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## **MOS 3383B STRATEGIC HUMAN RESOURCE PLANNING**

### **Course Outline: Section – 002 / Winter 2017**

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#### **1. Course Information:**

##### **1.1 Class Location and Time:**

**Classroom SSC 2020, Wednesdays 6:30 – 9:30 p.m.**

##### **1.2 Contact Information:**

Assistant Professor: Dr. Jody Merritt Office: SSC 4434  
Office Hours: Wednesdays 5:15 p.m. – 6:15 p.m. (by appointment)  
Phone: 519-661-2111 x81098  
Email: [jmerrit9@uwo.ca](mailto:jmerrit9@uwo.ca)  
Website Address: <http://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 Course Description:**

This course is an introduction to human resources planning processes in organizations. Topics include: supply and demand forecasting, succession management, job analysis, downsizing and restructuring, mergers and acquisitions. This course is designed to provide students with an appreciation for the need for sound planning in human resources. The course will begin with an understanding of jobs using job analysis and then progress through planning for vacancies and then assessing how the vacancies will be filled in the future. (3.0 hours, .5 course)

**Prerequisites for MOS 3383A/B:** Enrolment in 3rd or 4th year of the BMOS program.

## 2.2 Senate Regulations

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

*Strategic Human Resources Planning*, Sixth Edition. Nelson Education, 2016. ISBN: 13- 978-0-17-650694-0; Authors: Monica Belcourt, Kenneth McBey, Ying Hong and Margaret Yap. Additional readings may include class handouts or articles on the internet, and/or readings to be accessed from the western Online Library Catalogue in electronic resources.

## 4. Course Objectives and Format

### 4.1 Course objectives

This course provides a systematic examination of choices that confront managers in Canada who wish to implement strategic human resources planning effectively. These choices are presented through introduction to the concepts of strategy formulation and implementation within the HR context. Upon successful completion of this course students will be able to:

1. Describe the role and activities of human resources management in facilitating the steps required for human resource planning in organizations using an evidenced based management approach for recommending plans of action that effectively link HR policy to business planning to improve performance, and measuring the impact of human resources management.
2. Define, describe, compare, and contrast **key terms**, theories, concepts, approaches, models and tools relevant to human resource planning across Canadian workplaces.
3. Synthesize and critically assess the extent to which various human resource planning practices and associated activities (such as job analysis, succession planning and change management) achieve the goals of managers and support strategic objectives of the organization within specific organizational contexts.
4. Recognize how legislation, technology, changing economic conditions, labour force dynamics, and other external factors influence human resource planning practices.
5. Analyze and differentiate human resources planning approaches used by Canadian organizations that operate globally, and assess various political, cultural, institutional, economic, employee and organizational factors that influence human resources planning on an international scale.

## 4.2 Course Format

In each weekly lecture, numerous examples, role plays, case exercises and class discussion will be introduced to illustrate how theoretical concepts of strategic human resources planning are applied in practice. Students are expected to read all assigned chapters in the course textbook, all assigned additional reading, and apply that knowledge to class exercises and discussions. Students are also required to conduct research on one organization's human resource planning practices using a wide variety of resources from both the UWO library catalogue, interviews and other suitable sources and to summarize their findings in a research report. Students are required to contribute to their own learning and to the learning of others through participation in each class.

## 5. Evaluation

Your final mark will be a product of your performance in this course as assessed by your instructor, and will be calculated using the weight assigned to each course component, as shown below:

Team Industry HRP Seminar Presentation	20%	Mid Term	25%
Team Industry HRP Workshop Report	20%	Final Exam	35%

Students are **REQUIRED TO COMPLETE ALL COMPONENTS** of this course. There are no exceptions to this. Extra assignments to improve grades will **NOT** be allowed. 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.

### **TEAM SEMINAR PRESENTATION (20%)**

#### **Team Seminar Presentation:**

The class will be divided into **teams of five** and will be required to prepare a comprehensive team seminar involving detailed research into the strategic human resource planning issues facing the industry or setting concerned as well as a demonstration of the use of principles and/or theory drawn from the course in proposing recommended action to address the problem. Your presentation should be entertaining and stress the application issues. As seminar leaders it is your task to introduce the organization case setting in a presentation and then to facilitate discussion. Not just a team led lecture. The seminar should analyze the context of the organization case including: the organization setting, the main participants (their roles, perceptions, feelings, prejudices, attitudes, etc.) strategic issues, wider organizational environment, nature of the business, human resource management philosophy, climate and management leadership. An introduction to any literature/text/theory links should be drawn upon while acting as the "resident expert" on the organizational setting and on the issues that it addresses. As the expert you will take the lead in seminar discussion involving the class and Professor.

#### **Evaluation of Team Seminar Presentation:**

**Team Presentation:** Twenty minutes in length (followed by a 25 minute discussion). An electronic copy of the seminar slides including a references slide along with any other relevant documents (team minutes, copy of class handout) must be submitted to the Professor within one Microsoft Word document via the appropriate OWL assignments link prior to the start of the seminar or a significant penalty will be applied. Presentations will take place in the second part of the class. Class attendance

is required as the Professor and class will assess team seminars and participation marks will be assigned. Students will be asked to sign in each class. Recommended sections for your presentations include: Industry overview, key human resource issues, specific human resource planning issues, addressing human resource planning issues using human resources planning theory/literature/text ideas, recommendations and conclusions.

**Topic Selection:** Each team's first, second and third topic choices along with the first and last names of team members must be submitted to the Professor by the team leader via the appropriate OWL link found under assignments on the date given on your course schedule by midnight. Students are encouraged to seek out individuals presently working in the field to learn more about the practical nature of their topic and to secure a guest speaker. If students secure a guest speaker – the professor must be given one week's notice.

**Team Proposal:** One page in length excluding a cover page and references page of sources typed in Microsoft Word must be submitted by the team leader to the Professor via the appropriate OWL link found under assignments on the date given on the course schedule by midnight. Include a references page of sources to be used.

**Firing Line and Participation:** The firing line is a technique to encourage class discussion and to open the seminars in a lively manner. This procedure is intended to give students the chance to design questions around which a topic will be dealt with in class. Student teams will develop questions and then take turns in having these questions chosen for the class as well as taking turns in answering the questions raised by others. Students will work in their seminar teams and individually will arrive to each class prepared with a written integrative question. It should be a question that links prescribed readings and other insights to the topic of the day. Each team will meet briefly prior to the beginning of the scheduled seminars and will select its "team question" from among those brought by various team members. All team chosen questions will be posted and the Professor will choose the class "question of the week." Questions will be assessed in terms of: clarity, interest, relevance and contribution to learning. Each team will be given time to work on answers to the question of the week during class. One team other than the seminar team presenting will be randomly selected to present their answers to the question of the week. That team will make a brief presentation of their answer (no more than 5 minutes). The team presenting their topic seminar is expected to facilitate the discussion of this question and the brief discussion held after the topic seminar with the class as a whole. Student teams will hand in to the Professor a copy of their developed answers. Students are expected to attend all seminars. Participation marks can only be earned from being actively engaged while working within respective teams and in overall class discussion. Students will be asked to sign in prior to working with their teams.

#### **Evaluation Guidelines for Team Presentation: (100 marks)**

- Creativity/Organization (10)
- Professionalism/Team Presence – All Team Members Must Present (10)
- Class Involvement – Facilitation of Fire Line Discussion (20)
- Use of Outside Research Sources – At Minimum 10 Outside Sources Must Be Used along with Appropriate APA referencing throughout (20)
- Peer Results from Team - Utilizing CATME (20)
- Team Proposal (10)
- Individual Assessment of All Seminars – Using Provided Rubric (10)

#### **Applied HRP Workshop/Team Report**

An ongoing feature of this course is an HRP special workshop hosted by an organization in the city. Students will analyze an actual case example of human resource planning issues from an organization to be announced. Prior to the workshop, students will be presented with a human resource issue that is relevant to the organization. This assignment will require a brief report of no more than eight pages double spaced with one-inch margins excluding title page, references and exhibits from each team answering the case questions given. The final report must be submitted on the due date simultaneously to the appropriate OWL assignments link and in email to me as a single PDF file to my email address. The Professor will evaluate all submissions and a selection of the best will be sent to the organization for presentation and analysis during the HRP workshop. This workshop is set to take place on the date indicated on the course schedule (tentative date) at which time, a team from the organization will outline their human resource practices and their approach to the human resource issues raised in the assignment. A sample of the students whose reports were forwarded to the organization may be invited to participate in the workshop by giving a three to five minute presentation on their report. Additional feedback will be given to the class during the workshop as well as valuable insights into the actual human resource planning function.

**Note:** Attendance at the workshop is compulsory and students will be held accountable in the final exam for additional information brought up at the workshop.

### **Evaluation Guidelines for Applied HRP Workshop/Team Report: (100 marks)**

- Organization (20)
- Quality of Information (30)
- Use of Outside Research Sources – At Minimum 10 Outside Sources Must Be Used Along with Appropriate APA referencing throughout (20)
- Peer Results from Team - Utilizing CATME (20)
- Mechanics (Spelling, Grammar) (10)

### **Team Member Evaluations through CATME**

A note about team work and peer evaluation processes. Working in teams, while fundamental to the effective operation of most organizations, can be very fulfilling but can also be fraught with hazards, difficulties, and disagreements. Building the capacity to work within teams – especially those that do not necessarily share the same objectives – is an incredibly valuable asset to possess. As such, I encourage team members to engage with the material and with each other, and to establish some basic understandings, expectations, and guidelines (formal or informal) about how their team will function and any desired outcomes. While I encourage each team to function autonomously, to set their own norms, and to work through their differences, I will mediate serious disputes if needed, but I do not expect an intervention to be necessary. Each member of your team should expect to be able to work in a safe environment, free from unprofessional conduct (i.e. discrimination, harassment, or intimidation). Please advise me immediately if your team encounters such problems, and I will address the issue as immediately and severely as it would be in any other workplace. It is your responsibility to make me aware of any such incidents in your team. Grading for the team assignments will be assisted by each team members' performance appraisal of themselves and the others on their team. This will be utilized to determine each person's grades regarding semester team projects. You must complete the evaluation during the time period specified. You will be notified through your Western University email account when the site is open and you will be able to complete the evaluation. You are to honestly and with full integrity assess yourself and each member of your team. Your grade is based on the quality of your assessment and the thoughtfulness with which you complete the form. You must add a narrative in which you justify your scores. When a member scores everyone as a 5 or a 1, their scores become suspect and will warrant further investigation.

### **Assignment Submissions**

Read the course schedule carefully. It is your responsibility to ensure that the Professor receives all written work successfully. Work not appearing under the correct link will not be graded. Assignments emailed directly to the Professor will not be accepted and will not be graded. Late assignments will not be accepted or graded unless a valid reason is communicated with the Professor prior to the due date of assignments.

### **MIDTERM AND FINAL EXAM (60%)**

You will have both a midyear examination, and a final examination. Both exams will be closed book exams, two hours in length. Content for each exam is presented in the topic timetable and more information will be provided closer to the exam by your Professor. The midterm is weighted at 25% and the final exam is weighted at 35% in determining your final grade. As indicated in the topic timetable these exams are non-cumulative. The midterm and the final exam will be presented in a *mixed format and could contain a combination of multiple-choice, short or longer answer, and/or essay questions based on case incidents*. Students are responsible for material covered in the assigned chapters/sections in the text as well as any additional material covered in the course and indicated for the exam. Portions of both exams will be scored using the program Scan Exam which examines the answer sheets for unusual coincidences in the pattern of answers given which may be indicative and used as supporting evidence of cheating. Exams will not be returned to students but may be reviewed individually in the instructor's office (by appointment.)

### **Use of Turnitin Plagiarism-Detection Service**

The University believes in the right of all students to be part of a University community where academic integrity is expected, maintained, enforced, and safeguarded; it expects that all students will be evaluated and graded on their own individual work; it recognizes that students often have to use the ideas of others as expressed in written, published, or unpublished work in the preparation of essays, papers, reports, theses, and publications. However, it expects that both the data and ideas obtained from any and all published or unpublished material will be properly acknowledged and sources disclosed. Failure to follow this practice constitutes plagiarism. The University, through the availability of Turnitin, desires to encourage responsible student behaviour, deter plagiarism, improve student learning and ensure greater accountability. Turnitin will be used for the team projects. You will be advised how to submit your papers to Turnitin. If the results of a Turnitin originality report may be used to charge you with academic misconduct, you will be notified of the result of the report, and you will be given the opportunity to respond before any disciplinary penalty is imposed.

## **6. Course Schedule**

Below is a tentative schedule for this course. There may be departures from this list as some topics take up more (or less) time than is scheduled. Following this schedule is the responsibility of each student.

<b>Week</b>	<b>Class Dates</b>	<b>Topic</b>	<b>Text Chapters</b>	<b>Assignment Due Dates</b>
1	Jan 11	Introduction to the Course Strategic Management	Chapter 1 Powerpoint	Review Course Outline Read Chapter 2
2	Jan 18	Aligning HR with Strategy <b>Teams Form</b>	Chapter 2 Powerpoint	Read Chapter 3
3	Jan 25	Environmental Influences on HRM <b>Team Seminar Date Choices Due</b>	Chapter 3 Powerpoint	Read Chapter 4, 5 <b>Midnight, OWL Assignments Link</b>
4	Feb 1	Human Resources Forecasting <b>Team Seminar Proposals Due</b>	Chapter 4 Powerpoint	<b>Midnight, OWL Assignments Link</b>
5	Feb 8	Determining Human Resources Demand <b>Topic #1 Seminar</b>	Chapter 5 Powerpoint	<b>Midterm Review</b>
6	Feb 15	<b>Midterm</b>	<b>Mandatory Chapters 1-5 Plus Lectures, Readings</b>	Read Chapter 6
7	Feb 22	<b>READING WEEK</b>	<b>NO</b>	<b>CLASSES</b>
8	Mar 1	Ascertaining Human Resources Supply <b>Topic #2 Seminar Topic #3 Seminar</b>	Chapter 6 Powerpoint	Read Chapter 7
9	Mar 8	Succession Management <b>Topic #4 Seminar Applied HRP Workshop Papers Due</b>	Chapter 7 Powerpoint	Read Chapter 9 <b>Midnight, OWL Assignments Link</b>
10	Mar 15	<b>Professor Away at Conference</b>	<b>No</b>	<b>Class</b>
11	Mar 22	Change Management <b>Topic #5 Seminar</b>	Chapter 9 Powerpoint	Read Chapters 11
12	Mar 29	Strategic International HRM <b>Topic #6 Seminar</b>	Chapter 11 Powerpoint	Read Chapter 14
13	Apr 5	HR Assessment and Analytics <b>Applied HRP Workshop</b>	Chapter 14 Powerpoint <b>Mandatory</b>	<b>Attendance</b>
	<b>Final Exam Period Apr 9-30, 2017</b>	<b>Final Exam</b>	<b>Chapters 6-7, 9, 11, 14 Plus Lectures/Seminars/ Workshop</b>	

## 7. University Policy Regarding Illness

### 7.1 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/pdf/academic\\_policies/general/privacy.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/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://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.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.



## **7.2 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).

## **7.3 Attendance**

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.

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

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 3135 WSS, (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.

## **9. 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.

## **10. 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. The use of smart phones is banned from class with no exceptions (unless there is an emergency or extenuating reason in which informing the Professor is crucial with advance notice). Texting, online chatting, taking phone calls, or using your laptop/smart phone on any non-course related activities, are rude, distracting and disrupt the learning of others. Should any of the above occur, this would result in sanctions being applied, which can include removal from the room and/or a lowering of your grade. Please show respect to others in the class by behaving in a punctual, considerate and professional manner. To avoid unnecessary distractions, please arrive to each class on time.

## **11. Support Services**

### **11.1 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.health.uwo.ca/mental\\_health/](http://www.health.uwo.ca/mental_health/) for a complete list of options about how to obtain help.

## **12. Other Issues**

### **12.1 Grade Policy**

The DAN Program has a grade policy which states that for courses in the 3000-4000 range, the class average must fall between 70% - 77% 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 Undergraduate Chair or Chair. Class averages are not grounds for appeal.

### **12.2 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.

### **12.3 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.

## **12.4 Academic Concerns**

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

## **12.5 Important Dates**

January 5, 2017 Winter Session classes begin.

January 13, 2017 Last day to add a second-term half course

February 20, 2017 Family Day

February 20-24, 2017 Reading Week

March 7, 2017 Last day to drop a second-term half course without academic penalty April 7, 2017 Winter Session classes end.

April 8, 2017 Study Day

April 14, 2017 – Good Friday

April 16, 2017 Easter Sunday

April 9 - 30, 2017 April examination period

## **13. 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/academic\\_policies/index.html](http://www.uwo.ca/univsec/academic_policies/index.html)

## **14. E-mail 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. Unproductive emails will receive a reply saying only "Please see Email Policies on the course outline".

### **14.1 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.).

### **14.2 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.

### 14.3 Productive 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

### 14.4 Unproductive Emails

- questions that may be answered on OWL or on this course outline
- asking when grades will be posted
- asking what grade a student received
- requests for grade increases, extra assignments, or reweighting of course components

## 15. Frequently Asked Questions

Question	Answer
How can I succeed in this course?	Do all the assigned readings, attend class, focus on understanding the course and topic principles in a way that lets you apply them to new fact situations.
I missed an 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?	Midterm grades are posted on OWL when they become available. Final exam grades as well as final course grades are posted on OWL once they are approved for release.
Can I come and see my exam?	If you wish to review either your midterm or final exam, please do so within one week of writing by emailing me to make an appointment.
Can I use a different textbook?	You should use only the textbook listed in this course outline. It is your responsibility to ensure that you are learning all of the assigned material. Be aware that different textbooks or earlier editions may be organized differently, may be missing material, and may cover different material.
<ul style="list-style-type: none"><li>• This mark is going to prevent me from getting accepted at Ivey/graduate school/NASA.</li><li>• I need a certain mark to get or maintain a scholarship or my AEO status at Ivey.</li><li>• I tried really hard but I still got a poor mark.</li><li>• This is the lowest mark I have ever received.</li></ul>	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.