
MOS 3321G (Consumer Behaviour)
Course Outline: Section 001, Winter 2013

1. Course Information:

1.1. Class Location and Time:

Room

MONDAYS 10:30 AM TO 12:30 PM SSC 3026

TUESDAYS 2:30PM TO 3:30 PM SSC 3026

1.2. Instructor: Kevin Thompson, MBA

Office: ssc 4309

Office Hours: By Appointment Tuesdays

Email: kthomp65@uwo.ca

Website Address: <https://owl.uwo.ca/portal>

DAN Management and Organizational Studies strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities. Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519-661-2111 ext 82147 for any specific question regarding an accommodation. More information about "Accessibility at Western" is available at: <http://accessibility.uwo.ca>

2. Calendar Description

2.1. This course focuses on the consumer: what they buy, when and where they buy, how they buy, and most importantly, why they buy. Integrating theories and concepts from psychology, sociology, anthropology, geography and economics, the goal of this course is to understand and predict consumer behavior, and to recognize how behavior is shaped by internal and external influences.

3 lecture hours, 0.5 course

2.2. Antirequisite(s):

2.3. Prerequisite(s): MOS-2320A/B (formerly known as MOS 3320A/B) and enrollment in 3rd or 4th year of the BMOS

2.4. Senate Regulations state, "unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

3. Textbook

Required Text:

Solomon, Michael R., Judith Lynne Zaichowsky & Rosemary Polegato (2011). *Consumer Behavior: Buying, Having, and Being* (5th Canadian Edition). Pearson Education Canada. ISBN: 978-0-13-701828-4.

Additional readings from academic journals, practitioners' journals and the popular press will be assigned periodically, to illustrate and expand upon the concepts covered in the text. Class sessions will be devoted to applying, extending, and critiquing the assigned reading materials. Students must be prepared to talk about the material under consideration, and that means that students **must read and critically think about the assigned materials before the scheduled class.**

4. Course Objectives and Format

Consumer spending powers 70% of the Canadian economy, and understanding consumer behavior is critical to successful marketing. Marketing begins and ends with the consumer—from determining consumer needs and wants and delivering consumer satisfaction. It would be relatively easy to design a marketing strategy if all consumers responded the same way. However, this is far from being the case. In fact, even the same individual consumer can behave in an inconsistent manner. Given myriad internal and external influences, consumer behavior is complex, and predicting consumer behavior is rather difficult.

The course begins by investigating the consumer on an individual level, considering the internal influences on behaviors. Drawing from psychology, we look at perception, theories of learning and motivation, self-concept and values, as well as personality and lifestyles. We then consider the key roles played by attitudes on consumer behavior, how attitudes are formed, and how attitudes can be changed. Next, we examine individual decision-making, including the decision-making process, and how the consumer may be influenced by other individuals, groups, families, as well as situational factors. Incorporating theories and concepts from the domains of sociology and anthropology, in the latter part of the course we shift our focus to understanding consumer behavior at the group level. Here we consider socio-demographic predictors of behavior, various subcultures of consumers residing within and outside of Canada, and the critical roles played by culture and ethnic identity on consumer behavior. The course will also touch upon the research methods used to study consumer behavior, as well as identify various ethical issues when targeting and serving individual consumers and groups.

How this course will work;

To do is to Learn! A significant portion of the course is group project work. This is an opportunity to really work with the concepts. As such, our classes are broken into 2 segments. as follows;

Monday Class = Present and discuss major key takeaways from the chapter materials. The last half hour will be devoted to presentations when they start.

Tuesday Class = Working Class = Group Meeting time & Professor consultation with teams to review progress and advise on approach to both group projects. This session will be held in the classroom. Groups can meet and discuss face to face their work. IN addition each group will be required to schedule a minimum of 2 dedicated appointments during this time to discuss any issues or gain clarity of expectations associated with either project.

IMPORTANT DATES TO INPUT INTO YOUR CALENDAR!!

1. **Week 2 - Check Sakai for group announcement to see your team assignment.**
2. **Week 3 (January 28th) - Group submits Article choices via Sakai for professor approval.**
3. **Week 4 Presentations Commence**
4. **Week 5 (February 5th) Group submits Term Project Topic via Sakai to professor for approval.**
5. **February 25th Mid Term Exam In Class**
6. **April 2, 2013 Term Project Due**

1. Evaluation

Measurement Tool	Percentage of Course Grade
Participation	10%
Midterm	20%
Final	30%
Group Activities	40% (Article & Research Paper)

This course has four evaluation components: participation, exams, article summary review/critique and presentation, and term project. Grades will **not** be adjusted on the basis of need. It is important to monitor your performance in the course. Remember: *You* are responsible for your grades in this course.

1. PARTICIPATION (10%):

Students are expected to come to all classes, and to actively contribute. This means that materials assigned must be covered (**READ**) prior to attending class. The objective of the lectures and discussions will be to enhance comprehension of the material, and not to merely review concepts and definitions. Given time constraints, the information will be covered relatively quickly, allowing more time for examples, discussion, and other activities. Students are encouraged to ask questions, to share experiences and examples, and to challenge the boundaries of the concepts and theories, with respect to the topics covered during class sessions. With respect to participation, remember that *Quality* is more highly valued than *Quantity*.

If for some reason you are unable to come to class, please send a brief courtesy note and explanation (via email: ktomp65@uwo.ca) to the professor beforehand.

In addition, all students are expected to contribute to assigned group activities (inside and beyond classroom contexts). **A part of your participation mark will derive from your interactions and professionalism with other students in this course. For example, you will have the opportunity to evaluate your fellow group members' contributions (or lack thereof) to the term project. To this end, peer evaluation sheets will be available for download off our course site on Sakai during the semester. The information that you provide shall be held in the strictest confidence (i.e., I will not share this information with others). If you receive negative feedback on the part of the majority number of your group participants, your mark will likely be adjusted for both participation and the project in question. This can result in a different mark assigned to you than is received by the rest of your team.**

2. MIDTERM EXAM (20%) AND FINAL EXAM (30%):

There will be a **midterm exam** (to take place during regularly scheduled class session during **Week 7: Monday, February 25th, 2013**), and a **final exam** (to take place during the regular final examination period in April). Both can include a combination of multiple-choice questions, application and integration short-answer and/or essay-type questions, critical evaluation questions, as well as short cases. For both exams, questions can pertain to any of the materials covered during the course with respect to the relevant topic areas, including those topics contained in the presentations (video, personal), class discussions and other activities, and ALL assigned readings. Both the midterm and final exams are closed-book. The midterm exam will cover assigned topics up until the midterm date, while the final will cover all materials (i.e., is cumulative, but weighted considerably more towards the post-midterm topics).

3. ACADEMIC ARTICLE SUMMARY REVIEW/CRITIQUE AND PRESENTATION (20%):

Consumer Behavior theory is constantly evolving...the more that we learn about consumers, the more that we realize how little we actually 'know' about consumers! **Starting at about week 4**, the last 30 minutes of Monday's class (and/or certain Tuesday class times) will be devoted to group presentations. During each session, and working in assigned groups (**4-5 students: THE SAME GROUPS AS FOR TERM PROJECTS**), one or two groups (depending on the size of the class) will give a 15 minute classroom presentation using *PowerPoint* or other presentation software consisting of a summary of an academic journal article*, which relates to the topics covered in that week's assigned readings. **All group members must speak during the presentation. Prior to the presentation, groups will hand in a paper copy of the presentation slides to the professor, along with a typed, three-page (single-spaced) summary and critique of the of the article.** More detailed instructions will be outlined in class, but the preliminary steps are as follows:

- (a) **Groups and Presentation Dates will be assigned by week 2 by the instructor.**
- (b) **Week 3 (January 28th submit via Sakai)** Groups will then select their **top 2 academic journal articles*** of choice that correspond to any of the core topics covered by the Text on their presentation date (i.e. Week 2 - Chapters 2&3) and submit via Sakai under assignments from which the Professor will select one topic and assign to that group. Please provide in your topic submission(i) the complete journal reference information (authors, publication date, journal, title, volume, issue, page numbers, etc.), and (ii) the abstract corresponding to the article. All submissions are subject to the approval by the professor.
- (c) **The presentation (and article summary) should include the following:**
 - Complete Journal Reference Information (Note: this should be part of the cover page, and thus, does not count as part of the 3 pages for the summary/critique)
 - The Research Problem, Rationale (Why Is This Worthy Of Study?), and Objectives
 - Overview Of The Theory and Hypotheses
 - Overview Of Methodology
 - Main Findings

- Main Contributions:
 - Theoretical [How Is Consumer Behavior Theory Extended?] and/or
 - Applied [How Could Organizations Learn/Benefit From The Findings Presented Within?]
- Limitations of the research, new directions/approaches for future research.
- **A thorough critique of the article (details forthcoming). I expect more details of your critique in the written component of the assignment.**

*Below is a list of high-quality Academic Journals that publish research in Consumer Behavior. Your selected article choices should be drawn from one of these Journals. Note: an extended list of references pertaining to the topics of the week's chapters is found in the NOTES section in the text, at the end of each chapter.

<i>Journal of Consumer Research</i>	<i>Journal of Business Research</i>
<i>Journal of Marketing</i>	<i>The European Journal of Marketing</i>
<i>Journal of Marketing Research</i>	<i>Psychology and Marketing</i>
<i>Journal of the Academy of Marketing Science</i>	<i>Journal of Consumer Psychology</i>
<i>Journal of Consumer Behavior</i>	<i>Journal of Advertising</i>
<i>Journal of International Marketing</i>	<i>Journal of Advertising Research</i>
<i>International Journal of Research in Marketing</i>	<i>International Journal of Advertising</i>
<i>International Marketing Review</i>	<i>Journal of International Consumer Marketing</i>
<i>Journal of Retailing</i>	<i>Journal of Public Policy and Marketing</i>
<i>Journal of Relationship Marketing</i>	<i>Journal of Services Marketing</i>
<i>Journal of Consumer Marketing</i>	<i>Journal of Services Research</i>

For illustrative purposes, let's assume that there was a group scheduled to present during week 3, and the group was interested in the topic of *Brand Equity*. The group might then propose to present the following academic article that is associated with this topic:

Keller, Kevin Lane (1993), "Conceptualizing, Measuring, and Managing Customer-Based Brand Equity," *Journal of Marketing*, Vol. 57 (January), 1-22.

4. TERM PROJECT (20%)

Working in groups of 4-5 students (THE SAME GROUPS AS FOR THE ARTICLE SUMMARY/CRITIQUE), you will prepare a written research paper on a specific topic/issue in consumer behavior. More details will follow during the course of the semester. *Just to get you thinking, examples of topics include: male/female differences in information search and processing, memory deficits in older consumers and the impact on promotion, cross-cultural differences in shopping behavior, the strength of the pro-environmental attitude-behavior relationship, subcultures of consumption, transnational consumer segments, religious influences on consumer behavior, gift-giving across cultures, self-concept and brand personality, color connotations in food advertising, ethics of targeting children, viral marketing, classical conditioning and marketing, etc.*

On the 5th week (Tuesday February 5th), each team must submit in person and via Sakai (one person only) **(via Sakai assignments deadline - late submissions will receive 10% late penalty)** a ½ -page summary of the proposed topic/issue (subject to approval by the professor). Each group must work on a *different* topic (if necessary, this will be determined on a "first-come, first-serve" basis).

In evaluating your term project, I will utilize the following criteria: synthesis and appraisal of the relevant literature on the topic; articulation of the relevance of the topic to companies, consumers and society (this includes identification of the key implications); originality (i.e., developing your own ideas), clarity of writing, grammar, syntax, formatting, and professionalism; identification of unresolved issues (requiring further research) in the topical area. The research paper should not exceed 15 double-spaced typed pages of text (not including the title page, executive summary, table of contents, references, and appendix materials). **This term project is due at the beginning of class Tuesday, April 2, 2013.** All groups must hand in two hard (paper) copies, and upload one electronic copy (to Sakai Assignments - again only 1 member of your team submits).

ALL SUBMISSIONS ARE SUBJECT TO TURNITIN ADJUDICATION FOR ORIGINALITY.

Lecture and Examination Schedule

SEQUENCE OF COURSE TOPICS

The course outline and schedule are subject to change at the discretion of the course instructor.

SZP=textbook (Please have readings completed before scheduled session).

WEEK 1 Jan 7th: *Introduction to Consumer Behavior*

- Introduction to the course, review of the course syllabus, discussion of group assignments
- What is consumer behavior, marketing strategy and consumers, needs and wants, the dark side of CB
- Tuesday Part 1 - The Persuaders Video/ Second Life

Readings: SZP-Chapter 1 [REQ'D]

WEEK 2 Jan 14th: *The Cognitive Consumer: Perception, Learning and Memory*

- Sensory systems, exposure, attention, interpretation, biases, learning theories and process, memory
- Tuesday Part 2 - The Persuaders Video & discussion
- **Groups assigned by end of this week and posted on Sakai.**

Readings: SZP Chapters 2 and 3 [REQ'D]

WEEK 3 Jan 21: *The Cognitive Consumer: Memory, Motivation and Values*

- Memory (continued from Week 2), needs and wants, motivation process and strength, involvement, values
- Tutorials Begin to discuss group article and project ideas

Readings: SZP Chapters 3 (continued) and 4 [REQ'D]

WEEK 4 January 28th: *The Cognitive Consumer: The Self, Personality, and Lifestyles*

- Perceptions on the self, self-concept, gender roles and body image
- Personality and brand personality, lifestyles and psychographics, lifestyle trends
- **DUE: Selections for article critique (DUE: Monday January 28th, 2013)**

Readings: SZP Chapters 5 and 6 [REQ'D]

WEEK 5 February 4th: *The Cognitive Consumer: Attitudes and Behaviors*

- Formation of attitudes, attitudes as predictors of behavior, modifying attitudes, communication effects on attitudes

- **MONDAY CLASS: Article presentations commence (groups of 3-4)**

- **TUESDAY CLASS: DUE: Proposed TOPIC required from each group in the form of a ½ page summary of proposed consumer behavior research paper (DUE INCLASS Tuesday, February 5, 2013) and presented in person to the professor for review and approval. Your entire team must attend this session.**

Readings: SZP-Chapter 7 [REQ'D]

WEEK 6: *The Cognitive Consumer: Changing Attitudes*

- Modifying attitudes, communication effects on attitudes
- **Article presentations,**

Readings: SZP-Chapter 8 [REQ'D]

Spring Break ("Reading Week") (February 18 - 22, 2013) No Scheduled Classes

- ***A good opportunity to work on research papers & Study for Midterm Exams:)***
-

WEEK 7: Monday, February 25th: MIDTERM EXAM (in-class, 110 minutes) END OF FIRST HALF

WEEK 8: March 4: *Decision-Making: Individuals and Situations*

- The stages in consumer decision-making (continued), situational effects on behavior,
- Post-purchase satisfaction and behavior
- **Article presentations**, video presentation ?

Readings: SZP Chapters 9 (continued) and 10 [REQ'D]

WEEK 9: *The Social Consumer: Group Influences and Families*

- Reference groups and conformity, W.O.M, opinion leaders, family decision making and roles
- **Article presentations**, video presentation ?

Readings: SZP Chapters 11 and 12 [REQ'D]

WEEK 10: *The Social Consumer: Families, Income, and Social Class*

- Family decision-making and roles (continued), Income and consumer spending patterns, social class and status symbols,
- **Article presentations**, video presentation ?

Readings: SZP Chapters 12 (continued) and 13 [REQ'D]

WEEK 11: *The Social Consumer: Identity and Subcultures*

- Consumer identity and ethnic subcultures, Age and identity, age cohorts and characteristics
- **Article presentations**, video presentation ?

Readings: SZP Chapters 14 and 15 [REQ'D],

Week 12: *The Social Consumer: Cultural Influences on Consumer Behavior*

- What is culture, characteristics of culture, culture and consumption, Myths and rituals
- **Article presentations**, video presentation ?

DUE: Group Term Projects (Consumer Behavior Research Paper) Due Tuesday, April 2, 2013.

Readings: SZP Chapter 16 [REQ'D],

WEEK 13: *The Social Consumer: The Creation and Diffusion of Culture*

- Cultural selection and diffusion, meaning transference
- **Article presentations if applicable**

Readings: SZP Chapter 17 [REQ'D],

Final Exam to take place During Final Exam Period (April 14-30, 2013), Cumulative, but with strong emphasis on post-midterm topics

DATE: _____ TIME: _____ LOCATION: _____

► *Students must read assigned chapters prior to attending the scheduled session.*

GENERAL INFORMATION (UWO policies) :

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, **in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation supplied (see below for process) indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.**

Documentation shall be submitted, as soon as possible, to the appropriate Dean's office (the Office of the Dean of the student's Faculty of registration/home Faculty) together with a request for relief specifying the nature of the accommodation being requested. These documents will be retained in the student's file, and will be held in confidence in

accordance with the University's Official Student Record Information Privacy Policy [<http://www.uwo.ca/univsec/handbook/general/privacy.pdf>].

Once the petition and supporting documents have been received and assessed, appropriate academic accommodation shall be determined by the Dean's Office in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty.

Academic accommodation shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete his/her academic responsibilities. (Note: it will not be sufficient to provide documentation indicating simply that the student was seen for a medical reason or was ill.)

A form to be completed by off-campus physicians is available at: <http://counselling.ssc.uwo.ca/forms/medicalNote.pdf>

Whenever possible, students who require academic accommodation should provide notification and documentation **in advance of due dates, examinations**, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner.

In the case of a final examination in the course, the student must arrange for a Special Examination or Incomplete through their Dean's office, for which you will be required to provide acceptable documentation.

If you feel that you have a medical or personal problem that is interfering with your work, you should contact your instructor and the Faculty Academic Counselling Office as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. In general, retroactive requests for grade revisions on medical or compassionate grounds will not be considered.

TERM TESTS and MID-TERM EXAMS

1. If you are unable to write a term test, inform your instructor (preferably prior to the scheduled date of the test). If the instructor is not available, leave a message for him/her at the department office.
2. Be prepared, if requested by the instructor, to provide supporting documentation (see below for information on acceptable forms or documentation). Submit your documentation to the Academic Counselling Office.
3. Make arrangements with your professor to reschedule the test.
4. The Academic Counselling Office will contact your instructor to confirm your documentation.

FINAL EXAMINATIONS

1. You require the permission of the Dean, the instructor, and the Chair of the department in question to write a special final examination.
2. If you are unable to write a final examination, contact the Academic Counselling Office in the first instance to request permission to write a special final examination and to obtain the necessary form. You must also contact your instructor at this time. If your instructor is not available, leave a message for him/her at the department office.
3. Be prepared to provide the Academic Counselling Office and your instructor with supporting documentation (see below for information on documentation).
4. You must ensure that the Special Examination form has been signed by the instructor and Department Chair and that the form is returned to the Academic Counselling Office for approval without delay.

Note: Make sure you know the date, time and location of the special examination. For more information see [Examinations - Common Situations](#).

LATE ASSIGNMENTS

1. Advise the instructor if you are having problems completing the assignment on time (prior to the due date of the assignment).
2. Submit documentation to the Academic Counselling Office.
3. If you are granted an extension, establish a due date.
4. Extensions beyond the end of classes must have the consent of the instructor, the Department Chair and Dean. A Recommendation of Incomplete form must be filled out indicating the work to be completed and the date by which it is due. This form must be signed by the student, the instructor, the Department Chair, and the Dean's representative in the Academic Counselling Office.

1.1. Make Up Examinations

- 1.1.1. The student must write a make-up exam if the regularly scheduled exam is missed for reasons for which adequate documentation is received by the instructor (this documentation must be supplied by the Academic Counseling office).

1.2. Attendance

- 1.2.1. It is expected that students will attend all classes. The professor does not provide access to lecture notes. Students are encouraged to obtain missed lecture notes from a fellow student.

University Policy on Cheating and Academic Misconduct

- 1.3. Cheating on exams will not be tolerated; students are referred to the university policy on scholastic offenses (see section 9.0 below). Looking at the test of another student, allowing another student to view your exam, or obtaining information about a test in advance are all examples of cheating. Students found cheating will receive a zero (0%) on that exam. A number of safeguards will be employed to discourage cheating. For example, examination supervisors (proctors) of the tests may ask students to move to another seat during the exam, cover their paper, avert their eyes from other students' papers, remove baseball caps, etc. This is not meant as a personal affront nor as an accusation of cheating, rather as vigilant attempts at proctoring. A copy of guidelines about how to avoid cheating can be obtained from the office of the Ombudsperson, Room 251 University Community Centre, (519) 661-3573.
- 1.4. Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offenses. Students are urged to read the section on Scholastic Offenses in the Academic Calendar. Note that such offenses include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. If you are in doubt about whether what you are doing is inappropriate, consult your instructor. A claim that "you didn't know it was wrong" will not be accepted as an excuse.
- 1.5. The penalties for a student guilty of a scholastic offense include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

2. Procedures For Appealing Academic Evaluations

- 2.1. In the first instance, all appeals of a grade must be made to the course instructor (informal consultation). If the student is not satisfied with the decision of the course instructor, a written appeal must be sent to the Assistant Program Director or Designate of the BMOS program. If the response of the Assistant Director is considered unsatisfactory to the student, he/she may then appeal to the Dean of the Faculty in which the course of program was taken. Only after receiving a final decision from the Dean, may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office.

3. Student Responsibilities

- 3.1. Material covered in lectures will not always be the same as material covered in the textbook. These two sources should be viewed as complimentary and not redundant. As such, students who want to do well in this course are **strongly encouraged** to attend lectures on a regular basis. Please note that the instructor will not be providing copies of lectures notes or overheads. Therefore, if you miss a lecture, you should try to obtain this material from another student.

In this class, some students may be unaware that their private discussions are distracting to other people. If you feel that students are distracting your attention from the material, then you should ask them to be quiet. If you feel uncomfortable doing this (or the problem persists), then please see the instructor. In addition, please avoid engaging in private discussions with other students during the lectures.

To avoid unnecessary distractions, please arrive to each class on time.

4. Support Services

The Registrar's office can be accessed for Student Support Services at <http://www.registrar.uwo.ca> Student Support Services (*including the services provided by the USC listed here*) can be reached at: <http://westernusc.ca/services/> Student Development Services can be reached at: <http://www.sdc.uwo.ca/>. Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help."

5. Other Issues

5.1. Grade Policy

The DAN Program has a grade policy which states that for courses in the 3300-4499 range, the class average must fall between 70-75 % for all sections of a course taught by the same instructor. In very exceptional circumstances only, class averages outside this range may be approved by the Assistant Director or Director. Class averages are not grounds for appeal.

5.2. Short Absences.

If you miss a class due to minor illness or other problems, check your course outlines for information regarding attendance requirements and make sure you are not missing a test or exam. Cover any readings and arrange to borrow the missed lectures notes from a classmate.

5.3. Extended Absences.

If you are absent more than approximately two weeks or if you get too far behind to catch up, you should consider reducing your workload by dropping one or more courses. The Academic Counsellors can help you to consider the alternatives. At your request, they can also keep your instructors informed about your difficulties.

5.4. Academic Concerns.

If you are in academic difficulty, it is strongly recommended that you see your academic counsellor.

6. Other Information

- Bring student identification to exams.
- Nothing is to be on/at one's desk during an exam except a pencil, an eraser, and the individual's student card
- Do not wear baseball caps to exams
- Do not bring music players, cell phones, beepers, or other electronic devices to exams

For The University of Western Ontario Senate Regulations, please see the Handbook of Academic and Scholarship Policy at: <http://www.uwo.ca/univsec/handbook/>

EMAIL POLICIES

The following policies apply to all emails between students and the Professor. Please respect the fact that the Professor receives hundreds of emails from students and must deal with those emails in a fair and organized manner. Non-acceptable emails will receive a reply saying only "Please see Email Policies on the course outline".

UWO.CA Email Addresses Only

For privacy reasons, students must use their Western email accounts to contact the Professor. The Professor will not respond to emails from non-uwo.ca addresses (e.g. hotmail.com, gmail.com, etc.).

Subject Line Must Include Course and Section Number

The subject line of emails must contain the name or number of the course, and the section number in which the student is enrolled. The Professor teaches different courses and sections and cannot properly respond to questions if he does not know which course or section you are enrolled in.

Acceptable Emails

- questions about the course content or materials
- asking to set up an appointment to ask questions or review an exam
- notification of illness or other special circumstances
- providing constructive comments or feedback about the course

Non-Acceptable Emails

- questions that may be answered on Sakai or on this course outline
- asking when grades will be posted
- asking what grade a student received
- asking where or when an exam is scheduled or the material covered on an exam
- requests for grade increases, extra assignments, or reweighting of course components

FREQUENTLY ASKED QUESTIONS

Question	Answer
How can I succeed in this course?	Do all the assigned readings, attend class, focus on understanding the legal principles in a way that lets you apply them to new fact situations.
I missed the quiz because my computer didn't work, my internet connection was lost, I was preparing my Biz 2257 project, I was out of town, I lost my phone, I forgot ...	A missed quiz will result in a mark of zero. You are responsible for calendaring the quizzes and having reliable internet access to write them. There are no "make up" assignments available.
I missed a quiz or exam because I was sick or there was a death in my family.	See the section of the course outline on ILLNESS AND SPECIAL CIRCUMSTANCES
I have a lot of mid-terms or projects at once. Can I write the make-up exam?	Make-up exams for exam conflicts are not available unless you have three exams within a 24 hour period.
When will the exam grades be posted?	Mid-term grades are posted on OWL when they become available. Final exam grades and final course grades are not posted on OWL.
Can I come and see my exam?	You can review your exam during office hours or at any other mutually convenient time.
Can I use a different textbook?	You can use a different textbook, but it is your responsibility to ensure that you are learning all of the assigned material. Be aware that different textbooks may be organized differently and may cover different material.
There is so much material. How can I possibly remember everything?	You do not need to remember everything in the book. You need to understand the fundamental principles and how to apply them. You need to determine what the key learning points are likely to be and focus on them.
This mark is going to prevent me from getting accepted at Ivey/graduate school/NASA.	Grades are given based on actual performance, as set out on the course outline. In order to be fair to all the students in the course, grade adjustments, extra assignments, and the reweighting of course components are not available.
I need a certain mark to get or maintain a scholarship or my AEO status at Ivey.	
I tried really hard but I still got a poor mark.	
This is the lowest mark I have ever received.	

PEER REVIEW FORM: GROUP TERM PROJECT & Presentation

3321G

Your Name:
 Date:
 Section Number:
 GROUP #:
 TOPIC:

The purpose of this peer review process is to allow each individual student within each group to communicate the contributions made by each group member (i.e., in terms of attitude and cooperation, attendance at group meetings, ability to meet deadlines, idea contribution, contribution to planning and organization, actual work done, etc.) to the professor. **This information is strictly confidential—it will not be shared with anyone else.** Based on this feedback from each group member, the professor may adjust the presentation grade of those group members who were negligent in making a substantial contribution.

Instructions:

- Please CLEARLY write the name (first and last) of each group member, **except yourself**, in the spaces indicated below.
- Assign a “grade” ranging from 0% (absolutely no contribution made to the group) to 100% (full cooperation and quantity/quality of work done, relative to other group members). Note that any “grade” of less than 80% may result in a reduction of that (those) group member’s (members’) grade!
- If you wish, you may write in comments in the space provided below.
- This information is strictly confidential—DO NOT SHARE IT WITH OTHER GROUP MEMBERS!!!

Name of Group Member	Name of Group Member	Name of Group Member	Name of Group Member
Grade assigned /100	Grade assigned /100	Grade assigned /100	Grade assigned /100

Comments if lower than 100/100? Please state details for your assessment for any members of the team that you gave a score lower than 80 to here:
