Eric Sprott School of Business
Carleton University, Ottawa, Canada

BUSI3103 C "Introduction to Organizational Theory"
September 5, 2018 – December 7, 2018

Professor	Rumaisa Shaukat, Ph.D., CHRL., CMP.
Office	TBA
E-Mail	rumaisa.shaukat@carleton.ca For any email query, in the subject colum write your course codes.
Office Hours	By appointment only. I'm also generally available right before and after class for quick questions/comments.
Class Times	Section C Thursday 6:05 - 8:55pm
Class Location	TBD
Prerequisites	Second-year standing, and BUSI 2101 or BUSI 2702
Website:	Course slides will be posted on CU learn. Please attend classes to take notes!

Calendar Course Description
Macro-organization theory. Structuring of organizations in a complex global economy. Effects of the external environment, technology, culture and organizational goals on the structure, processes and effectiveness of the organization.

Course Description
This is an introductory course in Organization Theory. It covers basic theories and principles concerning the structuring of contemporary organizations in complex, dynamic, uncertain, and competitive environments. The objective of this course is to provide the student with a number of conceptual frameworks in which to understand in greater depth the structure and processes within organizations. Organizations are seen as complex social systems comprised of people, tasks, technology and structure working within the constraints of their environments; and this course will examine these interactions. There will be a range of topics explored in this course. Each is listed below under the Course Schedule. A variety of learning strategies will be employed, including case analyses, group discussions, small group activities, and lectures.

Course Objectives
On completion of this course, it is expected that students will:

1. be familiar with and able to critically examine concepts, models and approaches in current body of knowledge in organization theory;
2. have developed some diagnostic skills in evaluating organizational and managerial problems in analyzing organization structures and processes;
3. have acquired some applied problem-solving skills in deciding and understanding how to manage an organization to achieve its goals in the context of a variety of environments and under different organizational contexts.

Course Expectations

1. Emails: I communicate with students through their student email accounts. It is your responsibility to check your emails as I will be sending important messages through this medium. Important messages will also be posted on Web CT.
2. Active Participation. Students are expected to attend, take notes, and participate in class. Students are expected to maximize their own learning by actively participating in all activities. This includes raising questions for discussion or clarification, bringing their own work and other organizational (only professional and academic) experiences to discussion, and interacting professionally and ethically with classmates and with the instructor.
3. Regular Attendance. As most of the course material is structured in such a way that it builds upon itself, and because this class, for obvious reasons, places so much emphasis on the practice of communication through discussion, exercises, etc., it is difficult for you to enhance your interpersonal skills if you are not regularly present to practice them. Also, because you will be part of a group requiring your involvement and input, attendance is something that you owe to your fellow group members. Therefore, punctual attendance and regular readings are strongly recommended.
4. Follow Assignment Instructions. Carefully read the instructions for your written assignments described in the course outline. Always use a title for your work. Strictly, follow the instructions regarding page limit/font size/margins for your written submissions. In any case do not exceed the required standard page limits for all submissions. Format for written submissions should follow the American Psychological Association (APA) Publication Manual (5th Edition).
5. Keep duplicates of deliverables. For your protection, always keep a copy of your written assignments (either soft copy or a hard copy). In case of loss, theft, destruction, dispute over authorship, or any other eventuality, it will be your responsibility to provide a copy of your written submissions.
6. Respect Deadlines. All deadlines need to be respected, and exceptions will be granted only in extraordinary cases. No make up case study, no make up assignment. Projects which are submitted after the due date without an agreed upon extension are considered late assignments. Assignments must be handed in at which they are due. Submission of late assignments requires the prior consent of the instructor otherwise the penalty on late assignments is a grade loss of 20% per day up to a maximum of 3 days, after that assignments will not be accepted.
7. Respect your classmates' desire to learn. In class, turn off all cell phones, beepers, or other electronic communication devices.
8. Late arrivals and early departures are not acceptable in this class. Do not 'leave' early, that is, pack up books, stand up, etc. near the end of the class. The class period is over when the allocated time is completely up or when the instructor dismisses the class. Late students conspicuously disturb the learning experience for their classmates. As a courtesy, you should plan to arrive no later than the start of class (if not sooner).

If at any time something seems unclear or unreasonable to you, please make an appointment to discuss it. I am open to your suggestions and comments. This class is meant to be an open forum for learning and discussion. Perhaps you have a question about some class material but feel uncomfortable asking it in class it or the question does not occur to you until afterwards. Or perhaps you are working on a class assignment and have a question about getting started or want a second opinion to assess whether you're appropriately approaching the project. In instances such as these, please contact me.

Policy on Re-marking

From time to time, students have legitimate concerns about marks they have received on a Case, Quiz, or Project. If you feel that any paper handed back to you has not been marked appropriately for the work you have submitted, you do have recourse for re-marking. However, please note that to be eligible for re-

marking, you must embark upon the following procedure within one week of the deliverable being handed back in class:

1. Indicate in writing specifically what your concern(s) is (are). This does NOT mean that you simply say "I think I deserve more marks." You must clearly indicate where the marker made a mistake in his/her marking of the paper. In this regard, you must refer to the class notes, excerpt in the textbook, etc., supporting your claim.
2. After completing #1 above, you must submit the paper with your comments back to the Professor within one week of the paper being handed back in class. If you did not pick up the paper when it was handed back, you still have only 1 week from the original hand-back date to request a remark.
3. If a deliverable is not resubmitted following the above guidelines, the Professor will regard the mark as originally assigned to be the final mark for that deliverable.

NO MARKS will be changed at a later date. It is important to note that the Professor reserves the right to remark the entire paper in question and to either leave the mark as is or to change it positively or negatively as required.

EMAIL GUIDELINES

- Please be professional.
- Always use your university account. E-mail from other domains (hotmail, gmail) often are treated as spam.
- Always identify the course number and section in the Subject line
- Please use proper greetings. You can refer to your instructors as "Professor X" or "Dr. X." Any other title (Ms., Mrs., Miss, or Mr.) is less appropriate given the classroom context. As business students, it is imperative that you learn to use proper titles.
- Always sign your email with your first and last names and include your student number.

Pedagogy

Throughout the course, we will use a number of different teaching techniques (e.g., lectures, in-class discussion groups, cases, and videos). This is a highly participative course – in other words all students will be expected to come to class prepared to discuss all of the material. In-class group work will occur most weeks and group members will be expected to fully participate and report on the outcome of their discussions.

Required Text Book

Daft, R. L., Armstrong, A. (2015). *Organization Theory and Design (Third **Canadian** Edition)*. Toronto: Nelson Education Ltd

Companion Website at

http://coursemate.cengage.com/CPReader/View/9780176691974/default.aspx?eISBN=9780176691974

Course Schedule

Sessions	Topics and Cases	Assigned Readings
Sep 6	Introduction to the course, Overview of intended outcomes, readings, assignments and evaluation for the course	No Assigned Readings
Sep 13	Organizations and Organization Theory ; Strategy, Organization Design and Effectiveness	Ch 1-2

Sep 20	Fundamentals of Organization Structure; The External Environment	Ch 3 & 4
Sep 27 **In Class Case 1 with Peer evaluations Due**	Interorganizational Relationships; Designing Organizations for the International Environment	Ch 5 & 6
Oct 4 **"Final Project outline due"** **In Class Case 2 with Peer evaluations Due**	Manufacturing and Service Technologies; Organization Size, Life-Cycle and Control	Ch 7-8
Oct 11 **In Class Case 3 with Peer evaluations Due**	Organizational Culture and Ethical Values	Ch 9
Oct 18 **Midterm Exam**	Utilize all readings	Midterm Exam up to Ch 6
Oct 25 No Class	Study Break	No Assigned Readings
Nov 1 **In Class Case 4 with Peer evaluations Due**	Innovation and Change	Ch 10
Nov 8	Conflict, Power and Politics Decision-Making Processes	Ch 11-12
Nov 15 ***Project Presentations with Handout Due, who did what letter, and Peer Evaluations Due***	Project Presentations Read Appendix 1 and instructions from course outline carefully.	Utilize all Readings
Nov 22 ***Project Presentations with Handout Due, who did what letter, and Peer Evaluations Due***	Project Presentations Read Appendix 1 and instructions from course outline carefully.	Utilize all Readings
Nov 29 ***Project Presentations with Handout Due, who did what letter, and Peer Evaluations Due***	Project Presentations Read Appendix 1 and instructions from course outline carefully.	Utilize all Readings

Course Evaluation

4 Group Case Studies (5% each):	20%
Group Research Project:	20%
Presentation: 10%	
Handout: 5%	
Peer Evaluations: 5%	
Midterm Exam	20%
Final Exam (Cumulative):	40%

Note: No Email Submissions!!!

Case Assignments

Why Case?

Business cases are carefully written scenarios written by business professors for the purpose of teaching. These scenarios are almost always extracted out of real business organizations. The case method is an effective way ($cost and time saver) to provide students with experience of "real world." Like the real world, cases present us with ambiguities and incomplete information. And you will be acting like managers and try to understand what are the key issues facing the managers in the case. What do we know from the case? What don't we know? What are some reasonable assumptions we can make in order to go on with the analyses?

Why Group?

Group work allows you to debate with each other about the right way of thinking about an ambiguous situation. One person can fill in some gaps in analysis done by another person. Also, group work is the way the real-life organizations make most decisions. As in the real world, you will not have complete control over the habits and orientations of your group members. This can cause headache for you, this can also provide you with the possibilities of coming up with solutions you alone could not generate. Real-life employers look for the qualities and skills that you can acquire and hone by doing these group work in a non-threatening environment such as a university course.

Your task and the rubric by which your reports will be assessed are to be found in the following pages.

Group Cases (5% each; for a total of 20% of your term mark)

Objective	Throughout the course, we will do several cases. Your task is to individually read (before class) the case and **come to class prepared** to address the questions within your team, for that particular case (see "content" below). *However, you will have sufficient time in-class to prepare your group's collective answer, so there is no need for your group to meet beforehand for this. In fact, it makes more sense to use me as a resource available to you during class (to clarify any theoretical points, or clarify what is expected of specific questions) by working on the cases in class.*
Content	For each case, I will assign you specific questions. Answer the assigned questions using material recommended for that case (as well as material taught in any other previous classes, *if* you feel it is also applicable – but please don't just dump indiscriminately).
Format	1. Double-spaced, maximum 5 pages. 2. Point form is acceptable (and preferable to verbosity!) as long as you're coherent. 3. Cover Page: Be sure to include a cover page listing (a) your group number, (b) the case number, and (c) the names of all group members *who were present to work on the case that day*. Not doing so could adversely affect your grade. 4. Statement of integrity form. Penalty for failure to submit signed *Declaration of Academic Integrity* sheet will result in disqualification of the report from evaluation process. 5. Format for written submissions should follow the American Psychological Association (**APA**) Publication Manual (5th Edition). 6. Peer evaluation forms folded or stapled individually from each member with the case study report. No late or Email submissions. No excuses for not being able to bring peer evaluation forms or statement of integrity form. No hand written or other forms will be used in any case. So make sure you have all required documents with you. No exceptions!!! 7. All above mentioned documents in one the large envelope. Write your group numbers on the envelope. 8. Penalty for late submission: 20% per 10 minutes.

Submission & Timing Requirements:	a) **Cases must be submitted to me by 10 minutes prior to the END of the class in which the case is being done.** Late submissions will not be accepted. See Course Schedule in this outline for specific due dates for each case. b) **No Email submissions are acceptable. Any cases done before the class will get a grade of Zero!** c) You will personally lose 1 mark for each missed evaluation (not the group). No excuses for not being able to bring peer evaluation forms or statement of integrity form. No hand written or other forms will be used in any case. So make sure you have all required documents with you in one large envelope. No exceptions!!! d) **Please note, peer evaluations can affect your mark for that particular case so make sure you contribute to the group effort.**
Marking Criteria	**Important!!** Please note that you *cannot* get marks for a group case unless you are present and working with your group on that day. The only exception is if you have submitted your share of the group answers to your team previously, *and* your fellow team members are prepared to accept this. In that case, your group's peer evaluation will determine your grade on that case. The only other exception is a medical reason, requiring a medical note, and that will be dealt with on an individual basis. • You will be expected to support your responses to the questions by providing examples from the case and/or citing areas of scholarly support (course material) for your position taken, where applicable. Please note (!): In some cases, all questions are weighted equally; in others, question weights are indicated on the question sheet. More specifically, each assignment question will be graded according to the following general guidelines: o How well did the response actually *answer the question* in a *logical, clear* and *comprehensive* manner? o How well did the response deal with *all aspects* of the question? o How well did the response *link the relevant course material*? o Did the response demonstrate an appropriate effort/level of *analysis*? o To what extent did the response demonstrate original thought or new insights to the issue that falls outside the course materials? (exceptional grades are awarded for this level of effort)? . • Please write as neatly as possible. Illegible reports will not be graded. Point form is acceptable if you are confident that your ideas are clearly explained. A maximum of 20% of the grade assigned to a team's report can be removed if the report contains significant grammatical and/or spelling mistakes.

What to do if you miss a case?

If you miss a case due to medical reasons or an emergency, it is your responsibility to contact the professor within 24 hours of the beginning of the class period you missed. You will only be allowed to make-up the case **upon providing an official document** (e.g., doctor note) detailing the reason for your absence. It is also your responsibility to contact your team members. The make-up case (if allowed) might be different, and will be completed individually. Failing to contact the professor within 24 hours will result in a grade of "0."

Note on Team Membership

You are required to take team membership seriously. If some members of a team are not pulling their weight (i.e., free-riding), one or more members of the team should encourage the free-rider(s) to work harder by suggesting how each member can specifically contribute to the team's work (such as everyone in the team having a distinct set of tasks to fulfill) and, when appropriate, by suggesting deadlines by which each member should hand something in to the team. If this does not work, one or more team

members should alert the professor who will then take the necessary steps to resolve the situation and potentially penalize the free-rider(s). If you are experiencing trouble with a team member, **it is the team's responsibility to contact the professor before the date of the evaluation. Team problems that are brought to the professor's attention *after* the evaluation will not be considered.**

On the Formation and Management of Student Teams:

Team members are expected to provide each other with verbal and then written (email) feedback to constructively suggest specific performance improvements that appear necessary to minimize the occurrence of social loafing behaviours prior to the submission of each group assignment.

You are required to take team membership seriously. If some members of a team are not pulling their weight (i.e., free-riding), one or more members of the team should encourage the free-rider(s) to work harder by suggesting how each member can specifically contribute to the team's work (such as everyone in the team having a distinct set of tasks to fulfill) and, when appropriate, by suggesting deadlines by which each member should hand something in to the team. If this does not work, one or more team members should alert the professor who will then take the necessary steps to resolve the situation and potentially penalize the free-rider(s). If you are experiencing trouble with a team member, it is the team's responsibility to contact the professor as soon as possible. Team problems that are brought to the professor's attention *after* the evaluation will not be considered.

Group Research Project

Teams will be allowed to choose from any of the weekly topics covered in the course in deciding what the main topic of their presentation will be.

Instructions:

1 Choose any topic.
2 Interview someone in an organization who has experienced a challenge/problem that clearly relates to this topic.
3 Find out what the MAIN PROBLEM OR CHALLENGE is this person/organization experienced. Make sure you clearly explain in your presentation how this challenge relates to the topic chosen.
4 What did this person or the organization do (steps, activities) to deal with this particular challenge? Describe this clearly in your report and presentation.
5 Explain the pros and cons of the way the challenge was dealt with by referring to the content of the course.
6 Provide and explain an alternative strategy that could have been used to deal with the challenge, and present its pros and cons by referring to the content of the course.

A one page outline (hard copy) of the project report is to be submitted to the professor at the beginning of the class when its due (Please check course agenda)**.** An outline has no marks but you can lose 5% of the project mark if you did not submit one on the due date. Students are highly encouraged to consult the professor on their progress on this assignment throughout the semester (especially when trying to determine whether the chosen topic is appropriate). Teams will be required to present their findings to the class, presentation dates will be assigned by the end of September. Please see appendix for more specific details about the presentation. On the day of your presentations, you have to bring a hard copy of a handout that basically outlines your research.

Each group is responsible to make a handout available to the class. Each group must forward an electronic copy of the presentation handout with their power point to the professor via email 24 hours before presenting to post to the class folder. The handout should be 500-1000 words in APA style and should contain relevant quotes, practical examples, and diagrams to help situate the reader.

Note: On the day of presentations, professor should be receiving:

1. a **hard copy of the handout**;
2. a **hard copy of slides** (handout version), include **a page listing students' name and student number under a heading;**

3. **peer evaluation forms** from each member of the group; and
4. **"Who did what"** for the project and presentation. On "who did what letter" explicitly write each member's name and what exactly he/she did for the project presentation and the report. I will cross check each member's submission and if needed, I will call the group to verify if there is any inconsistency. This is an opportunity for you to give credit to exceptional team member and explain any issues you had with the slacker/s in your group. I take Peer evaluations and the letter very seriously. **Both documents will affect your mark for that particular assignment so make sure you contribute to the group effort.** I will adjust mark for slackers according to these two documents.

Time allowance: Specific time will be allocated (by the end of second week depending on the number of groups) to the presentation part and additional few minutes will be reserved for a question & answer period.

Evaluation Criteria :

- Conceptual clarity (lucid thinking, Concepts and terms, Insight and Connections):
- Effectiveness of delivery
- Relevance and importance of the context being investigated
- Issue description (comprehensiveness, depth of detail)
- Critical analysis (objective critique of material)
- Validity of your arguments
- Internal logic and consistency (flow of ideas, connectedness of writing)
- Originality and creativity (uniqueness, inventiveness)
- Practical analysis and solutions/suggestions

Note: Please be professional during your presentations. Please also read Appendix I.

Midterm Exam

The midterm exam (format will be announced in the class) will covers Ch 1 – 6.

The exam will be 90 minutes long, closed book, and will require you to answer a variety of questions related to the concepts discussed in the course.

Final Exam

The final exam will be 2 hours long, closed book, and will require you to answer a variety of questions related to the concepts discussed in the course, the cases and exercises dealt with in class, and/or a new case. The format and date of the exam will be announced in class.

Peer Evaluation

With each group deliverable [case studied and the final project], each group member should submit, **in a sealed envelope**, a grade for all group members. Use only the original Peer evaluation form attached with the course outline (no hand written evaluations or different forms will be accepted). Peer evaluations are supposed to be confidential so please do it in private then fold them and put them in the large envelope with the assignments. **Peer evaluations will affect your mark** for that particular assignment so make sure you contribute to the group effort. *None of the students will have access to these forms after the submission. This evaluation is strictly confidential; all forms will be destroyed at the end of the semester.*

Deadline: Due with each case study and project presentation slides.

- Note: Evaluation from individual students without a sealed envelope will not be accepted (no staples or glue & use the original Peer evaluation form). *As a group place all peer evaluation envelopes and your final project report in One large envelope.* Not following any of the instructions above could affect your grade.
- In addition, if you are not submitting peer evaluation forms for your group members, you will personally lose 5 marks. No late submissions will be accepted.

ADDITIONAL INFORMATION

Course Sharing Websites
Materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Required calculator in BUSI course examinations
If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Group work
The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

Grades entered by Registrar:
WDN = Withdrawn from the course
DEF = Deferred

Academic Regulations
University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:
http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/

Requests for Academic Accommodation
You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation
Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation
Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities
If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence
As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities
Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Academic Integrity
Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: https://carleton.ca/registrar/academic-integrity/.

Sprott Student Services
The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! http://sprott.carleton.ca/students/undergraduate/learning-support/

Centre for Student Academic Support
The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the

classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

Important Information:
- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean's approval.
- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting http://carleton.ca/ccs/students/

Important Dates to Remember

September 5, 2018
Fall term begins.
Fall and fall/winter classes begin.

September 12, 2018
OSAP deferral deadline. Late payment charges and late registration charges applied to the student account on or after this date for eligible OSAP students.

September 14-16, 2018
Full and late summer deferred final examinations held.

September 18, 2018
Last day of registration for fall term and fall/winter courses.
Last day to change courses or sections (including auditing) for fall term and fall/winter courses.
Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in fall 2018 and must register for the fall 2018 term.

September 30, 2018
Last day to withdraw from fall term and fall/winter courses with a full fee adjustment (financial withdrawal). Withdrawals after this date will create no financial change to fall term fees and will result in a permanent notation of WDN appearing on your official transcript.

October 5, 2018
December examination schedule (fall term final and fall/winter mid-terms) available online.

October 8, 2018
Statutory holiday. University closed.

October 15, 2018
Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.

October 22-26, 2018
Fall break. Classes are suspended.

November 1, 2018
Application deadline to study at another institution on a letter of permission for the winter term.

November 9, 2018
Last day to request formal exam accommodations for December examinations to the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.

November 15, 2018
Last day for receipt of applications for admission to an undergraduate degree program for the winter term.

November 23, 2018
Last day for summative tests or examinations or formative tests or examinations totaling more than 15% of the final grade before the official examination period (see examinations regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).

November 25, 2018
Winter Payment Deadline. Click here for important payment information. Late charges may be applied to the student account any time after this date.

December 1, 2018
Last day for receipt of applications from potential winter (February) graduates.
Last day for graduate students to submit their supervisor-approved thesis in examinable form to the department.

December 7, 2018
Fall term ends.
Last day of fall term classes.
Classes follow a Monday schedule.
Last day for academic withdrawal from fall term courses.
Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for fall term courses.
Last day for receipt of applications for undergraduate degree program transfers for winter term.
Last day for take home examinations to be assigned, with the exception of those conforming to the examinations regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
Last day to pay any remaining fall tuition fees to avoid a hold on access to marks through Carleton Central and the release of transcripts and other official documents.

December 8, 2018
No classes or examinations take place.

December 9 – 21, 2018
Final examinations in fall term courses and mid-term examinations in fall/winter courses may be held. Examinations are normally held all seven days of the week.

December 18, 2018
Winter term registration for University of Ottawa undergraduate exchange students begins. Registration opens at 8:30 a.m.

December 21, 2018
All take home examinations are due on this day, with the exception of those conforming to the examinations regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

December 24, 2018
Deadline for course outlines to be made available to students registered in winter term courses.

December 25, 2018-January 1, 2019
University closed.

APPENDIX I

Guidelines for Presentations

Please Read guidelines very carefully. Not following any of the instructions below could affect your grade

1. Maximum time available for presentation will be announced in the class: ….. minutes in total [….. minutes for presentations, remaining time will be used for any questions from the class or from the professor]. Please note that you are expected in fairness to your colleagues to respect the time allocation. Not doing so could adversely affect your evaluation. Utilize available time, do not rush through your presentation, and don't conclude abruptly. Without a proper introduction and conclusion you can lose marks.
2. Submit an electronic copy of their (PowerPoint) presentation to the professor the day before the actual presentation. Don't send any second or third revised or updated version of your slides. I will save your slides on a USB and on the desktop as well. No late submission will be accepted. No revised version will be accepted and no one will be allowed to save any updated version on the desktop on the day of actual presentation, and if you forgot to send me your slides, then you won't be allowed to use slides. If you didn't follow any these guidelines, you will lose 25% of your presentation grade. No exceptions. So plan ahead and prepare well in advance rather than waiting for the last moment.
3. In your slides, your names, group number and topic should be very clear. In your emails, always include your group number if your inquiry is related to group project. Even with your ppt slides, I need to know what your group number is, otherwise I will not save your slides and you will present without slides.
4. In addition, bring a hard copy of your slides on the day you present. Not doing so could adversely affect your grade.
5. Be on time, if it is your turn to present and one of your group members are not in yet, I will still ask you to move ahead and start presentation without that member.
6. Select presenters carefully. If you want to select one person to present or the whole group, I don't have an issue but keep in mind, presenter/presenters' performance will certainly affect everyone's grade. No exceptions!
7. There will be no changes in presentation dates. Group with any emergencies or problems will be switching their presentation dates with other groups. In case of change inform your professor otherwise you will not be allowed to present.
8. Please be professional during your presentations.
    - **Don't read** word by word from your script. Don't parrot PowerPoint either. You can use cue cards with key words and starter sentences.
    - **Carefully select the background and font color and size. Make it easy for your audience to follow you.**
    - **Don't use complete sentences or paragraphs in your slides**. Your voice should tell the story and the slides should only support it.
    - **Don't use effects**, such as texts that fly into the slide or ANY other disturbing transitions. Only use power point program for your slides.
    - **Don't use cute or unusual photos that are not illustrating exactly what you are talking about.** The interesting stuff should be in your content.
    - Do speak loudly enough to be heard by the entire audience, even those in the back row.
    - Don't walk in the class for no reasons. Make your movements and gestures purposeful.
    - Don't kick the podium; don't play with your hair, jewelry, pens, baseball caps and papers.

- Don't put your hands in your pockets or on your hips and don't cross your legs while standing. I don't require presenters to wear professional attire but wear decent cloths suitable for an academic environment.
- Avoid talking or laughing among each other while your members are still presenting.
- Introduce your group members before starting your presentations.

APPENDIX II

Peer Evaluation Form

Please write a short narrative addressing the evaluee's contributions before assigning a rating. Include in your narrative how many times the group met outside of class, how many meetings the evaluee attended, whether the evaluee made a serious effort to complete the assigned work before the group meeting, whether the group member attempted to make contributions in group project, whether the member was cooperative with the group effort, and whether the group member did all the readings before coming to the meetings.

Excellent	Carried more than her/his part of the load	5 points
Very Good	Consistently did what she/he was supposed to do	4 points
Satisfactory	Usually did what she/he was supposed to do	3 points
Marginal	Minimally prepared and cooperative	2 points
Unsatisfactory	Unprepared and uncooperative	1 or 0 point

Name of Evaluator: _____

Case Study Number:_____ Date: _____

Name of Student Being Evaluated: _____
Rating Scales: Rating: _____/5
Comments:_____

_____

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Name of Student Being Evaluated: _____
Rating Scales: Rating: _____/5
Comments:_____

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Name of Student Being Evaluated: _____

Rating Scales: Rating: _____/5
Comments:_____

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Name of Student Being Evaluated: _____
Rating Scales: Rating: _____/5
Comments:_____

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Name of Student Being Evaluated: _____
Rating Scales: Rating: _____/5
Comments:_____

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Name of Student Being Evaluated: _____
Rating Scales: Rating: _____/5
Comments:_____

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Note: *None of the students will have access to these forms after the submission. This evaluation is strictly confidential; all forms will be destroyed at the end of the semester*.

APPENDIX III

Personal and Professional Declaration of Academic Integrity observation of all Assignments and Submissions in this course

Individual

By signing this Statement, I am attesting to the fact that I have completed my work in its entirety by myself. I attest to the fact that my own work in this project meets all of the rules of quotation and referencing in use at Carleton University, as well as adheres to the Academic Integrity policies as outlined in the Student Affairs site of the university (http://www1.carleton.ca/studentaffairs/academic-integrity/). Any evidence contradicting my declaration above may be held against me.

_____ _____

Name Student number

_____ _____

Signature Date

APPENDIX IV

Personal and Professional Declaration of Academic Integrity observation of all Assignments and Submissions in this course

For Group Assignments

By signing this Statement, I am attesting to the fact that I have reviewed not only my own work, but the work of my colleagues, in its entirety. I attest to the fact that my own work, and as far as I can infer that of each of my colleague, in this project meets all of the rules of quotation and referencing in use at Carleton University, as well as adheres to the Academic Integrity policies as outlined in the Student Affairs site of the university (http://www1.carleton.ca/studentaffairs/academic-integrity/). Any evidence contradicting my declaration above may be held against me and/or the group.

_____	_____
Name, Capital letters	Student number
_____	_____
Signature	Date
_____	_____
Name, Capital letters	Student number

_____	_____
Signature	Date
_____	_____
Name, Capital letters	Student number
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Signature	Date
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Name, Capital letters	Student number
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Signature	Date
_____	_____
Name, Capital letters	Student number
_____	_____
Signature	Date
_____	_____
Name, Capital letters	Student number
_____	_____
Signature	Date

Appendix V

Quick APA Guide: *Examples of APA reference format* (according to 5th Edition)

Journal Reference:

Akmal, T., & Miller, D. (2003). Overcoming resistance to change: A case study of revision and renewal in a US secondary education teacher preparation program. *Teaching & Teacher Education, 19*(4), 409-420.

Book Reference:

Apps, J. W. (1994). *Leadership for an emerging age: Transforming practice in adult and continuing education*. San Francisco: Jossey-Bass.

Book Chapter Reference:

Cobb, A. T., Wooden, K. C., & Folger, R. (1995). Justice in making: Toward understanding the theory and practice in organizational change and development. In W.A. Pasmore & R. W. Woodman (Eds.), *Research in Organizational Change and Development* (pp. 243-295). New York: JAI Press

Book Editions:

Friend, M., & Cook, L. (1996). *Interactions: Collaborative skills for school professionals.* (2nd ed.). White Plains, NY: Longman.

Internet Article:

Bolognese, A. F. (2002). *Employee Resistance to Organizational Change*. Retrieved May 13, 2004 from http://www.newfoundations.com/OrgTheory/Bolognese721.html

Dissertation reference:

Bean, C. J. R. (2003). Framing and sensemaking in organizational change: The experience of nomadic work. [Dissertation Abstract] *Dissertation Abstracts International, 64*(2- A), *564US: Univ Microfilms International.*

Same Authors in same year:

Dent, E. B., & Goldberg, S. G. (1999a). Challenging "resistance to change". *Journal of AppliedBehavioral Science*, *35*(1), 25-41.

Dent, E. B., & Goldberg, S. G. (1999b). Resistance to change: A limiting perspective. *The Journal of Applied Behavioral Science, 35*(1), 45-47.

Text Citation:

1. Author's last name and year of publication [E.g., Bolognese, (2002)]
2. For direct quotations**,** author's last name, year of publication and page numbers. E.g., (Bolognese, 2002, p. 12) or Bolognese (2002) claims, "……" (P. 12). For more than one page (Bolognese, 2002, p. 12-15) or Bolognese (2002) claims, "……" (P. 12-15).
3. If you are just borrowing an idea from a text then simply write author's last name and year of publication**.** E.g., Bolognese, (2002) states....
4. For quotation containg more than 40 words, indent and single-space the whole quotation.
5. If you have more than one aouthors. For the first time, write last names of all authors and year of publication. For second time text citation, use Cobb et al., (1995)...
6. If you are supporting a claim with more than 2 references, then quote authors in an alphabetic order after your claim. E.g., (Hinings & Greenwood, 1988; Lewis, 2002; Prochaska & Prochaska, 1999; Vallas, 2003; Zell, 2003).

Levels of Heading:

CENTERED UPPERCASE HEADINGS **Level 5**
Centered Uppercase and Lowercase Headings **Level 1**
Centered, Italicized, Uppercase and Lowercase Headings **Level 2**
Flush Left, Italicized, Uppercase and Lowercase Side Heading **Level 3**
Indented, italicized, lowercase paragraph heading ending with a period **Level 4**

Appendix VI

Survival Tips for Working in a Group Project

A lot of our students don't like to work in groups. Schedules can be hard to coordinate. Personalities sometimes clash. Some people work harder than others. Now that that's out of our system, let's face another reality: There is very little our students will do in the workplace that is not done in collaboration with others. As the corporate world continues to downsize, the ability to work as a member of a team is becoming increasingly important. Anyone who has had to coordinate students working in groups knows that the process often requires the professor to serve as a teacher, mentor, coach, and cheerleader. To help you through this rewarding and time-intensive experience, here are some group survival tips that you might find useful:

Remember the Golden Rule. Do unto others as you would have them do unto you. No matter how stressful the situation, treat one another with respect.

Do it now! Don't put something off until tomorrow. If you have the time, do it now. If you wait until you have enough time to tackle something from start to finish, you may never get started at all.

Trust is earned. If you say you are going to do something, then do it. Your word is your bond. If you don't keep your word, you have no right to expect others to keep theirs.

Act with purpose and conviction. The number of meetings each group holds doesn't determine success. It is determined by what is actually accomplished. Come to group meetings prepared to participate.

Feed off one another's strengths. Not everyone is good at everything. But everyone is usually good at something. Try to match tasks to talents.
Perception is reality. You may be a hard worker. But if you appear lazy to others, that is how the world will define you. Do yourself a favour: Don't forget to do work on creating a good imagine by showing good work ethics.
Use the buddy system. Work in pairs. Partners can encourage one another, bounce ideas off of one another, and check one another's work.
Editing The person who writes a piece of copy or types it into the computer should not edit that copy. Someone with a fresh pair of eyes should check for spelling, grammatical, and factual errors. So edit each other's sections in case you decided to divide work.
Back it up. To avoid last-minute disasters, save all computer data on at least two disks or USB drives.
"All-nighters" the evening before deadlines are not heroic. They are dangerous. Set interim deadlines and meet them. Allow the group ample time to edit and fine-tune documents. Waiting until the last minute is courting with disaster.
There is no "I" in "Team." What you say about others in your group is a reflection upon yourself. Try to build a team spirit. Don't undermine it.
Be a straight shooter. If you have difficulty with or are unsatisfied with the performance of a group member, it is your responsibility to voice those concerns to that individual privately before sharing them with others.
Take Notes. Do what most successful managers do: Keep a personal log of what was said by whom and on what date. In addition to keeping you on top of a dynamic process, you can document the performance of yourself and other group members.
Aim high. The best groups are those that place the highest expectations upon themselves.
Fair warning is better than no warning at all. If a deadline may be missed, the penalty is usually less severe when your professor is told of the problem before the deadline passes. This also holds true when dealing with members of your group. Don't surprise your group members and your professor!

Appendix VII

Guidelines for in class Discussions

1. Everyone who is here has the right to be here and to participate. Everyone who is here brings experience and knowledge that makes their participation valuable.

2. Everyone has the right to be silent, i.e. "To pass" in answer to a question. Remember that some topics may be more difficult or painful for some than for others.

3. Be aware of how your participation affects the participation of others. Your words, your tone of voice, your body language, the amount that you talk, all affect others.

4. Remember that people's experience and knowledge vary. What you hold most dear may not be obvious or of value to others, and vice versa.

5. Actively listen. Reflect back to people what they are saying, even as you state your position.

6. Speak for yourself. Avoid speaking for others. Use "I" statements: "I think . . ."

7. Ensuring that everyone can participate is everyone's responsibility. Preventing someone from participating impoverishes the education of all.