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**Course Outline: Marketing Research (MOS 3420F, Section 002, Class # 12106)**

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**CLASS LOCATION AND TIME:**

Mondays 8:30 am-11:30am

Location: Physics & Astronomy Building (P&AB) 34

**COURSE CALENDAR DESCRIPTION:**

This course integrates the various research tools used within the social sciences and applies them to practical marketing research settings. The focus is on how to develop research designs, instruments, and methodologies to answer specific applied research questions and theories.

*3 lecture hours/week, half-year course.*

**Antirequisites:** Business Administration 4481Q/R/S/T, the former MOS 395a/b if taken in 2007-2008, the former MOS 4420F/G.

**Prerequisites:** Enrolment in the 3<sup>rd</sup> or 4<sup>th</sup> year of the BMOS program.\* Priority to years 3 & 4 students registered in any consumer behavior module on main campus.

Senate Regulations state: *"Unless you have either the requisites for this course or written special permission from your Dean to enrol 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."*

**\*It is strongly advised that you have taken a course in statistics prior to taking this course.**

**INSTRUCTOR INFORMATION:**

<b>Professor:</b>	Dr. Matthew Maxwell-Smith, PhD Lecturer; Ivey Business School Postdoctoral Fellow
<b>Office:</b>	SSC 6335
<b>Office Telephone:</b>	n/a
<b>E-mail:</b>	mmaxweluwo@gmail.com
<b>Course Website:</b>	Owl (Sakai): MOS 3420F 002 FW13
<b>Office Hours:</b>	Wednesdays 1:00pm - 4:00pm; Fridays 10:00am - 12:00pm; other days and times as needed ( <u>by appointment only</u> )

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**TEXTBOOK AND READINGS:**

McDaniel, Carl Jr. and Roger Gates (2013) *Marketing Research Essentials, 2<sup>nd</sup> Canadian Edition*, Hoboken, NJ: John Wiley & Sons.

ISBN: 9781118043172 (available at the bookstore for \$129.95).

Also available in e-book format, ISBN 9781118823361 (at bookstore, \$69.50).

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## COURSE OBJECTIVES:

Welcome to Marketing research! This course integrates the various research tools used within the social sciences and applies them to real-life marketing research settings. Research skills have a long 'half-life': beyond being valuable in a practical sense, knowledge of research methods in the social sciences is both enduring and applicable to a wide range of pursuits. Marketing research methods and philosophies draw from a wide range of social science disciplines, including psychology, sociology, anthropology, economics, organizational and human resources, as well as mathematics and statistics. As such, the multidisciplinary and integrative nature of this course exemplifies the spirit of the MOS program, with its mixture of traditional business courses and a strong foundation in the social sciences.

The course considers the role of marketing research in society and its relevance to firms and individuals. Marketing research is an applied management discipline that is crucial to understanding markets and customers in order to make better marketing decisions. This course will provide hands-on opportunities to learn about this critical marketing management activity. Our focus will be on how to develop research designs, instruments, and methodologies to answer specific applied research questions and theories. To these ends, you will have an opportunity to analyze and interpret research data obtained from a real-life marketing study. You will also have an opportunity to design a proposal for a marketing research study that investigates a novel and managerially-relevant topic.

The basic pedagogy in the course will take several forms. The lectures and the readings are the basis of knowledge acquisition. The course lectures, class discussions, classroom activities, reading assignments, and video presentations will provide the opportunity to learn the concepts and theories of various different marketing research topics, and to apply this knowledge in a systematic and logical manner. Class sessions will be devoted to applying, extending and critiquing the material in the assigned readings. Therefore, it is very important that students be prepared to talk about the material under consideration, and that means it is necessary to read and critically think about the assigned materials before coming to class. Students are expected to contribute to class sessions. During the term, students are encouraged to share marketing research examples that you might come across, either directly or via the media, with the class.

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## EVALUATION:

### 1. Midterm Exam (25%) and Final Exam (30%):

There will be a mid-term test and a final exam in the course. These may include a combination of multiple-choice, quantitative problem solving, qualitative appraisals, short answer questions, cases, and/or short essay questions. Questions can pertain to any of the material covered during the course, including those topics contained in video presentations, class discussions/activities, and ALL assigned readings. Both the mid-term and final exams are closed-book. Non-programmable calculators are permitted. The final exam will take place during the regular final examination period, and is cumulative (75% post-midterm material, 25% pre-midterm material).

Dates	
Mid-Term	Date/Time/Place: <b>Monday, October 28, 2013</b> <b>9:00am-11:00am</b>
Final Exam	Date/Time/Place: _____/_____/_____ <b>During Final Exam Period: December 8-20, 2013</b> (3 hours)

### 2. Application Tasks (10%):

Throughout the term there will be a variety of in-class application activities. These application tasks will be graded on of the basis of your level engagement (i.e., participation) with these elements of the course. This will require being physically present in class, prepared for discussion by completing the required readings for each class, and

demonstrating your understanding of the key issues involved. These will be small activities either assigned or completed in class that you will hand in either individually or as a group as preparation for group discussion (e.g., bring an example to class, research an organization, etc.). As assigned, details will be provided both in class and on the course website.

### **3. Data Analysis and Interpretation Assignment (10%):**

Working in groups of 5-6 students (*the same group members as for the term research proposal*), students will have the chance to analyze and interpret existing research data obtained from a real-life marketing study. The course term project and data analysis assignment will reinforce and integrate the concepts learned in the classroom and through readings. This exposure should give students an appreciation of marketing research as it is actually practiced.

Using the **SPSS** program, students will explore, analyze, and interpret a dataset that will be provided Week 6. Each group will receive a unique (i.e., different) dataset, and groups must work independently from one another. The maximum length of this written research assignment is 6 pages (single-spaced), and must include the following components:

- (1) A brief summary of the nature of the data (e.g., scales, coding scheme, variables), the sample, and a brief overview of the analyses that you will be presenting;
- (2) Graphic representation of the data, cross-tabulation and univariate statistics, followed by summary interpretations of the results;
- (3) Basic contrasts and statistical tests (this should include multivariate data analyses), followed by summary interpretations of the results;
- (4) A brief wrap-up that concludes the paper.

Note that students are free to selectively choose from the array of analytical tools covered in this course (Weeks 9-11). Beyond analytical rigor and quality of interpretation, assignments will also be evaluated on the creativity of the approach, the appropriateness of the tools that employed, as well as the ability to clearly yet concisely present the analytical results. Given the length of output that SPSS normally provides for most analyses, students will need to be selective in presenting the results. **THIS GROUP ASSIGNMENT IS DUE AT THE BEGINNING OF CLASS ON WEEK 12 (Monday December 2<sup>nd</sup>).**

SPSS is available for a trial download\* and is also available to UWO students in the SSNDS computer labs (<http://ssnds.uwo.ca/rooms.asp>) on the first floor of the SSC building.

\*[http://www14.software.ibm.com/download/data/web/en\\_US/trialprograms/W110742E06714B29.html](http://www14.software.ibm.com/download/data/web/en_US/trialprograms/W110742E06714B29.html)

### **4. Marketing Research Proposal (25%):**

Working as a member of a group (5-6 students, same group as above), students will conceive of and design a marketing research proposal. This is expected to be detailed proposal for carrying out a *quantitative* empirical study (note, you can also incorporate qualitative elements into your proposed research, but the main analytical approach should be quantitative). The task is to first identify a novel and relevant marketing problem (i.e., one that holds both practical/managerial and theoretical/academic significance) that would require a quantitative and primary data research effort. Components of the proposal include articulation of a research question, theoretical background and hypotheses development, as well as formulation of a methodology for which to execute the study, and finally, a discussion concerning the implications and boundaries (i.e., limitations and future directions) of the research. The attached bibliography includes some academic studies that may help you identify possible areas of interest.

**Note** that with this project there are a few steps that must be accomplished at regular intervals during the course of the semester. In other words, there are various 'due-dates' for various components of the project. This is so that you can receive feedback during the process.

**Research Proposal Introduction** DUE: Week 3, beginning of class Monday September 23

1. Submit group lists (names, student ID's) and exchange contact information.
2. Preliminary ideas about research project topic (s): the more information that your group provides, the more feedback can be provided back to you.

**Research Proposal Progress Report** DUE: Week 8, beginning of class Monday November 4

1. Names (first, last, with student ID numbers) of all group members.
2. Problem definition (Management Problem) and importance (i.e., practical and theoretical significance, relevance), followed by:
  - a. Translation of management problem into marketing research problem, including types of information needed, and research objectives;
  - b. Briefly, what are the specific relationships (i.e., among the variables) that you are investigating?
3. Brief overview of the proposed methodological approach (es):
  - a. In brief, what type(s) of proposed data collection, and sample (i.e., who would you study, in which way, and to what population do you intend to project the results?) do you envision?
  - b. If possible, include preliminary draft questionnaire (measurement items), for feedback purposes.

The final written research proposal should represent a professional effort, in content, structure, and presentation. The main body must be between 10-13 pages (numbered, double-spaced, *Times New Roman* or *Arial* size-12 font, 1-inch margins). On the **due date (Week 11 - Monday, November 25<sup>th</sup>)**, all groups must upload an electronic copy to OWL, *and* hand in a hardcopy (paper copy) of the written report at the start of class. There are no exceptions to these requirements, and **no late submissions will be accepted.**

The final written research proposal should include the following components:

- (1) Cover page, abstract (summary of ~80-120 words), table of contents
- (2) Introduction, including:
  - a. specification of the marketing research problem,
  - b. importance (i.e., practical and theoretical significance, relevance),
  - c. information needs and study objectives,
  - d. overview of the remainder of your proposal.
- (3) Theoretical background, hypotheses
  - a. thorough integrative appraisal of the extant relevant literature
  - b. situational analyses (if applicable), construct definitions and operationalizations
  - c. articulation and presentation of testable (falsifiable) research hypotheses
- (4) Intended methodology and analytical procedures, including:
  - a. the development of the measuring instrument (including scaling, coding, etc.)
  - b. proposed sample and sampling methodology
  - c. data collection method(s), manipulations (if applicable)
  - d. intended analytical procedures (including statistics, statistical assumptions, tools, etc.)
- (5) Anticipated managerial and theoretical implications of the results
- (6) Study limitations and conclusions
- (7) References (note: you must use an appropriate method of citation and referencing: APA-American Psychological or Harvard citation methods are acceptable.
- (8) Appendices:
  - a. additional technical information, as many as you wish
  - b. be sure to include your proposed questionnaire (and accompanying coding key) in this section.

The approximate weightings of the grading of the research project proposal will be:

Component	Approximate allocation	Suggested Length
1. Introduction, research question, objectives	10%	1-2 pages
2. Theoretical background, situational analyses	30%	4-5 pages
3. Articulation of hypotheses	10%	1 page
4. Intended methodology and analytical procedures	25%	2-3 pages
5. Anticipated managerial implications of the results	10%	1-2 pages
6. Limitations and conclusions	5%	1 page
7. Overall clarity, format, integrity and organization	<u>10%</u>	
	<b>100%</b>	

In addition, students are **required** to evaluate fellow group members' contributions (or lack thereof) to the research proposal and data analysis and interpretation projects. Thus, in calculating research proposal and data analysis and interpretation grades *your peers' evaluations will also be taken into account* and your grade(s) may be adjusted if the evaluations in the group indicate an uneven distribution of contribution and effort. Peer evaluation sheets will be distributed in class later during the semester, and the information that provided will remain confidential.

#### Breakdown of Overall Grading Scheme

<i>The following weights will be assigned for each course evaluation component:</i>			<i>The following are the grade categories for the course from the Academic Calendar.</i>	
<b>Grading Weights for Evaluation Components</b>			<b>Grade Categories</b>	
Mid-Term Test	25%	55%	<b>A+</b>	90%+
Final Exam	30%		<b>A</b>	80 - 89%
Research Proposal	25%	45%	<b>B</b>	70 - 79%
Data Analysis/Interpretation Assignment	10%		<b>D</b>	50 - 59%
Application Tasks	10%		<b>F</b>	Below 50% or assigned when course is dropped with academic penalty
<b>TOTAL</b>	<b>100%</b>			

## COURSE SCHEDULE:

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

### **Week 1 (September 9): Introduction to Marketing Research**

- Introduction to the course, review of the course syllabus, discussion of the term project
- The role of marketing research in decision-making, uses of marketing research
- The critical importance of correctly defining the problem
- The Marketing research process, situational (SWOT) analyses
- *FORM GROUPS OF 5-6 STUDENTS FOR PROJECTS*

**Readings:** McDaniel & Gates, Chapter 1, Chapter 2

### **Week 2 (September 16): Secondary Data and Qualitative Research**

- Nature and uses of secondary data
- M.I.S. and data mining techniques, sources of secondary data
- Nature and uses of qualitative research
- Focus groups, depth interviews, and other forms of qualitative research

**Readings:** McDaniel & Gates, Chapter 3, Chapter 4

### **Week 3 (September 23): Primary Research Methods (I): Observation Research**

- Nature and uses of observational research
- Human and machine observation methods

**Readings:** McDaniel & Gates Chapter 5

**ASSIGNMENT DUE:** Research Proposal Introduction - group names/student ID's, preliminary ideas about research topic

### **Week 4 (September 30): Measurement and Scaling in Marketing Research**

- The measurement process
- Measurement scales and their applications
- Reliability and validity
- The attitude-behavior relationship

**Readings:** McDaniel & Gates, Chapter 6

### **Week 5 (October 7): Primary Research Methods (III): Surveys and Online Research**

- Different types of surveys, errors in survey research
- Questionnaire design
- Online marketing research

**Readings:** McDaniel & Gates, Chapter 7, Chapter 8, Chapter 9

### **Week 6 (October 21): Primary Research Methods (II): Experimentation**

- Fundamental concepts of experimentation
- Experimental settings and validity
- Experimental design, treatments, and effects
- Test marketing

*Seminar Presentation (Tentative, if time allows): An application of experimental research in consumer behaviour*

**Readings:** McDaniel & Gates, Chapter 10

**ASSIGNMENT NOTE:** Data analysis and interpretation assignment – datasets will be distributed to each group

### **Week 7 (October 28): Midterm Exam**

- *In class* – Closed book, corresponding to topics covered during Weeks 1-6 inclusive, and classroom discussions.

**Week 8 (November 4): Principles of Sampling**

- The sampling process, sampling and non-sampling errors
- Probability and non-probability sampling techniques
- Sampling theories: Normal distribution and sampling distribution of the mean
- Determination of sample size

**Readings:** McDaniel & Gates, Chapter 11, Chapter 12

**ASSIGNMENT DUE:** Research Proposal Progress Report - to include problem definition and relevance, research objectives, brief overview of methodological approach, preliminary research materials (e.g., questionnaire, manipulations, etc.)

**Week 9 (November 11): Statistical Analyses with SPSS (I): Data Processing, Tabulation, and Representation**

- The data analysis procedure, Data validation, coding and data entry,
- Cross-tabulation, graphic representation of data, univariate statistical analyses
- The concept of statistical significance, Type I & II errors
- Hypotheses development & testing

**Readings:** McDaniel & Gates, Chapter 13

**Week 10 (November 18): Statistical Analyses with SPSS (II): Basic Contrasts and Statistical Tests**

- Common statistical tests, means comparisons: between groups, within groups, multiple means (ANOVA)
- Correlations, simple (bivariate) regression
- Identification of outliers

**Readings:** McDaniel & Gates, Chapter 14

**Week 11 (November 25): Statistical Analyses with SPSS (III): Multivariate Data Analysis**

- Bivariate regression analysis (cont.) coefficients of determination and correlation
- Multivariate data analyses: multiple regression, MANOVA, MANCOVA
- A brief introduction to: cluster analysis, factor analyses, perceptual mapping

**Readings:** McDaniel & Gates, Chapter 14 (continued)

**ASSIGNMENT DUE:** Research Proposal Projects – each group *must* hand in a paper copy at the beginning of class *and* upload one electronic copy to OWL.

**Week 12 (December 2): Communicating the Research Results, Managing Marketing Research**

- Organizing and preparing the research report
- Effective use and communication of marketing research information

**Readings:** McDaniel & Gates, Chapter 15

**ASSIGNMENT DUE:** Data Analysis and Interpretation Assignment – due at the beginning of class, along with peer evaluations

**During final exam period (December 8-20, 2013): FINAL EXAM**

- 3 hours, closed book. Location, time, date: TBA
- CUMULATIVE → Corresponding to topics covered in weeks 1-13. This includes assigned text chapters, assigned supplementary materials, and classroom discussions. WEIGHTED with emphasis on post-midterm topics (approximately 25% pre-midterm topics, and 75% post midterm topics).

**Other Important Dates:**

September 9, 2013 Classes begin

September 17, 2013 Last day to add a full course or first-term half course

October 31-November 1, 2013 Fall Study Break  
November 5, 2013 last day to drop a first term half course.  
November 30, 2013 Last day to drop full course.  
December 6, 2013 Fall Session classes end.  
December 7, 2013 Study Day  
December 8-19, 2013 December examination period.

## BIBLIOGRAPHY

- Additional suggested readings & resources that might be very useful for your research proposal or referred to in class.
- Aaker, David A., Kumar, V. and Day, George S. (2004), *Marketing Research, 8<sup>th</sup> Edition*, New York: John Wiley & Sons.
- Bagozzi, Richard (1994), *Principles of Marketing Research*, Cambridge, MA: Blackwell.
- Baumgartner, Hans & Steenkamp, Jan-Benedict E. M. (2001), "Response Styles in Marketing Research: A Cross-National Investigation," *Journal of Marketing Research*, Vol. 38, No. 2, 143-156.
- Calder, Bobby J., Phillips, Lynn W. and Tybout, Alice M. (1981), "Designing Research for Application," *Journal of Consumer Research*, Vol. 8 (September), 197-207.
- Campbell, Donald T. (1955), "The Informant in Quantitative Research," *American Journal of Sociology*, Vol. 60, No. 4, 339-342.
- Cattell, R. B. (1978). *The Scientific Use of Factor Analysis in Behavioral and Life Sciences*. New York and London: Plenum Press.
- Churchill, Gilbert A., Jr. (1999), *Marketing Research: Methodological Foundations, 7th edition*, Fort Worth, TX: The Dryden Press.
- Churchill, Gilbert A. (1979), "A Paradigm for Developing Better Measures of Marketing Constructs," *Journal of Marketing Research*, Vol. 14 (February), 64-73.
- Douglas, Susan P. & Craig, C. Samuel (1983), "Issues in Primary Data Collection," in *International Marketing Research*, Chapter 5.
- Fournier, Susan (1998), "Consumers and Their Brands: Developing Relationship Theory in Consumer Research," *Journal of Consumer Research*, Vol. 24 (March), 343-373.
- Grapentine, T. H. (2001), "A Practitioner's Comment on Aimee L. Drolet and Donald G. Morrison's 'Do We Really Need Multiple-Item Measures in Service Research?'" *Journal of Service Research*, Vol. 4, No. 2, 155-158.
- Gerbing, David W. & Anderson, James C. (1988), "An Updated Paradigm for Scale Development Incorporating Unidimensionality and its Assessment," *Journal of Marketing Research*, Vol. 25 (May), 186-192.
- McDonald, Roderick P. (1999). *Test Theory: A Unified Treatment*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- Nunnally, Jum C. (1967), *Psychometric Theory*. New York, NY: McGraw-Hill Book Company.
- Perreault, William D. (1992), "The Shifting Paradigm in Marketing Research," *Journal of the Academy of Marketing Science*, Vol. 20, No. 4, 367-375.
- Peter, J. Paul (1981), "Construct Validity: A Review of Basic Issues and Marketing Practices," *Journal of Marketing Research*, Vol. 18 (May), 133-145.
- Solomon, M.R.; Zaichkowsky, J.L. & Polegato, R. (2008). *Consumer Behavior: Buying, Having, and Being, 4<sup>th</sup> Canadian Edition*. Toronto, Canada: Pearson Education Canada.
- Schwarz, Norbert (1999), "Self-Reports: How the Questions Shape the Answers," *American Psychologist*, Vol. 54, No. 2, 93-105.
- Van de Vijver, Fons J. R. & Leung, Kwok (1997), *Methods and Data Analysis for Cross-Cultural Research*. Thousand Oaks, CA: Sage Publications, Inc.

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## CODE OF CONDUCT



**No late submissions of any course material will be accepted**, unless there are extraordinary circumstances (such as illness) that are acceptable to the course instructor. All assignments **must be submitted in hard copy**, no digital (e.g., by email) submissions will be accepted.

**Please take note of the following information** relating to plagiarism, cheating, academic policies, and in-class conduct.

**Plagiarism:** *"Students must write their own essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence."* (see Scholastic Offence Policy in the Western Academic Calendar)."

**Plagiarism Checking:** *"All required papers may be subject for textual similarity review to the commercial plagiarism software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between the University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."*

**Academic Cheating:** *"Computer-marked multiple-choice tests and/or exams may be subject to submission review by software that will check for unusual coincidences in answer patterns that may indicate cheating."*

**Other Relevant Academic Policies/Regulations:** *All students are advised to refer to the Academic Calendar and other relevant documentation for other relevant academic policies and regulations (e.g., academic cheating, attendance, etc.).*

#### **Code of Behavior within the Classroom:**

Students are expected attend all classes, and to remain in attendance throughout the entire class. It is also expected that students will remain focused on the activities during the class. Disruptive talking will not be tolerated. Research shows that failure to attend class can have a negative impact on one's grade.

**Cell phones should not be used (nor should they be left on) during class. While laptops are permitted (even encouraged), web-surfing and email checking, etc. will not be tolerated. This goes also for hand-held computers (e.g., Blackberry, iPhone).**

#### **ACCESSIBILITY STATEMENT:**

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 wish to contact Services for Students with Disabilities (SSD) at 661-2111 extension 82147 for any specific questions regarding an accommodation. More information about "Accessibility at Western" is available at: <http://accessibility.uwo.ca>.

#### **GENERAL INFORMATION:**

##### **1. University Policy Regarding Illness**

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 Counseling* 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 Counseling 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.

### **Make Up Examinations**

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).

## **2. University Policy on Cheating and Academic Misconduct**

Cheating on exams will not be tolerated; students are referred to the university policy on scholastic offenses. 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.

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.

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.

### 3. Procedures For Appealing Academic Evaluations

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.

### 4. Student Responsibilities

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.

### 5. 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/>

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.

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