: Choosing Your Customers

(THURS 9/20)

Case: Consumer Behavior Exercise (A – F)
Readings: Textbook Chapter 5

Additional: Final Project topic selection is due.

Assignment: Conduct the research assignment outlined in the case version you received in class during the last session. Be prepared to share your findings succinctly in approximately 3 minutes so that we can hear about several interviews.

Those of you conducting interviews A – C are investigating how consumers choose different types of products: who chose the product, what motivated the purchase, how was the decision made and where was the purchase made.

Those of you conducting interviews D - F are investigating how consumers use different kinds of products: their experience with the product, their feelings about the product, their relationship to the product and/or brand, and their level of (dis)satisfaction with the product.

A and D interviews: mundane products costing \$5 or less
suggestions: shampoo, toothpaste, soda, candybar

B and E interviews: utilitarian products costing \$100 or less
suggestions: sweater/jacket, desk lamp,
backpack/briefcase, PDA/daytimer, cell phone,
haircut/beauty treatment

C and F interviews: products that reflect on who you are costing \$100 +
suggestions: sweater/jacket, stereo equipment, TV,
camera, skis, PDA, haircut/beauty treatment

Class #6: Market Research (Mon 9/24)
Module: Creating Value: Market Driven

Case: Nestle Refrigerated Foods (A): Contadina Pasta & Pizza
Readings: None

Questions: 1. Using the BASES model described in Exhibit 9, forecast the estimated demand (trial and repeat) for the 2 pizza options under consideration: Pizza and Topping and Pizza Only. Most of the data needed for the forecasting exercise is available on pages 15-34 (Exhibit 21).

Helpful Hints:

In Exhibit 21, there is a big difference between Contadina users and non-users on the “top two box” scores. This will obviously affect the forecast depending on what proportions are used for Contadina users versus non-users in the population.

On page 14 (2nd to last paragraph), Nestle marketing research department cautions us that parent brand usage could vary from 5% to 25%. It would be worthwhile to judge the sensitivity of the forecast under 5%, 15% and 25% parent brand penetration scenarios.

2. What can one learn from Exhibits 13, 14 and 15?
3. How does the pizza concept test data (Exhibits 19, 20 and 21) compare to the pasta concept test data (Exhibit 6)?
4. What is your reading of Exhibits 23 and 24 (including Exhibit 18 if you wish)?
5. In general, how would you compare the pizza opportunity to the pasta opportunity? What are the similarities? Differences?
6. Why was the pasta product so successful?
7. How do you like Nestle’s new product development process? For pasta? For pizza?
8. Would you launch the pizza?

No Class on Wednesday, September 26, Yom Kippur

No Class on Monday, October 1, Sukkot

Class #7: **Consumer Behavior: Early Adopters** (Wed 10/3)
Module: **Choosing Your Customers**

Case: TiVo
Readings: Textbook Chapter 10

- Questions:**
1. Analyze the situation from the consumer's standpoint. What is TiVo? What factors facilitate its adoption? What factors make adoption difficult? Who is TiVo best suited for?
 2. Now adopt the standpoint of the networks, the advertisers, and the cable/satellite companies: what do they want TiVo to be? Thinking about the competition: What are Microsoft's potential strengths and weaknesses in this market?
 3. How would you describe and characterize TiVo's action plan as given at the end of the case? How do you evaluate the planned communication campaign? Does your situation analysis suggest an alternative plan?

No Class on Monday, October 3, Shmini Atzeret

Class #8: **Segmentation & Targeting: Traditional Marketing** (**TUES** 10/9)
Module: **Choosing Your Customers**

Case: The New Beetle
Readings: Textbook Chapter 7

- Questions:**
1. Why is the positioning decision termed "Mission Impossible?" What are the advantages and disadvantages of the different positioning options? How would pricing and media selection choices be affected by the positioning of the car?
 2. What target market or markets should Liz Vanzura pursue? Why?
 3. Develop a detailed communications or media plan for the New Beetle. Be sure to clearly articulate the role or key objectives for each medium you recommend Vanzura use, your recommended positioning strategy.

Class #9: **New Product Launch: Non-Traditional Marketing** (Wed 10/10)
Module: **Communicating the Value Proposition**

Case: Launching the BMW Z3 Roadster
Readings: Textbook Chapter 15

- Questions:**
1. What factors underlie BMW's desire to shift to a "non-traditional" marketing venue for the Z3 launch?
 2. Do you agree with McDowell that the Z3 launch qualifies as a "paradigm shift" in marketing for BMW? For marketers in general?
 3. McDowell claims that he will never go back to traditional marketing after getting a taste of the non-traditional venue. Do you agree?
 4. Was the Z3 launch successful? How do you know?
 5. Helmut Panke has engaged you as a consultant on design of the Phase II plan. What specific objective(s) would you set? What budget and media plan would you propose?

Class #10 **PR and Promotions** (Mon 10/15)
Module: **Communicating the Value Proposition**

Case: Nike Inc.: Developing an Effective Public Relations Strategy
Readings: Textbook Chapter 16

- Questions:**
1. Why was Nike in particular targeted?
 2. What are some of the key lessons Nike could learn from their actions prior to May, 1998?
 3. Come to class prepared to contribute what you perceive as a public relations coup or missed opportunity and why you see it as such.
Hint: The writer bounces back in forth in time a lot. Sketch out a timeline, nothing too elaborate, just something to keep things in chronologic order.

Class #11: **Service Marketing, Marketing an Intangible** (Wed 10/17)
Module: **Communicating the Value Proposition**

Case: Executive Health Group
Readings: Textbook Chapters 6 & 11

- Questions:**
1. How would you evaluate EHG's marketing efforts to date?
 2. Assess the market opportunity for EHG. How valuable is the typical EHG examinee?
 3. What is EHG's value proposition to companies? What about to examinees?
 4. What should be the goal of future marketing efforts?
 5. What should William Flatley do?

Class #12: Sizing Market Potential (Mon 10/22)
Module: Going to Market

DUE: Your hardcopy case write up is due **BEFORE** the start of class. Please remember, this is an *individual assignment*. Your case write-up is to be analyzed and written without consultation with anyone. *Be specific and detailed in you analysis and recommendations (quantitative and qualitative). Build a logical and persuasive argument.*

Case: Biopure

Readings: None

- Questions:**
1. How do you assess BioPure's potential in the human market? The animal market? (Hint: qualitative and quantitative analysis.)
 2. What are the biggest obstacles to Biopure's success in the human market? The animal market?
 3. How might Oxyglobin be a threat to Hemopure? How might it be an asset to Hemopure?
 4. What should Biopure do regarding the commercial release of Oxyglobin? If they release, what price should they set? How should it be distributed?

Class #13: Channels of Distribution: Online Sales (Wed 10/24)
Module: Going to Market

Case: Avon.com (A)

Readings: Textbook Chapter 13

Due: Your 2 page outline for your final projects is due. You must demonstrate a clear under-standing of the 5 Cs and 4 Ps for your company and its market situation. Provide the beginnings of a plan to address your company's issues and make clear recommendations.

- Questions:**
1. Who is Avon's target market? How can it be segmented?
 2. Should Edwards recommend to Jung that Avon sell directly to consumers? Why or why not? If so, what would the other elements of this strategy look like? Would the commission levels change? Which products would be sold online and which not?
 3. What does "selling" mean for Avon? What are the steps in the sales cycle? Can the Web "sell" for Avon?
 4. What is the potential for channel conflict here and how should Avon manage it? Are there other strategies that would take advantage of the Web without creating conflict? What would their principal objectives be?

Class #14: Channels Conflicts & Pricing Strategies (Mon 10/29)
Module: Going to Market

Case: Goodyear: The Aquatred Launch
Readings: Textbook Chapter 14

- Questions:**
1. How do consumers purchase tires?
 2. What is the strategic role of Aquatred? Is it the right tire at the right time?
 3. How should Aquatred be priced, distributed and advertised?

Class #15: Going Global (Wed 10/31)
Module: Does Your Value Proposition Travel?

Case: Gillette Indonesia
Readings: Textbook Chapter 18

Assignment: Your 2 page, bullet-formatted, draft outline for your final projects is due at the start of the class period. You must demonstrate a clear understanding of your company's strengths, weaknesses, opportunities and threats, and an analysis of the industry and competitive environment within which the company operates. I would like to see the beginnings of a plan to address these strategic issues.

- Questions:**
1. What factors determine demand for blades? How can demand be increased? Do you agree with Allan or Effio's sales forecasts? Why? What are the constraints to growth?
Special instructions: Prepare a 1996 income statement projection for Gillette Indonesia shaving products. Use the spreadsheet provided on LATTE.
 2. How is Gillette doing in Indonesia? Has Gillette enjoyed first mover advantage?
 3. What is the Lifetime Value of a Sensor customer?
 4. How should Gillette accelerate the development of the blade market in Indonesia?

Class #16: Pricing Options in Competitive B2B Markets (Mon11/5)
Module: Pricing to Capture Value

Case: Atlantic Computer: Bundle of Pricing Options

Readings: Textbook Chapter 12

- Questions:**
1. What price should Jowers charge DayTraderJournal.com for the Atlantic Bundle (i.e., Tronn servers + PESA software tool)?
 2. Think broadly about the top-line revenue implications from each of the four alternative pricing strategies. Approximately how much money over the next three years will be “left on the table” if the firm were to give away the software tool for free (i.e., status quo pricing) versus utilizing one of the other pricing approaches?
 3. How is Matzer likely to react to your recommendation?
 4. a) How is Cadena’s sales force likely to react to your recommendation?
b) What can Jowers recommend to get Cadena’s hardware-oriented sales force to understand and sell the value of the PESA software effectively?
 5. How are customers in your target market likely to react to your recommended pricing strategy? What response can be provided to overcome any objections?
 6. How is Ontario Zinc’s senior management team likely to react to the Atlantic Bundle?

Class #17: Differential Pricing and Brand Impact (Wed 11/7)
Module: Pricing to Capture Value

Case: Coca-Cola’s New Vending Machine (A): Pricing to Capture Value

Readings: None

- Questions:**
1. Is selling Coke through interactive vending machines a good or bad idea? Why?
 2. What is Coke? What does Coke mean to the average consumer?
 3. Where, how and for whom does this technology create/destroy value? For example, loyal Coke customers, switchers amongst cola products, loyal Pepsi customers, etc?
 4. Are there any pricing related issues that can adversely affect the firm?
 5. What did Coca-Cola do right? What did it do wrong? How would you have done it?
 6. What is price discrimination and when does it work?
 7. How does the Internet affect the ability of firms to price-discriminate across consumers?
 8. What do you think of Ivester and his comments?

Class #18: Declining Markets & Sales Management (Mon 11/12)
Module: Managing Customers for Profits

Case: Hunter Business Group: Team TBA

Readings: Textbook Chapter 17

- Questions:**
1. What do you think of HBG's approach? Do you agree with the approach of managing costs given a revenue target? Is there something wrong with this approach? If so, what?
 2. How much validity do you give the customer contact matrix? For which industries do you see it effective, and where are its limitations?
 3. How important are direct marketing mechanisms in the B2B context?
 4. Given the data presented in the case and the assumptions that a) revenues declined 20% from 1993 and that b) there are 1,500 active accounts, analyze each of the three options with which Kowalski is faced at the end of 1993. Model your assumptions for 1994 based on the template used for 1993.
 5. How important is the Gold Account program as an incentive to dealers? Can dealers be persuaded to purchase a wider variety of products, and will this result in the sustainability of the TBA program (i.e., to what extent will dealers move up from an A to a AA account, etc.)?
 6. What is the tradeoff, if any, between eliminating salesforce (thereby reducing the "sales and marketing expense" component of operating expense) and the likely corresponding drop off in contacts made as a result of decreased workforce? Who would you eliminate – field reps, telesales operators, or mail personnel? Would you increase the number of contacts by the same number of employees?
 7. What do you think will happen to Team TBA in the next 3 to 5 years?

Class #19: Customer Relationship Management (CRM) (Wed 11/14)
Module: Managing Customers for Profit

Case: Harrah's Entertainment, Inc.

Readings: Textbook Chapter 4

- Questions:**
1. What are the objectives of the various database marketing programs and are they working?
 2. Why is it important to use the "customer worth" in the DBM efforts rather than the observed level of play?
 3. How does Harrah's integrate the various elements of its marketing strategy to deliver more than the results of DBM?
 4. What is the sustainability of Harrah's actions and strategy?
 5. What are the privacy and ethical issues that Harrah's should be concerned about?

Class #20: Integrated Marketing Strategies (Mon 11/19)
Module: Managing for value

DUE: Your hardcopy case write up is due **BEFORE** the start of class. Please remember, this is an *individual assignment*. Your case write-up is to be analyzed and written without consultation with anyone. *Be specific and detailed in you analysis and recommendations (quantitative and qualitative). Build a logical and persuasive argument.*

Case: Aqualisa Quartz: Simply a Better Shower (HBS 9-502-030)

- Questions:**
1. What is the Quartz value proposition to plumbers? To customers?
 2. Why is the Quartz shower not selling?
 3. Aqualisa spent three years and €5.8 million developing the Quartz. Was the product worth the investment? Is Quartz a niche product or a mainstream product?
 4. Aqualisa currently has three brands: Aqualisa, Gainsborough, and ShowerMax. What is the rationale behind this multiple brand strategy? Does it make sense?
 5. What should Rawlinson do to generate sales momentum for the Quartz product? Should he change his marketing strategy to target consumers directly, target the DIY market, or target developers? Should he lower the price of the Quartz? Or, should he do something different altogether?

No Class Wednesday, November 21, THANKSGIVING Weekend

Class #21: Integrated Marketing Strategies (Mon 11/26)
Module: Sustaining Value

Case: Callaway Golf Company

Readings: None

- Questions:**
1. What were the elements of Callaway's successful marketing strategy from 1988 – 1997?
 2. Why was Callaway's strategy successful (1988 – 1997)?
 3. What environmental changes precipitated reconsideration of the strategy; in other words, what's changed since 1997? What are the concrete measures that indicate that CGC needs a new strategy?
 4. What changes to the existing strategy with respect to R&D, pricing, distributor policies, advertising, promotion and endorsements would you recommend to Mr. Callaway? What changes will he need to make to the budget allocated for each of these programs given your proposal?

Class #22: SPEAKER (Wed 11/28)
Module: Marketing Management

Case: None
Readings: None

Speaker to be announced.
Use this time to finish your PPT slides!

Class #23: Marketing Management (Mon 12/3)
Module: Semester Review

Case: There is no case assignment due for this class. We will review all the cases we've analyzed this semester. In preparation, take the time to review the cases we've discussed this semester. What are the 2 or 3 important points of learning for each case?

DUE: PowerPoint slides are due from all teams at the start of class.

All teams must submit hard copy of their **PPT slides** at the start of class. Teams may not alter their slides after they have been submitted for any reason. On the day of your presentation, be sure that your slides are loaded and ready to go before the start of class so that we can use every minute productively.

Each student will also turn in their individual, **confidential team assessments**.

Final Project Presentations Group 1

Each student will bring a presentation evaluation sheet to each of the last four days of class in order to rate other teams' presentations.

Class #24: Final Project Presentations (Wed 12/5)
Groups 2 – 4

Class #25: Final Project Presentations (Mon 12/10)
Groups 5 - 7

Class #26: Final Project Presentations (Wed 12/12)
Groups 8 – 10