



**Carleton University
Marketing
BUSI 3209A
Fall 2019
Consumer Behaviour**

Tentative Course Outline
(Last updated July 23, 2019)

Instructor: Dr. Nada Elnahla
Office: 1001 Dunton Tower
Office hours: By appointment, please email
Email: nada.elnahla@carleton.ca

TA: TBD
TA's email: TBD

Course meets: Friday, 2:35 p.m. to 5:25 p.m.

PREREQUISITES:

Third-year standing, and BUSI 2204 or BUSI 2208 with a grade of C or higher. Lecture three hours a week.

COURSE DESCRIPTION:

Introduction to the application of psychological theories and methodologies to consumer behaviour. How consumer behaviour is shaped by internal influences. Topics include perception, learning, memory, motivation, affect, personality, the self, attitudes, and decision-making.



COURSE OBJECTIVES:

This course is designed to provide you with:

- 1) an understanding of the psychological, sociological, and economic impacts on consumer behaviour and their implications on marketing strategies;
- 2) an ability to apply prominent consumer behaviour theories to a variety of marketing contexts;
- 3) a capability to develop conceptual frameworks to apply to analytical problems relevant to consumer behaviour;
- 4) an understanding of the role of consumer research in developing and implementing marketing strategies; and
- 5) a skill to design, conduct, interpret, and convey consumer behaviour research applicable to marketing decisions.

To achieve these objectives, you will be asked to:

- 1) learn the key terms, definitions and concepts used in the field;
- 2) identify and discuss the major concepts and processes that characterize consumer behaviour;
- 3) conduct consumer research projects by demonstrating your knowledge and understanding of the course material, and analytical skill in assessing consumer research problems;
- 4) engage in your own consumer behaviour with an increased awareness of the internal and external forces at work, whenever you make a purchase, and
- 5) share with the class your applications of consumer behaviour theory.

REQUIRED TEXTBOOK:

Solomon, M., White, K., and Dahl, D.W. (2017) *Consumer Behaviour: Buying, Having, Being*, 7th Canadian Edition. Toronto: Pearson Canada.

Notes:

- If you buy the digital copy, please be aware of the expiry date of your online subscription purchase.
- Two hardcopies of the textbook are on reserve in the university library.

SUPPLEMENTARY READINGS

Myers, Michael D. (2013). Chapter 11: Participant observation and fieldwork. *Qualitative Research in Business & Management*, 2nd edition. Los Angeles and London: Sage.

Throughout the course I may assign readings from magazines, newspapers, and scholarly journals to supplement the textbook and classroom discussion. The supplementary articles will either be handed out in class or made available on the course cuLearn.

COURSE NORMS:

Use of cuLearn:

This course uses cuLearn, Carleton's learning management system. To access your courses on cuLearn go to <http://carleton.ca/culearn>. For help and support, go to <http://carleton.ca/culearn/students>. Any unresolved questions can be directed to Computing and Communication Services (CCS) by phone at 613-520-3700 or via email at ccs_service_desk@carleton.ca.

The course cuLearn website contains all the pertinent course information. This site will be the primary source for course announcements and distribution of materials including assignments, supplemental readings, etc. Grades will be posted to cuLearn as soon as they become available. In line with Sprott policy, it is your responsibility to check your grades by clicking on "Grades." In case of class cancellation due to inclement weather, an announcement will be posted on cuLearn as soon as possible.

Email Policy:

The best way to contact the instructor is to send him/her an email via cuLearn. If you wish to send him/her an email directly, **please add "BUSI 3209A" in your email's subject line.** In keeping with Carleton University policy, your@cmail accounts must be used for any enquiries which involve confidential student information (e.g., about grades or health issues). The instructor does not respond to student emails over the weekend. During the week, the instructor will endeavour to answer your emails within 48 hours; you should not expect an immediate response. She will also not answer by email questions that have already been asked and answered in class. Please use the cuLearn course Forum (discussion board) to ascertain whether your classmates can assist you.

Recording or Videotaping Policy:

Students are NOT permitted to audio or video record any portion of the class lectures, nor are you permitted to make digital images of the lecture slides. If you feel you require this form of accommodation, please contact the Paul Menton Centre to formally request accommodation.

Cellular Phone Usage Policy:

The use of cellular phones is not permitted in this class. It is disruptive to the instructor and other class members. If you carry a phone to class, please make sure it is turned off. If your cell phone rings during class, you will be asked to leave the class and not return that day. If an emergency situation requires you to keep your cell phone turned on, please discuss this with the instructor prior to the class.

Laptop Usage Policy:

Laptop (or tablet) use in class is allowed and encouraged for activities related to the class only. Do not use your laptop for any other purposes (e.g., surfing, emailing, watching videos on YouTube, etc.) which can be distractions to you and to those around you. Inappropriate use of your laptop in class will be noted and you will be asked to leave the class and not return that day; it will also affect your participation grade.

Course Material Sharing Policy:

Student or instructor materials created for this course (including presentations and posted notes/slides, 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).

MARK ALLOCATION:

To accomplish the course objectives several learning methods are utilized. You are strongly encouraged to participate in class discussions, which are the best vehicle to fully express your ideas and to let others benefit from them. Short cases and/or other exercises may be integrated into the course lectures and discussions to help develop and test your decision-making and communication abilities. A comprehensive project will give you the opportunity to probe and report on a consumer behaviour situation that is of particular interest to you (and your group members) and to present and defend your ideas in a public forum during the project presentation. The evaluation criteria are summarized as follows:

| | | |
|--|-------------------------|-------------|
| Class attendance | | 6% |
| <ul style="list-style-type: none"> • Photography workshop • Library and Archives Canada presentation • Day 1 of project presentations & peer evaluations • Day 2 of project presentations & peer evaluations | 2% 2% 1% 1% | |
| Individual work | | 54 |
| <ul style="list-style-type: none"> • Paper summary • Consumer behaviour news bite • Sustainable consumption assignment • Brand positioning assignment | 4% 10% 20% 20% | |
| Group work: Decision process project | | 40% |
| <ul style="list-style-type: none"> • Project proposal • Written report • Photo-essay presentation | 2% 28% 10% | |
| TOTAL | | 100% |
| *Bonus Marks | | Up to 2% |

Satisfactory In-term Performance

- The criterion and the standard for Satisfactory In-term Performance is as follows:
 - Minimum grade of 50% on each of: paper summary + consumer behaviour news bite + sustainable consumption issue + brand positioning
 - Minimum grade of 50% on the group work (inclusive of the peer evaluations)

- Unsatisfactory In-term Performance in this course will lead to:
 - Failure in this course **Yes** **No**

EVALUATION CRITERIA:

1. Class Attendance and Participation:

Your engagement and participation are necessary for learning and success. Class participation is equivalent to professionals' participation in meetings. It is, therefore, considered important to success in this course. Effective participation implies active and continuous contribution to class proceedings on the part of students in the form of raising or answering questions, commenting on issues raised by the instructor or other students, or bringing to the attention of the class relevant items of interest from the media or personal experiences.

Arriving to class late or leaving during a class (except in extenuating circumstances and after informing the instructor) is rude to the instructor and your fellow students and disruptive of the learning environment. Such behaviour is not appreciated in any situation or organization, including this classroom and will affect your class participation mark.

Please note that the **6% attendance** will be calculated as following:

- Photography workshop → 2%
- Library and Archives Canada presentation → 2%
- 2 days of presentations → each day for 1%

It is a serious violation of academic integrity to ask someone to sign an attendance sheet for you or to sign an attendance sheet for others. Students who violate this regulation will automatically fail the course.

2. Individual work:

There are four individual assignments: two paper summaries, a consumer behaviour news bite, a sustainable consumption assignment, and a brand positioning assignment. The detailed guidelines of the assignments are available at the course cuLearn website.

3. Group work:

Students will work in groups of 4-5 on a decision process project. This project includes: writing a contract, research proposal, written paper, declaration of academic integrity, peer evaluations, and a photo essay presentation (evaluated in class by your peers). The detailed guidelines for each of those assignments are available at the course cuLearn website. Instructor's approval (or pre-clearance) of your selected research topic is required.

4. Bonus marks:

As a student enrolled in BUSI 3209A, you are eligible to participate in *behavioural research* in exchange for bonus credit in this course. You will receive 1% bonus credit for each hour of participation in a research study, up to a potential maximum of 2%. Any bonus credit earned will be added to your final grade at the end of the term. Sign-up for studies is managed via the Sprott SONA research registration system, located at <https://sprott.sona-systems.com/>. All students registered in this course will receive an email from "Sprott Research Study Sign-Up System" sprott-admin@sona-systems.net at the beginning of the term, containing the user ID and password that they can use to sign in. In addition to registering to take part in studies, you can use the SONA system to track your participation and ensure that your bonus credit is recorded. If you have questions, please email: behaviourlab@sprott.carleton.ca for more information.

IMPORTANT NOTE: We do not guarantee that a full 2% bonus credit will be available. Due to variations in research schedules, the number of studies offered each term will vary. In addition, since space in some studies may be limited and certain studies may only be available for a limited time, you are encouraged to register for studies as soon as they become available.

MISSED CLASSES:

Students should attend all classes. Topics build on each other on a weekly basis; one missed class is detrimental to understanding new material. If an absence is unavoidable, the student is responsible for obtaining any missed information (i.e., contacting classmates to copy notes). To be fair to students that attended class, no class time or the instructor's office time will be used to re-present the missed information.

GROUP ASSIGNMENTS:

The intent of having group assignments is to provide an opportunity for students to learn from each other in a more intimate setting than the classroom provides. Group work does NOT consist of dividing the assignment up into parts that may be completed by individuals and then throwing those parts together into one document. That is why a certain portion of the marks for each assignment are dedicated to how the assignment reads; it should flow as one piece of writing, not a collection of individual styles. Since you are considered to be working on the entire assignment

together, you are all jointly and individually responsible for any infractions of academic integrity. This means that if one of you plagiarizes or fails to cite sources, all of you will receive the same penalty. You do not have recourse to the excuse that you personally did not complete that portion of the assignment – this is GROUP work. Please keep this in mind as you complete the Academic Integrity Declaration.

Project Group Peer Evaluation:

A group grade will be assigned, but not all members in the group will necessarily receive the same grade. Each group member needs to submit a peer evaluation for each group report by the specified deadline. Students who fail to submit the peer evaluation on time will be penalized with **20%** of the value of the assignment per day. The evaluation form with detailed instruction is available at the course website.

LATE PENALTY:

All assignments are due at the beginning of class. Once the lecture starts, your assignment is late. It is extremely rude to interrupt the lecture to hand your assignment in; wait until the break. Late assignments are penalized at the rate of 5% of the value of the assignment per day (e.g., an assignment worth 15 marks will be penalized 0.75 marks per day). This includes the first day. If you hand your assignment in after the lecture begins, you will lose 5%. Do NOT slide your assignment under the instructor's office door – this will result in a grade of 0 for the assignment. This course is very demanding. It is to your advantage to keep up with the required work and hand your assignments in on time. **No deadline extension will be given for group assignments.**

Students who are unable to meet their individual work deadlines due to certified illness should get in touch with the instructor.

CORRESPONDENCE:

Response Time: Allow two working days to hear back. Therefore, it is best to e-mail far in advance with questions / comments. So, for example, there is no guarantee for an immediate response to an e-mail which was sent the day before a class or the day before the due date for a paper submission.

E-mail in general: Consider that there are opportunities to ask questions directly in class, or during office hours, that can be easily answered as opposed to waiting for an e-mail response. While e-mail is a great communication method, it is not always the best source.

Please be polite, respectful and follow good etiquette when writing emails. Try to write clear emails and be as brief as possible. Before you write “enquiry emails” about administrative

aspects of the course, check the course outline or cuLearn to see if the information you are looking for is already posted. This is good professional business practice.

REMARKING:

From time to time, students have legitimate concerns about marks they have received on a piece of work submitted. It is important to understand that you do have recourse if you feel that any paper handed back to you has not been marked appropriately for the work you have submitted.

If you ever feel this way during this course, you must embark upon the following procedure ***within one week*** of the paper 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 instructor ***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 one week from the original hand-back date to request a remark.
- 3) If a paper is not resubmitted following the above guidelines, the instructor will regard the mark as originally assigned to be final. NO MARKS will be changed at a later date.

It is important to note that the instructor 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.

CLASS SCHEDULE:

While every attempt will be made to keep to the schedule listed below, unforeseen circumstances may necessitate modifications throughout the semester.

| Session/Date | Topics | Assignments due on cuLearn |
|-------------------|---|---|
| 1 6 September | <ul style="list-style-type: none">- Course administration overview- Composition of teams for group project- Quick survey of photography equipment to be used for project- Chapter 1: Introduction to consumer behaviour- Calder, Bobby J. and Alice M. Tybout. (1987). What Consumer Research Is... . <i>Journal of Consumer Research</i>, 14 (June), 136-140. | |
| 2 13 September | <ul style="list-style-type: none">- Chapter 2: Perception <p>Sustainable consumption:</p> <ul style="list-style-type: none">- Jackson, Tim. (2005). Live better by consuming less: Is there a dividend in sustainable consumption?. <i>Journal of Industrial Ecology</i>, 9 (1-2), 19-36.- Schaefer, Anja, and Crane, Andrew. (2005). Addressing sustainability and consumption. <i>Journal of Macromarketing</i>, 25 (June), 76-92.- Trudel, Remi, and Argo, Jennifer J. (2013). The effect of product size and form distortion on consumer recycling behaviour. <i>Journal of consumer research</i>, 40 (4), 632-643. | |
| 3 20 September | <p style="text-align: center;">Photography Workshop (Hasi Eldib & Greg Allison, Media Production Centre)</p> | |
| 4 27 September | <ul style="list-style-type: none">- In-class discussion of project proposals- Chapter 3: Learning and memory- Bettman, James R. (1979). Memory factors in consumer choice: A Review. <i>Journal of Marketing</i>, 43 (2). 37-53.- Krishna, Aradhna, Lwin, May O., and Morrin, Mauren. (2010). Scent and memory. <i>Journal of Consumer Research</i>, 37 (1), 57-67. | <ul style="list-style-type: none">- Group project proposal- Group contract |

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| | <ul style="list-style-type: none"> - Sujan, Mita, Bettman, James R., and Baumgartner, Hans. (1993). Influencing consumer judgments using autobiographical memories: A self-referencing perspective. <i>Journal of Marketing Research</i>, 30 (4), 422-436. | |
| <p>5 4 October</p> | <ul style="list-style-type: none"> - Chapter 4: Motivation and affect - Edell, Julie A. and Burke, Marian C. (1987). The power of feelings in understanding advertising effects. <i>Journal of Consumer Research</i>, 14 (December), 421-433. <p>Brands</p> <ul style="list-style-type: none"> - Dawar, Niraj, and Bagga, Charan K., (2015). A better way to map brand strategy. <i>Harvard Business Review</i>. 93 (6), 90. - Lopez, Alberto, and Rodriguez, Rachel. (2018). Children and their brands: How young consumers relate to brands. <i>Journal of Consumer Marketing</i>, 35 (2), 130-142. - White, Katherine, Hardisty, David J., and Habib, Rishad. (2019). The Elusive Green consumer. <i>Harvard Business Review</i>, (July-August), 125-133. | - CB news bite |
| <p>6 11 October</p> | <ul style="list-style-type: none"> - Chapter 5: The self - Belk, Russell. (1988). Possessions and the Extended Self. <i>Journal of Consumer Research</i>, 2 (September), 139-168. - Cushman, Philipp. (1990). Why the self is empty: Toward a historically situated psychology. <i>American Psychologist</i>, (45)5, 599-611. <ul style="list-style-type: none"> - Chapter 6: Personality, lifestyle and values | - Sustainable consumption |
| <p>7 18 October</p> | <ul style="list-style-type: none"> - Chapter 9: Individual decision making - Ariely, Dan. (2000). Controlling the information flow: Effects on consumers' decision making and preferences. <i>Journal of Consumer Research</i>, 27 (September), 233-248. <p>Consumers under surveillance:</p> <ul style="list-style-type: none"> - Esmark, C. L., Noble, S. M., & Breazeale, M. J. (2017). I'll be watching you: Shoppers' | |

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| | <p>reactions to perceptions of being watched by employees. <i>Journal of Retailing</i>, 93(3), 336–349.</p> <ul style="list-style-type: none"> - Handford, M. (1994). Electronic tagging in action: A case study in retailing. In M. Gill (Ed.), <i>Crime at work: Vol. 1: Studies in security and crime prevention</i>, 173–185. - Smith, A., & Sparks, L. (2003). Making tracks: Loyalty cards as consumer surveillance. <i>European Advances in Consumer Research</i>, 6, 368–373. | |
| Fall Break (21-25 October) | | |
| 8 1 November | Library and Archives Canada Presentation By Jennifer Anderson <ul style="list-style-type: none"> - Groups working on project | |
| 9 8 November | <ul style="list-style-type: none"> - Chapter 7: Attitudes - Chapter 8: Attitude change and interactive communications | - Brand positioning |
| 10 15 November | - Presentations and peer evaluations of photo essays (Day 1) | |
| 11 22 November | - Presentations and peer evaluations of photo essays (Day 2) | - Photo essay presentation |
| 12 29 November | <ul style="list-style-type: none"> - Presentations and peer evaluations of photo essays (if needed) - Course wrap-up | <ul style="list-style-type: none"> - Written group project - Declaration of academic integrity form - Peer evaluations for group project |

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, Accommodations, Etc.

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 its 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/>
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**IMPORTANT DATES & DEADLINES – SUMMER 2019
GRADUATE, UNDERGRADUATE & SPECIAL STUDENTS**

September 4, 2019

Fall term begins.
Fall and fall/winter classes begin.

September 12, 2019

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 13-15, 2019

Full and late summer deferred final examinations held.

September 17, 2019

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 2019 and must register for the fall 2019 term.

September 30, 2019

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 11, 2019

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

October 14, 2019

Statutory holiday. University closed.

October 15, 2019

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 21-25, 2019

Fall break. Classes are suspended.

November 1, 2019

Application deadline to study at another institution on a [letter of permission](#) for the winter term.

November 8, 2019

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, 2019

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

November 22, 2019

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, 2019

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, 2019

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 6, 2019

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 7-8, 2019

No classes or examinations take place.

December 9 – 21

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 17, 2019

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

December 21, 2019

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, 2019

Deadline for course outlines to be made available to students registered in winter term courses.

December 25, 2019-January 1, 2020

University closed.