



**CARLETON UNIVERSITY**  
**BUSI 4707**  
**Regionalism and Globalization.**  
**Winter 2019 - Section A**

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**Course meets: [Wednesday 1735-2025](#)**

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**Prerequisites & precluded Courses:**

third-year standing in B.Com., B.I.B., or Minor in Business, and [BUSI 2701](#) or [BUSI 2702](#).

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**Course Description and Objectives:**

Trends in globalization versus supra- and sub-national regionalism. Role of international institutions (e.g. OECD, WTO). Strategy adaptation and integration within and across trade blocs (e.g. NAFTA, EU, Mercosur, ASEAN). Strategies for sub-national markets with similarities across different countries.

**Objectives:**

Success in the 21st century demands visionary and dedicated leadership at management, corporate, sectorial, sub-national and national levels. As such, we will discuss how globalization and regionalism have intensified competition creating opportunities and risks along the way. Indeed, business managers currently face a landscape characterized by increasing integration (i.e., high levels of globalization and regionalization) that has, in turn, been dominated by three powerful forces, namely: change, complexity and uncertainty. It is in such an environment that business managers must strategically respond to and also influence their environment by building dynamic and sustainable capabilities and partnerships to confront competitive dynamics domestically and abroad.

Taking a broader perspective this course examines the conceptual, theoretical and practical meanings of regionalism and globalization with a particular focus on the managerial implications

of these processes within the context of the dynamics of the global economy and the associated responses by businesses, governments and civil society actors in industrialized, emerging, transition and developing countries. Thus, this course specifically seeks to:

- (1) Provide students with a clear understanding of the meanings of regionalism and globalization and how these processes are implicated in the broad dynamics of the international environment facing business corporations and state authorities at various (i.e., local, sub-national, national regional and global) levels.
- (2) Explore how various actors including corporate organizations, public institutions have responded to and/or facilitated/propelled global/regional dynamics
- (3) Enable the student to apply theory to the phenomena we observe in the “real” world;
- (4) Further enhance the students’ individual and group oriented learning tools and skills, including research, analytical, presentation and teamwork skills; and,
- (5) Prepare students for more advanced studies in regionalism/globalization and international business.

Various methods will be used during the semester: lectures, case analysis and discussions, critical discussions of assigned readings, student case presentations, stories, current events relevant to the course, videos, and guests. Students must read all assigned readings and come to class prepared to engage in informed discussions. Students are also encouraged to bring in their own national, regional and international experiences as may be relevant for class discussions.

Throughout the 12-week course Students will

1. **Remember** (recall facts and basic concepts), **understand** (classify, describe, discuss, explain, identify, locate, recognize, report, select and translate ideas), **apply** (Use information in new situations), and **analyze** (draw connections between ideas) fundamental concepts regarding businesses and business management communication, critical and reflective thinking, leadership, teamwork and interpersonal skills through in-class, individual and group projects, as well as through presentations.
2. Apply and integrate acquired knowledge during a case study and poster presentation.
3. **Remember, understand, and apply** strategies behind decision-making and management in today’s global economy.
4. **Remember, understand, and apply** the critical components of business communications, including writing and presentation skills, through hands-on activities and assignments.
5. **Apply** the materials from the text book, lecture discussions and in-class guests to address course assignments which will involve preparing in-class presentations, providing individual and group contributions in class and tutorials, as well as through peer evaluations.

**These course objectives are linked to the broader Goals of the Baccalaureate in commerce:**

### **BC1 Communication Capabilities**

Students are able to prepare and present well-organized and effective reports on business issues using appropriate supportive technologies

#### Learning Objectives

- 1.1 Write well-organized and effective reports on business issues.
- 1.2 Prepare and present oral reports on business issues in a well-organized and effective manner.
- 1.3 Demonstrate professionalism when interacting with peers, faculty, and business professionals in formal and informal business settings.
- 1.4 Demonstrate proficient and effective use of modern information and communication technologies for communicating and collaborating in organizational settings.

### **BC2 Critical and Reflective Thinking**

Students will demonstrate the ability to identify a business problem, isolate its key components, analyze and assess the salient issues, set appropriate criteria for decision-making, and draw appropriate conclusions and implications for proposed solutions.

#### Learning Objectives

- 2.1 Identify the essential question, issue and/or problem.
- 2.2 Gather relevant data to effectively address the question, issue, and/or problem.
- 2.3 Recognize and evaluate assumptions, diverse points of view and ideas relevant to the question, issue, and/or problem.
- 2.4 Develop informed alternative solutions and evaluate them using appropriate analytical techniques.
- 2.5 Articulate implications and consequences that emerge from conclusions/solutions.

### **BC3 Knowledge Integration**

Students will demonstrate the capabilities required to apply cross-functional business knowledge and technologies in solving real-world business problems.

#### Learning Objectives

- 3.1 Apply theoretical concepts to develop innovative, practical business solutions.
- 3.2 Develop an understanding of the cross-functional and interdependent nature of strategic business decisions.
- 3.3 Develop awareness and understanding of integrated enterprise information technology solutions in addressing business problems.

### **BC4 International Perspective**

Students will develop an appreciation of the role and function of business in a complex world.

#### Learning Objectives

- 4.1 Identify the key issues and challenges of doing business in international settings.
- 4.2 Know when to adapt business decisions to different international settings.

## BC5 Ethical Reasoning

Students will be capable of recognizing and resolving ethical issues that arise in business settings.

### Learning Objectives

- 5.1 Recognize the value of incorporating ethics into work-life decisions.
- 5.2 Demonstrate the ability to recognize ethical issues associated with work and organizational decisions and actions, and to apply ethical principles to deal effectively with them.
- 5.3 Demonstrate an understanding of the impacts of organizational culture, structure, and systems on ethical behaviour, and the ability to manage features of these organizational characteristics in order to promote ethical behaviour throughout the organization.

### General outline

[\\*Please Note: This schedule is preliminary. Although every effort will be made to adhere to this schedule, changes from time to time will be necessary as there are guest speakers at most of the classes. It is your responsibility to consult the detailed schedule and also you are responsible for reading any emails coming from your professor. On occasion your professor will send along important reminders by email to notify you of any changes in the schedule.](#)

Electronic copies must also be submitted online before the stated time on cuLearn. For uploaded soft copy assignments results will be uploaded in each of the tutorial sections in cuLearn. Hard copies of projects will be retained by students.

Week	Date	Tasks all
1	01-9	<b>Discussion</b> on: Course overview Course outline / assessment / expectations ; Executive writing and referencing (APA style) ; Expected behaviour (Plagiarism, Email protocol, copyright, attendance, compoment during class etc.) <b>Read:</b> Chapter 1 Globalization <b>Do:</b> Have fun
2	01-16	<b>Discussion</b> on: Cross-cultural Business and Political Economy of Ethics <b>Read:</b> Binder chap 2 and 3 <b>Do:</b>
3	01-23	<b>Discussion:</b> Economic Development of Nations and International Trade theory <b>Read:</b> Binder chap 4 and 5 <b>Do:</b> prep short presentation on chap 4 and 5
4	01-30	<b>Discussion</b> on: Political Economy of Trade and Foreign Direct investment <b>Read and prep</b> chap 6 and 7
5	02-6	<b>Discussion on</b> Regional Economic Integration and International Financial Systems <b>Read and prep</b> chap 8 and 9

6	02-13	<b>Do:</b> Personal Project _ preliminary presentations
7	02-20	Winter reading week – no classes or tutorials this week <b>Do:</b> Rest and relaxation
8	02-27	<b>Discussion on</b> lecture on International Monetary System + International Strategy and Organization <b>Do:</b> Read and prep chap 10 +11 <b>Submit: personal reflection A</b>
9	03-6	<b>Discussion on</b> Lecture on Analysing International Opportunities and Selecting and Managing Entry Modes <b>Do:</b> Read and prep chap 11+12
10	03-14	Preliminary team presentations
11	03-20	<b>Discussion on:</b> Selecting and entry mode + Developing and Marketing Products <b>Do:</b> Read and prep chap 13+14
12	03-27	<b>Discussion on :</b> Managing International Operations +Hiring and Managing employees <b>Do:</b> Read and prep chap 15+16 Do: Course evaluation <b>Submit: Personal Project</b>
13	04-3	<b>Do:</b> Team project poster presentation Location TBD <b>Submit: personal reflection B (timing will be posted on cuLearn) + team assignment</b>

### Reading(s)/Textbook(s):

Wild, Wild and Han (2015) International Business; The Challenges of Globalization, 8th edition, Pearson/Prentice Hall (hereafter WWH); ISBN-10: 0133063003 • ISBN-13: 9780133063004

In addition to the textbook, key/required readings are assigned from other sources (e.g., periodicals, case studies) for each week as indicated in the outline. Supplementary readings are assigned where deemed appropriate.

### Course Requirements & Methods of Evaluation:

A specific correction guide, or Rubric, will be produced for each project. Your T.A. can explain the details of how each project will be evaluated.

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

### PASSING THIS COURSE

The intention of this course is to build on the roles and responsibilities in a learner-centered environment.

Frequently, students expect that a University classroom will be much like a high school classroom, albeit harder<sup>1</sup>. In high school, students often learn that listening to a teacher (who does most of the talking), note taking, memorizing and the capacity to recall what the teacher wants to hear are essential for getting a good grade.

**Figure 1 Major traditional roles and responsibilities**

Traditional Student Roles	Traditional Student Responsibilities
Take lecture notes	Work mostly alone
Listen in class	Seek out the teacher if you have questions
Read the textbook	Read independently
Read other assigned reading	Develop study habits
Do homework	Develop your own time-management program
Take tests and quizzes	Organize the information
	Write papers on assigned topics
	Memorize

However, Herbert Simon (1996), a Nobel Laureate argues that “The meaning of knowing has shifted from being able to remember and repeat information to being able to find and use it. The goal of education is better conceived as helping students develop the intellectual tools and learning strategies needed to acquire the knowledge necessary to think productively.”<sup>2</sup>

In other words, “the illiterate of the 21<sup>st</sup> century will not be those who cannot read or write, but those who cannot learn, unlearn and relearn”

– Alvin Toffler (1970)

Thus, students in BUSI 4707 will continue to implement new roles and responsibilities that focus more on learning than on teaching. Put differently, my job is more about helping you learn how to learn than it is to teach you material that may very well be outdated by the time you graduate. Figure 2 highlights the learner centered roles and responsibilities.

**Figure 2 Roles and responsibilities for students in a learner-centered environment**

Learner-centered Students Roles	Learner-Centered Student Responsibilities
Self-Teach	Make choices about one’s own learning
Collaborate with others	Take more control of one’s own learning
Work in team/groups	Give input to the evaluation/assessment methods of the course
Take part in discovery learning	Give input to the course rules and

<sup>1</sup> Doyle, T. (2008). *Helping Students Learn in a Learner-Centered Environment*. Stylus Publishing, Sterling Virginia.

<sup>2</sup> Simon, H.A. (1996). *Observations on the science of science learning*. Oral presentation at meeting of the Committee on Developments in the Science of Learning for the Science of Science Learning: an interdisciplinary Discussion, Department of Psychology, Carnegie Mellon University, Washington, DC.

Teach others	
Evaluate others' learning	
Perform/present learning publicly	
Learn new how-to-learn skills and strategies	
Solve authentic problems	
Engage in reflection	
Demonstrate use of teacher feedback to improve performance	
Take learning risks	
Practice more	
Take class notes (or sketches)	
Read the textbook	
Write papers	
Take tests and quizzes	
Take part in class	
Do homework.	

### Grading Scheme:

To pass this course, the student MUST participate in ALL items of the Grading Scheme in order to get a passing grade. Failure to do so will result in failing the Course

<b>ELEMENT</b>	<b>WEIGHT %</b>
Class participation	10
cuPortfolio reflections	10
Personal Project	35
Team Project	
Part 1: Research memo and Preliminary Presentation	10
Part 2: Project presentation and poster	15
Part 3: Final report	15
Part 4: Peer Evaluation	5
<b>TOTAL</b>	<b>100</b>

### Assignments:

#### IMPORTANT NOTES ON EVALUATION:

1. If you're not sure how your work will be evaluated on any aspect of the Grading Scheme, please consult the Professor for clarification.
2. All students are expected to be personally present for all grading assignments (tests, examinations, meetings, etc). Failure to attend will result in a grade of zero. Students with legitimate reasons must report immediately their absence to the appropriate authorities (Registrar's Office in case of University Exams).
3. English is the medium of instruction: Both spoken and written work will be judged on content as well as grammar, style, organization, formatting and presentation. For further details, consult "Paper Formatting & Documentation Guidelines": [http://sprott.carleton.ca/academic\\_programs/index.htm](http://sprott.carleton.ca/academic_programs/index.htm). Click on "Useful Links" then "Paper Writing Guidelines"
4. Supplemental and grade raising exams are not available for this course.
5. Students must record, double check and observe all due dates.
6. Group Assignments include peer evaluations, and details will be given in class.
7. If circumstances change some aspects of the Course and Grading Scheme may be changed and students will be notified as soon as possible.
8. Academic references should use APA Style and the Purdue Owl is an amazing source of information on this style.

#### Personal projects

#### 2 cuPortfolio reflections; CuPortfolio Reflections

- Throughout the semester, it is expected that a personal reflection will be made in the cuPortfolio by each student before the end of each month.
- The reflections should focus on a concept you found interesting during the semester, such as the comments and observations provided on your work, maybe an idea you had during a class discussion or how your learning changed the way you thought about a given concept.
- Each 3 paragraph (minimum) reflection on **what** (you did), **so what** (what does the feedback I received, or reviewer comments mean to me) and **now what** (What will I stop doing, what will I start doing and what will I keep doing) will be graded using the rubric provided on our cuLearn.
- Each of the reflections should correspond to one learning objective of the Bcomm program. A different learning objective should be used for each reflection.
- It is essential that you import the cuPortfolio to cuLearn before the assigned timing.
- Creativity in your reflections is encouraged

#### Personal Project

The personal project will consist in conducting a preliminary scoping study related to one course related concept of your choice. This project will essentially consist on mapping a small sample of previous academic literature published on this subject. Building on your research question, identify 10 academic, and 5 non-academic sources that have previously explored the concept of your choice. In a maximum of 5000 words you should include:



- a cover page,
- introduction to your research question;
- methods you used for this project;
- a review of the literature;
- a findings/discussion section on why your question is important and why research on this question matters,
- a section on avenues for future research (what we don't know yet),
- conclusion and
- references.

A 5-minute preliminary presentation of will also be required. Your task for the presentation is to summarize the key points of 10 articles you have found so far, determine how this relates to business in a practical sense and present these findings to the class. Providing a critique of the articles, discussing what should be there, but isn't, as well as an argument on why this research question is important is also expected.

Hint: The choice of concept to study is up to you, but if you choose a subject you are passionate about, your presentation will be more convincing. The approach to the presentation is flexible and you must use your discretion to determine the most effective way to present your subject.

### **Individual Participation**

Attendance in this class is mandatory. Students are required to come to class on time. The Professor reserves the right to take attendance records at randomly selected times. Any student who is unable to come to class must inform the Professor before class or as soon after as possible. In addition to physical presence, the course requires each student to come to class prepared to actively engage in the discussions of the day. Students are required to have read all assigned readings before coming to class and must come prepared to make contributions especially in areas where they feel particularly knowledgeable or feel strongly about. Assessment of participation is based on demonstrated knowledge of class materials as discussed in class and group presentations. Students with special needs should see the Professor during office hours.

Readings, lectures, and experience related to the upcoming course material should be reflected upon before the class. Think about the what, so what and now what of the upcoming lecture and ask yourself *why does this matter?* Participation should be relevant to the current discussion and includes asking and answering questions, translating the subject into a pertinent and relevant experience, examining the material for gaps, and always be looking for “the dog that didn't bark”, which is a metaphor for something important that should be there but isn't. Active listening and constructively critiquing ideas in a respectful manner is also expected.

To make it easier for the Professor and fellow students to recognize your in-class contributions, Please place a name tag as you're known in the official class list on the desk or use a nametag. (be creative!)

## Term Project

### General

Canada exports approximately 80% of everything it produces. In this context, students are asked to select and research a specific country within a regional trade bloc which represents an export opportunity for a Canadian sector. Students are asked to conduct research into the macro-economic, political, and business environment attributes of the selected country as well as research a key Canadian industrial sector in terms of its capabilities. The goal of the project is to qualify and quantify the strengths, weaknesses, threats and opportunities of a Canadian sector in the context of regionalism and globalization of the selected country. This project will be organized as follows:

1. Students, under the guidance of the Professor, will form groups of at least four.
2. Each group will select a research project by selecting:
  - a. A regional trade bloc, followed by a country within the trade bloc, among those posted by the Professor at the beginning of the term
  - b. A Canadian industry sector among those posted by the Professor at the beginning of the term which represents an export opportunity into the country selected in item a.

There are three phases to the term project:

### Phase 1: Interim Report

Each student group is required to select a trading bloc of its choice and prepare a brief background of the chosen bloc recommending that a company of their choice considers exporting there. Each group will prepare a 10 min presentation on the chosen trading bloc and industry, and explain why these choices are important. APA style of referencing will be used.

### Phase 2: Final Presentations

Each team/group will be required to do a 10 minute presentation based on their respective term projects accompanied by an academic poster. Presentations will be assessed for both content and presentation skills. The instructor will facilitate the discussion and provide guidance on the subject matter as deemed appropriate. Each team will also assign roles and visit the other teams and will given an opportunity to select their favourite poster.

### Phase 3: Final Report

Each group is required to prepare a final report of their respective project based on the data/information and feedback received in the preceding phases. A suggested outline of the final report will be posted on the cuLearn.

The following are recommended regional trading blocs and Canadian industrial sectors for the term projects: **Recommended Regional Trade Blocs:**

- European Union (EU)
- Central American Free Trade Agreement
- Southern Common Market (MERCOSUR)
- Caribbean Community and Common Market (CARICOM)

### **Recommended Industrial sectors:**

- Information and communications technology
- Cleantech
- Agriculture
- Extractive/Mining
- Transportation
- Oil and Gas

- Association of Southeast Asian Nations (ASEAN)
- GCC (Gulf Cooperation Council)
- Economic Community of West African States (ECOWAS)
- South Asian Association for Regional cooperation (SAARC)
- Southern African Development Community (SADC)
- Arab Maghreb Union (UMA)
- Commonwealth of Independent States (CIS)
- Latin American Integration Association (ALADI; excluding MERCOSUR Member States)
- Economic Cooperation Organization (ECO, Central Asia)
- Retail
- Healthcare
- Education
- Media & Entertainment
- Sports

### LATE POLICY

There will be zero tolerance for late assignments. Please note that the simulation deadlines are non-negotiable as they are set by a computer for the entire class. If you miss a deadline, you will forfeit the marks. Penalties and submission timings for assignments are strict and as follows:

Submission Timing	Penalty
0-15 minutes late	We will be lenient and accept the assignment dependent on the method of submission (i.e. through cuLearn, in person or by email)
15 minutes or more	Your assignment will most likely NOT be accepted (unless faced with a <i>force majeure or casus fortuitus</i> ) and you will receive an appropriate penalty up to an assignment <b>grade of 0</b> .

**Important Dates and Deadlines – Fall 2018 Graduate, Undergraduate and Special Students**  
SEE <https://carleton.ca/registrar/registration/dates-and-deadlines/>

### ADDITIONAL INFORMATION

#### Course Sharing Websites

Student or professor 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).

Access cuLearn through Carleton's student portal. Login using your name and your password. This will allow you to access Carleton Central, cuLearn and your email. Schedules, lecture slides, assignment instructions, grades and messages can be found on cuLearn. Please consult before emailing questions. Only emails using your Carleton email (e.g. [john.smith@carleton.ca](mailto:john.smith@carleton.ca)) and your tutorial number will be answered.

Laptops are only to be used for course work and not surfing the web. The same holds true for cell phones. **Doing emails or surfing the web during class will not be tolerated.** Using a cell phone or laptop for unauthorized reasons (non-course work) can result in you being asked to leave the classroom.

### **Group work**

The Spratt 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.

### **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](http://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](http://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](mailto: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](http://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](http://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](http://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 in 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/> Be in the know with what's happening at Sprott: Follow @SprottStudents and find us on Facebook SprottStudents Sprott.

### **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](http://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.
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- 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, it would be easier to respond to your inquiries if you would send all email from your Carleton 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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**SPECIAL NOTE:**

- **Your instructor will not reply** to emails which ask for information that was either supplied verbally in class, is in class notes, was provided in tutorials/labs, emailed or was posted on cuLearn. *The course Q&A is the best place to ask questions and find answers.* Only personal questions or concerns may be asked directly to your Professor, all others should first be posted to our TA.
- **Do not expect** an email reply if you do not use the proper business email procedure – we only respond to Carleton email addresses. A minimum of business etiquette is expected when corresponding with your professor. We do not respond to other emails like gmail, hotmail, rogers etc.
- **Do not expect** a reply in the evening or over the weekend.
- Only pdf and word documents will be accepted.

