



Carleton University
Sprott School of Business

Ethics and Cross-Cultural Interaction

BUSI 4705 (Section B) Winter 2015

INSTRUCTOR: David PEIPPO
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(613) 823-3895 (home) Classroom: Tory Building, room 236
OFFICE HOURS: By appointment & when notified **CLASS:** Tuesdays, 18:05 to 20:55
OFFICE: Room 1009 Dunton Tower

Course description in Calendar:

BUSI 4705 [0.5 credit]

Ethics and Cross-cultural Interaction

Perceptions and behaviors that characterize interactions among individuals from various cultural backgrounds, with emphasis on ethical issues that may arise when business crosses cultural boundaries. Various systems, both organizational and individual, for dealing with contrasting expectations are discussed.

Precludes additional credit for [BUSI 4601](#).

Prerequisite(s): fourth-year standing in B. Com. (International Business Concentration) or B.I.B., and [BUSI 2702](#) or [BUSI 3703](#).

Lectures three hours a week.

Course Description:

Contemporary ethical issues in business, cross-cultural interaction, diversity, and business decisions will be examined. Topics include decision-making and choices; values and triple bottom line; ethics in finance; corporate social and fiduciary responsibilities; corporate citizenship; CSR (Corporate Social Responsibility), multiculturalism; corporate culture; whistleblowing and scandals; organizational change; human rights; equity, equality and affirmative action; workplace diversity; employee rights; leadership and organizational culture; ethics in marketing and advertising; environmental protection; globalization and international business; social justice; codes of ethics; ADR (Alternate Dispute Resolution) and negotiation; relativism, the UN Global Compact and international standards. Students are expected to discuss, analyze and recommend action for each case covered in class.

Precludes additional credit for BUSI 4601. Prerequisite: fourth-year standing in B.Com. (International Business Concentration) or B.I.B., and BUSI 2702 or BUSI 3703.

Prerequisite(s): fourth-year standing in B. Com. (International Business Concentration) or B.I.B., and [BUSI 2702](#) or [BUSI 3703](#).

Learning Objectives:

- To communicate knowledge, factual and theoretical background and cognitive abilities to understand business ethics issues, problems, and business cases.
- To provide practical skills (through assignment, case study) to deal with ethical issues and problems arising in the workplace; and
- To increase awareness and understanding of the important role that ethics plays in influencing the attitudes that affect business decisions.

Text Book:

Crane, Andrew and Matten, Dirk, *Business Ethics, Managing Corporate Citizenship and Sustainability in the Age of Globalization*, 3th edition, 2010. ISBN: 978-0-19-956433-0,

Course Objectives

One of the most pressing issues facing business today is “how to be a good corporate citizen in a complex multiple stakeholder world.”

This course strives to answer this question by:

- explaining the ethical challenges faced by business in different parts of the globe;
- providing the tools and concepts necessary to understand and deal with ethical problems effectively wherever you are in the world;
- applying the concepts of business ethics to each of a corporation’s major stakeholders – shareholders, employees, consumers, suppliers, competitors, civil society and government; and
- considering the implications of three major ethical challenges facing business: corporate citizenship, globalization and sustainability.

This course emphasizes the individual as decision-maker and focus upon ethical issues and dilemmas facing managers in business organizations. The specific objectives of the course are to raise students’ general awareness of ethical dilemmas at work, to place ethical issues within a management context subject to analysis and decision-making action, and to enhance and improve the ability of students to reason toward a satisfactory resolution of an ethical dilemma.

The course outline, which closely follows the assignment textbook, sets out chapter/lecture objectives for each week. Objectives of each class session are set out at the beginning of each class and then re-stated at the end of each class.

Course outcomes

On completing the course, students will be able to:

- understand the scope and content of ethical theory and its relevance for diverse institutional and operational business contexts and individual choice;
- articulate and discuss critically various philosophical principles and theories which underpin conceptions of 'ethical' or 'unethical' behaviour in different contexts;
- apply the theoretical precepts of ethical theory to evaluate real-life situations, clarify ethical alternatives, articulate associated moral values and be able to explain techniques of moral reasoning;
- be aware of the content, objectives and limitations of corporate social responsibility policies;
- understand the relevance of ethical reasoning to one's own professional career; and
- develop a greater awareness of cross-cultural variations in assessing moral issues through case based discussions with other members of learning groups.

Teaching Methodology

Any of the following may be included:

- Case analysis and discussion
- Internet research
- Selected DVD clips
- Discussion of assigned readings
- Lectures by guest speakers
- Individual assignments and reports
- Group assignments and reports
- Use of power point presentations

Course is organized to meet course objectives

Individual and group assignments, used to assess student performance, have been chosen to ensure that assignment topics relate directly to the textbook. In this regard, many assignments are taken directly from the textbook, making it important for students to obtain a copy of the textbook for the duration of the course.

Importance of course materials

Assigned readings and course materials will serve as the basis for class discussions and individual and group in-class presentations upon which student participation and performance marks will be determined.

In-class questions and problem-solving

The course has been specifically designed to maximize the learning experience of every student. **There is no mid-term exam or final exam.** The elimination of exams makes it essential that students fully participate in class because their performance will be assessed by the professor in each class, whether it be in class discussions, individual presentations as part of a group presentation or as a group presentation, as a whole.

Students and the professor are expected to come prepared to class to ask questions as well as to provide solutions to problems raised in class.

Course workload

The elimination of exams obliges students to work at an even pace throughout the course, thus reducing the need to cram at the last minute for a mid-term or final exam. As a result, students are expected to diligently manage their time and effort according to due dates and the relative marking weight of assignments and presentations.

Individual assignments, presentations and participation will account for 60% of the total grade. Group presentations and papers will account for the remaining 40% of the total grade. All members of a group will receive the same group mark for a presentation or written assignment or paper. It is the responsibility of every group to manage the work of its members to achieve a consistently high quality of performance.

Professor will undertake to provide his personal feedback on every assignment

All marking will be done by the professor. All individual assignments, without exception, must be submitted in hard copy, using the prescribed template for individual assignments. Late assignments will not be accepted and they will receive an automatic zero mark. Due dates in the course outline can only be amended with the prior notice and written consent of the class and professor.

No late submissions will be accepted

Assignments submitted by email will only be accepted if the student can demonstrate extraordinary circumstances that prevented them from submitting their assignment on time. Extraordinary reasons would include health reasons substantiated by a medical note. For persons travelling out of town, the student is obliged to make arrangements with the Professor to submit their assignment **before** the scheduled due date.

Professor will return tests and assignments promptly

Within one week of the due date, the professor will make every reasonable effort to ensure that assignments and papers are graded and returned with written comments and feedback for improvement.

Professor will be available for out-of-class consultation

Students will be able to access the professor during scheduled office hours on campus and 24/7, using telephone and email. The professor will respond to students promptly using email.

The Professor will be accessible, by appointment, to meet privately with students during his designated office hours.

Professor will begin and end classes promptly

Unless otherwise notified, all classes will begin promptly at 6:05 pm with the mandatory signing of an attendance list, recording arrival and departure times. Classes will finish prior to 8:55 pm.

Classes will meet regularly, as scheduled, and the professor will miss or cancel classes only for adequate reasons

The professor will make every reasonable effort to notify students if he will be late due to weather conditions or if he has a scheduling conflict as soon as he is aware of such conflict.

Restricted Use of Laptops in Class

No laptops are permitted during individual or group presentations and in-class discussion periods. Laptops are permitted with the Professor's prior approval and when the Professor delivers a PowerPoint lecture.

Seating in classrooms

Students choose and keep the same seat for each and every class throughout the semester. If a student is absent, then their seat remains unoccupied while they are absent. No deviation from the seating plan is permitted. A permanent seating plan facilitates student attendance tracking and reporting which is used to assess student participation.

Mark allocation

Individual work: 60%

Individual assignments

4 case assignments each worth 10 marks (40 marks)

Case Assignment template (one page per answer, double spaced, no deviation from the template – assignments not adhering to the template will receive no marks. A standard template will ensure that all students are assessed fairly and equitably, eliminating the temptation to exceed space limitations for answers.

In-class presentation of 1 assigned ethical dilemma from textbook	(5 marks)
In-class presentation of 1 ethical dilemma reported in business news	(5 marks)
In-class participation in classes when cases are discussed	(5 marks)
In-class participation in classes when group presentations are made	(5 marks)

Note 1: Students are not expected to submit a case that will be discussed on the same night as their group presentation. So no student should submit an individual case assignment and a group assignment on the same night.

Note 2: According to the Appendix A of Sprott’s Instructor’s Handbook Fall/Winter 2014-15, participation grades “attempt to capture whether or not a student comes to class prepared, has read the appropriate material, contributes to the advancement of class discussions, knows what type of behaviour is appropriate in particular contexts, etc.” Furthermore, “students can appeal grades for writing, exams, seminars, etc. but they cannot appeal grades received for “participation”.

Group work due dates are to be established first and then students are to choose their individual case assignments accordingly in order to prevent having their case assignments and two group presentations be due on the same date.

Group work: 40%

One group case assignment –	write-up (15 marks)
	in-class presentation (5 marks)

One group research assignment –	write-up (15 marks)
	in-class presentation (5 marks)

BUSI 4705 Course Schedule, Winter 2015

Week One – Tuesday, January 6, 2015

Introduction

Establish groups

Assign group research assignments

Objectives of Chapter One – **Introducing Business Ethics**

1. Introduce and define business ethics
2. Discuss relationship between business ethics and the law
3. Distinguish between ethics, morality and ethical theory
4. Discuss importance of business ethics
5. Consider ethical challenges in different kinds of organizations
6. Discuss globalization in context of business ethics
7. Discuss European, Asian and North American perspectives on business ethics
8. Present the triple bottom line of sustainability as a key goal for business ethics

Week Two – Tuesday, January 13, 2015

Objectives of Chapter Two – **Framing Business Ethics: Corporate responsibility, stakeholders, and citizenship**

1. Analyze the notion of responsibility as it applies to corporations
2. Distinguish various concepts of corporate social responsibility
3. Present the shareholder theory of the firm as key concept in business-society relations
4. Discuss corporate accountability and its importance in understanding the political role of the firm in society
5. Discuss notion of corporate citizenship and its contribution to the framing of business ethics
6. Discuss US born concepts for different parts of the global economy

Ethical dilemma: **No such thing as a free drink; When good results are bad results?**

Group research presentation: Chapter 2 Research Exercise on p. 84

Case due: **The business of water** (p.85)

Week Three – Tuesday, January 20, 2015

Objectives of Chapter Three – **Evaluating Business Ethics: normative ethical theories**

1. Discuss role of normative ethical theory for ethical decision-making in business
2. Discuss the international differences in perspectives on normative ethical theory
3. Review Western modernist ethical theories (i.e. utilitarianism, ethics of duty, and rights and justice)
4. Review contemporary views on ethical theories for business (i.e. virtue ethics, feminist ethics, discourse ethics, and postmodernism)
5. Discuss using normative ethical theory in a pragmatic and pluralistic fashion to support ethical decision-making

Ethical dilemma: **Producing toys – child’s play?**

Group research presentation: Chapter 3 Research Exercise on p. 132

Case due: **British Petroleum and the BTC pipeline** (p. 133)

Class discussion: **The business of water**

Week Four – Tuesday, January 27, 2015

Objectives of Chapter Four – **Making Decisions in Business Ethics: descriptive ethical theories**

1. Discuss why ethical and unethical decisions are made in the workplace
2. Determine what constitutes an ethical decision
3. Review key ethical decision-making models and identify key elements in terms of individual and situational influences on ethical decision-making
4. Discuss the importance of differences between individuals in shaping ethical decision-making, comparing demographic, cultural, experiential, cognitive and imaginative aspects
5. Assess the importance of situational influences on ethical decision-making, identifying issue-based from context-based factors
6. Identify how to manage and improve ethical decision-making in business with a focus on ethical culture

Ethical dilemma: **Stuck in the middle?**

Group research presentation: Chapter Research 4 Exercise on p. 177

Case due: **Siemens: just breaking the eleventh commandment?** (p.177)

Class discussion: **British Petroleum and the BTC pipeline**

Week Five – February 03, 2015

Objectives of Chapter Five – **Managing Business Ethics: tools and techniques of business ethics management**

1. Discuss the nature, evolution and scope of business ethics management
2. Discuss why firms manage their overall social role rather than the ethical behaviour of their employees
3. Review arguments and evidence for introducing codes of ethics to manage the ethical behaviour of employees
4. Examine current theory and practice respecting the management of stakeholder relationships and partnerships
5. Discuss social accounting, auditing and reporting tools and how they contribute the management and assessment of ethical performance
6. Examine the different ways that business ethics are managed and the role of organization culture and leadership

Ethical dilemma: **Clear codes for grey zones?**

Group research presentation: Chapter Research 5 Exercise on p. 226

Case due: **Managing the ethics of internet censorship: where next for the Global Network Initiative?** (p.226)

Class discussion: **Siemens: just breaking the eleventh commandment?**

Week Six – Tuesday, February 10, 2015

Objectives of Chapter Six – **Shareholders and Business Ethics**

1. Discuss the nature of shareholder relations to the corporation
2. Analyze the rights and duties of shareholders in context of corporate governance
3. Discuss ethical problems and dilemmas arising from the relationship between companies and their shareholders
4. Discuss ethical implications of globalization for shareholder relations
5. Discuss shareholder democracy and the accountability of corporations to their stakeholders, including their shareholders
6. Discuss the differences in shareholder roles and corporate governance across the world
7. Discuss how shareholders can influence corporations towards sustainability

Ethical dilemma: **Who cares whose shares?**

Group research presentation: Chapter Research 6 Exercise on p. 280

Case due: **Corporate governance of professional football clubs: for profit or for glory?** (p. 281)

Class discussion: **Managing the ethics of internet censorship: where next for the Global Network Initiative?**

Week Seven – February 17, 2015
No class – study week

Week Eight – Tuesday, February 24, 2015

Objectives of Chapter Seven – **Employees and Business Ethics**

1. Discuss role of employees, relative to other stakeholders, and identify issues of concern for corporations
2. Discuss core ethical topics of employees' rights and duties
3. Identify ethical issues and problems faced in human resource management, focusing on employee rights
4. Discuss employee duties and company's involvement to enable employees to meet their duties
5. Discuss basic issues and problems of managing employees in different cultural and national contexts
6. Discuss corporate citizenship relative to employees by examining the influence of different national contexts on corporate accountability for protecting employee rights
7. Discuss the implications of sustainability for workplace and working conditions

Ethical dilemma: **Off your face on Facebook?**

Group research presentation: Chapter Research 7 Exercise on p. 333

Class discussion: **Corporate governance of professional football clubs: for profit or for glory?**

Case due: **Uzbek cotton: a new spin on child labour in the clothing industry?** (p. 333)

Submit paper and Powerpoint presentation on **Business Cycles and Employment Practices in a Domestic Garment Company (A) and (B)**

Week Nine – Tuesday, March 03, 2015

Objectives of Chapter Eight – **Consumers and Business Ethics**

1. Discuss consumer rights and when interests of firms and consumer differ
2. Discuss ethical issues and problems faced in business-consumer relations, including questionable marketing practices
3. Discuss consumer rights in the context of globalization
4. Analyze arguments for more responsible marketing practices
5. Discuss how ethical consumption can effect positive social change
6. Examine the challenges posed by sustainable consumption.

Ethical dilemma: **A fitting approach to shoe selling?**

Group research presentation: Chapter 8 Research Exercise on p. 382

Group case presentation: **Business Cycles and Employment Practices in a Domestic Garment Company (A) and (B)**

Submit paper and Powerpoint presentation on **Facebook (A) (B): Beacon and Privacy**

Case due: **Targeting the poor with microfinance: hype or hope for poverty reduction?** (p.383)

Class discussion: **Uzbek cotton: a new spin on child labour in the clothing industry?**

Week Ten – Tuesday, March 10, 2015

Objectives of Chapter Nine – **Suppliers, Competitors, and Business Ethics**

1. Discuss how suppliers and competitors can claim a stake in the firm
2. Discuss the ethical issues and problems that arise in an organization's dealings with its suppliers and competitors, including bribery and gift giving, negotiation, intelligence gathering and abuses of power
3. Discuss the impact of globalization on a firm's dealings with overseas suppliers and competitors
4. Discuss if corporations should assume responsibility for the ethics of their suppliers and if they should use their business relationship to influence the social and environmental choices of suppliers and competitors
5. Assess arguments that suggest that business interrelationships and the network economy may contribute to more sustainable business models

Ethical dilemma: **A beautiful deal?**

Group research presentation: Chapter 9 Research Exercise on p. 433

Group case presentation: **Facebook (A) (B): Beacon and Privacy**

Submit paper and Powerpoint presentation on **Considering Profits and Principles in Technology Adoption Decisions (A) (B)**

Case due: **Fair enough? Big business embraces fair trade** (p.434)

Class discussion: **Targeting the poor with microfinance: hype or hope for poverty reduction?**

Week Eleven – Tuesday, March 17, 2015

Objectives of Chapter Ten – **Civil Society and Business Ethics**

1. Discuss how civil society organizations are important stakeholders of corporations, both directly and indirectly
2. Discuss the tactics used by civil society to achieve their purposes and the ethical problems and issues associated with such tactics.
3. Discuss the impacts of globalization on the nature and extent of the role played by civil society towards corporations
4. Discuss how relationships between business and civil society have shifted from a conflictual mode of engagement to a more collaborative or blended approach
5. Assess the role of civil society in providing for enhanced corporate sustainability

Ethical dilemma: **Where's the beef?**

Group research presentation: Chapter 10 Research Exercise on p. 486

Group case presentation: **Considering Profits and Principles in Technology Adoption Decisions (A) (B)**

Submit paper and Powerpoint presentation on **Google, Inc. in China**

Case due: **From conflict to collaboration? Greenpeace's Greenfreeze campaign** (p.486)

Class discussion: **Fair enough? Big business embraces fair trade**

Week Twelve – Tuesday, March 24, 2015

Objectives of Chapter Eleven – **Government, Regulation, and Business Ethics**

1. Discuss the double agency that governments assume
2. Discuss ethical issues and problems faced in business-government relations, and which attract media and public attention
3. Identify shifts in these issues and problems in the context of globalization
4. Analyze the changing role of business and CSOs in the regulatory process and discuss alternatives to regulations.
5. Examine the challenges posed by sustainability to business-government relations and show the importance of strong governmental regulation for achieving sustainable solutions

Ethical dilemma: **Always good to have friends in politics?**

Group Research presentation: Chapter 11 Research Exercise on p. 538

Group case presentation: **Google, Inc. in China**

Submit paper and Powerpoint presentation on **Bailouts and Bonuses on Wall Street**

Case due: **Dispensing “the less orthodox inducements” – BAE Systems and the global defence industry** (p.539)

Class discussion: **From conflict to collaboration? Greenpeace’s Greenfreeze campaign**

Week Thirteen – Tuesday, March 31, 2015

Group research presentation: Chapter Research 12 Exercise on p. 555

Group case presentation: **Bailouts and Bonuses on Wall Street**

Class discussion: **Dispensing “the less orthodox inducements” – BAE Systems and the global defence industry**

Week Fourteen – Tuesday, 07 April, 2015

Last remaining individual presentations

Reporting template for individual case assignments (10 marks/case)

Question: (Re-produce question as it appears in the textbook; use Times New Roman, 12 font, 1.5 spacing).

Answer: (provide page references from textbook and at least 3 internet sources used to support your analysis – provide precise web reference that can be verified)

Individual Assignment: Ethical Dilemma (5 marks)

No.	Page	Ques.	Student
1. No such thing as a free drink	6	1	
		2	
		3	
		4	
2. When good results are bad results?	72	1	
		2	
		3	
		4	
		5	
3. Producing toys – child’s play?	99	1	
		2	
4. Stuck in the middle?	146	1	
		2	
		3	
		4	
5. Clear codes for grey zones?	198	1	
		2	
		3	
		4	
		5	
6. Who cares whose shares?	254	1	
		2	
		3	
		4	
7. Off your face on Facebook?	308	1	
		2	
		3	
		4	
8. A fitting approach to shoe selling?	352	1	
		2	
		3	
		4	
9. A beautiful deal?	395	1	
		2	
		3	
		4	
10. Where’s the beef?	450	1	
		2	
		3	
11. Always good to have friends in politics?	500	1	
		2	
		3	
		4	

**Individual in-class presentation of an ethical dilemma taken from business news
(5 marks)**

Week	Date	Students
1	06 Jan.	No presentations in first class
2	13 Jan.	1. 2. 3. 4.
3	20 Jan.	5. 6. 7. 8.
4	27 Jan.	9. 10 11. 12.
5	03 Feb.	13. 14. 15. 16.
6	10 Feb.	17. 18. 19. 20.
7	17 Feb.	No class
8	24 Feb.	21. 22. 23. 24.
9	03 Mar.	25. 26. 27. 28.
10	10 Mar.	29. 30. 31. 32.
11	17 Mar.	33. 34. 35. 36.

12	24 Mar.	37. 38. 39. 40.
13	31 Mar.	41. 42. 43. 44.
14	07 Apr.	45. 46. 47. 48. 49. 50. 51. 52.

Group Research Papers (paper is worth 15%; presentation is worth 5%)

All in-class group PowerPoint presentations and write-ups are to be submitted in hard copy to the professor in class, in the week before the scheduled in-class presentation. This will provide the professor with one week to review and provide written feedback /comments on the students' work in advance of the presentation as well as to prepare appropriate questions for the students' presentation.

Chapters	Groups	Research Exercise	PowerPoint slides and write-up to be provided to professor on:	In-class presentations made to the professor on:
1	1	p.38; questions 1 to 4	Jan. 13	Jan. 20
2	2	p. 84 Microsoft; Toyota; L'Oreal	Jan. 20	Jan. 27
3	3	p. 132 each group chooses its own ethical dilemma	Jan. 27	Feb. 03
4	4	p. 177 review and comment on Wolf of Wall Sheet	Feb. 03	Feb. 10
5	5	p. 226 – comparing social reporting of two companies	Feb. 10	Feb. 24
6	6	p. 280 – corporate governance in Ontario and Canada	Feb. 24	Mar. 03
7	7	p. 333 – American Apparel; answer questions and comment on last 6 months of developments re its CEO	Mar. 03	Mar. 10
8	8	p. 382 – advertising to children	Mar. 10	Mar. 17
9		p. 433 – supply chains	Mar. 17	Mar. 24
10		p. 486 – civil society organizations	Mar. 24	Mar. 31
11		p. 538 – self-regulation v. government regulation	Mar. 31	Apr. 07

POLICIES:

1. **ACADEMIC INTEGRITY:** see letter at the end of the syllabus.

2. **ATTENDANCE:**

If a student misses more than 3 classes, not due to documented illness or emergency, then they will receive a failing grade.

3. **WRITTEN WORK:**

- (a) Do not plagiarize. See attached for official policy.
- (b) Type written work, and keep a copy
- (c) Use a title page. Include your name and student number, course name and number. Staple the top left corner.
- (d) Due dates are final. For an emergency, notify your instructor by email asap.
- (e) Instructor may refuse to grade any written work that is unreadable. Grades are given for content, and if that cannot be understood, no grade will be given. Students are urged to have their work proofread.

IMPORTANT ADDITIONAL INFORMATION

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.

Letter grades

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 WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

Academic Regulations, Accommodations, Plagiarism, 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 Accommodations

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your *Letter of Accommodation* at the beginning of the term, and 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 me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

The deadline for contacting the Paul Menton Centre regarding accommodation for final exams for the April 2015 exam period is March 6th.

For Religious Obligations:

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy:

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

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 expulsion; suspension from all studies at

Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, 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 <http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>.

Assistance for Students:

Student Academic Success Centre (SASC): www.carleton.ca/sasc

Writing Tutorial Services: <http://www1.carleton.ca/sasc/writing-tutorial-service/>

Peer Assisted Study Sessions (PASS): www.carleton.ca/sasc/peer-assisted-study-sessions

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.
 - Please note that you will be able to link your CONNECT (MyCarleton) account to other non-CONNECT accounts and receive emails from us. However, 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 CONNECT address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://portal.carleton.ca/>
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Unauthorized Cooperation or Collaboration

- Students shall not cooperate or collaborate in the completion of an academic assignment in whole or in part, when the instructor has indicated that the assignment is to be completed on an individual basis. Failure to follow the instructor's direction regarding which assignments, or parts thereof, should be completed by the individual alone will be considered violation of the standards of academic integrity.