



BUSI 4709 A
Strategic Management for International Business Fall 2017

Instructor: Dennis Sakalauskas, M.Sc.

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Office Hours: By appointment (via email)

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Course meets: Mondays 10:35am – 2:25pm

Pre-requisites & precluded Courses:

Fourth-year standing in B.Com (International Business Concentration) or BIB and successful completion of all 2000 and 3000 level courses in the major requirement. The School of Business enforces all pre-requisites.

Course Calendar description from the 2016/2017 University calendar:

Development and implementation of strategies within and across international markets. Emphasis on developing strategic perspectives that incorporate the environment, the state of the industry, and the capabilities of the firm. Integrates skills, concepts and theories learned in functional areas.

Course Description and Objectives:

In an international business context, managers make critical decisions that transcend functional areas. As a capstone course, *Strategic Management for International Business* brings together ideas and skills developed in functional areas (e.g. international marketing, finance, accounting, human resource management, etc.) into a coherent whole. More often than not, international business careers starting with concentrating in a functional area of business are likely to transition and move into positions with increasing management responsibility careers progress. This integration will underscore how the functional elements of a business are interrelated and equally important.

Strategic Management for International Business gets to the root of the challenges of developing and implementing strategies in global industries. This course provides students with the conceptual tools necessary to work effectively in today's global environment by developing strategic perspectives that links the environment, the state of the global industry and the capabilities and position of the firm.

Specifically, this course addresses (but is not limited too) the following key strategic challenges and decisions facing global organizations:

1. **Where to compete?**
2. **Which products to offer around the globe?**
3. **Where to locate the various activities of the firm?**
4. **How to position and leverage a competitive advantage?**
5. **How to implement an effective global business and management strategy?**

Upon completion of this course, students should be able to:

- Identify interdependencies of business functions when analyzing business situations and providing recommendations;
- Identify the importance of each business function to firm performance and explain possible causes of firm performance;
- Apply conceptual frameworks to evaluate and analyze practical business problems;
- Articulate strategic perspectives that links the environment, the state of the global industry and the capabilities and position of the firm;
- Evaluate a company's Business Plan and question its underlying assumptions;
- Identify and implement appropriate responses to business situations;
- Discuss decision making processes and their influence on strategic decision making and firm performance;
- Work and contribute to an interdependent, collaborative, and professional team environment.

Reading(s)/Textbook(s) and Materials for this course:

A) READINGS:

There is no prescribed textbook for this course. Rather, a list of readings has been compiled for the course. Printed coursepacks are available in the Carleton University Bookstore.

B) INTERNATIONAL BUSINESS SIMULATION:

Marketplace Business Simulation, International Corporate Management

(<http://www.marketplace-simulation.com/>).

NOTE: The business simulation is a requirement of the class and must be purchased by every student. It is not possible to share or borrow a license.

The simulation costs approximately US\$95. If you are unable to purchase the simulation license you may opt to take a different course *BUSI 4609 – Strategic Management* as a different course offering option. Students must make this decision prior to the formation of teams. If necessary, please discuss your decision with the instructor and an undergraduate advisor.

COURSE DESIGN:

As a capstone course, the key assumption driving the design of this course is that International Business Managers need not only be able to think in an integrated manner but make decisions that reflect this thinking. Therefore, the focus will be towards three levels of integration:

1. Theoretical integration: students must understand the interdependencies of business functions to make decisions. Theoretical integration will be the focus of readings, lectures, videos and ongoing class discussions.
2. Applied integration: students must understand the importance of each main function in an international business firm, but also trace many possible causes of an international firm's performance. Applied integration will be the focus of class discussions and ongoing in-class exercises.
3. Practical integration: students must draw on the above two skills to implement responses to international business situations, challenges and opportunities. Students need to acknowledge the multiple approaches that managers may use to identify and resolve strategic issues, including the sources of biases in this process. Practical integration will be achieved through the management of a simulated international organization, ongoing class exercises and with extensive opportunities for participation in each and every class.

COURSE PHILOSOPHY:

- Executive decisions will be required, even with imperfect information. There are few certainties when dealing with companies or employees in an international context. This includes the cultural, political, and economic context in which a particular event occurs and respond accordingly. The challenge for managers is that, while there may be few "right" answers, managers must still act. They must still make decisions. This is the real management challenge.
- We are creating a learning community. For this course to be the most effective, we all must be open to new ideas, international business experiences, and points of view. This will require a supportive class environment characterized by mutual respect, inquisitiveness, and a strong work ethic.
- We must all take personal responsibility for learning. This course aims to be interesting, relevant, and challenging, and to make us all think and learn skills that can be implemented in the future. Each and every student therefore, plays a major role in the success of this effort.
- Discussions will be best when all students arrive to each class fully prepared to participate. This includes having read all reading assignments prior to class. It also includes participating in class discussions.
- We will maintain high performance standards. All of us must pursue high performance standards and goals that challenge us to maximize our learning.
- We will endeavor to have some fun. Learning is as much an emotional experience as an intellectual one. We tend to learn best when we are happy, sad, angry, or otherwise emotionally involved. Please get involved.

MARKETPLACE SIMULATION:

This course will employ the Marketplace simulation as a learning environment. The exercise is a transformational learning process. Students will engage in a practical and engaging simulation to be as close as possible to what it is like to compete in the fast-paced, competitive market where international customers are demanding and with intense competition.

Moreover, in the simulation, students run, manage and operate their own company, struggling with business fundamentals and the interplay between marketing, human resources, operations, finance, and accounting, etc. Students are given complete control of a simulated business and must manage its operations through several decision cycles.

There will be extensive opportunities to analyze the situation, plan a business strategy to improve it and then execute that strategy out into the future. Incrementally, teams will learn to adjust their strategy as they discover the nature of real-life decisions, including the available options, linkages to other parts of the business, conflicts, trade-offs and potential outcomes. To add to the challenge, you are confronted to an international market in constant flux.

Market potential will rise and fall on local and worldwide economic and political conditions and the business venture will be challenged by fluctuating exchange rates and tariffs between regions. Your participation in the simulation and reports on your performance will account for a major part of the course. Decisions are typically due the same day each week (see course outline), so that students will have time to review the results prior to executive briefings.

EXECUTIVE BRIEFINGS:

Executive briefings are structured regular meetings between teams and the instructor (Coach) or teaching assistant (Coach). These meetings offer students the opportunity to receive personalized coaching in running their simulated companies and applying theoretical material. Team members must arrive prepared to present their analyses of the market, the decisions they have made, and their justifications for those decisions. The Coach will not provide solutions to the team but rather raise questions and issues pertaining to the simulation.

There will be one meeting lasting 25 minutes per simulation quarter. Meetings can be led by the President and a written agenda must be provided containing the topics to be addressed and the persons responsible for them. Five minutes for questions and answers at the end are recommended. Each and every student must be prepared to defend the analysis and logic behind the team's decisions and plans. Performance in the executive briefings will be reflected in individual contribution points.

Executive briefings will take place in the second half of the semester. There will be occasional opportunities to provide teams with adequate guidance executive briefings may happen outside of class time. Meeting times will be scheduled at the beginning of the semester.

COURSE REQUIREMENTS & METHODS of EVALUATION:

Grade Components:

The breakdown of the total grade is as follows:

Quizzes (2*10%)	20%
Marketplace Simulation Performance	15%
Team Business Model Presentation (10%) and Financial Pitch Written Report	25%
Team Report to the Board Presentation	10%
Individual Venture Capital Investment	10%
Individual Contribution (5%) and Self-assessed Participation (5%)	10%
Individual Letter to Successor	10%
Total	100%

Quizzes:

Two in-class quizzes (1 hour each) will focus on class material, discussions, and topics presented to date of each quiz. The first Quiz (#1) will occur on Monday, October 16th. The second Quiz (#2) will encompass all material throughout the entire semester and will occur on Monday, November 27th. This provides the opportunity to apply the learning developed at two different points in the course.

Value: 10% for each Quiz (20% of Total Grade)

Marketplace Simulation Performance:

The simulation performance will be assessed based on the *Cumulative Balanced Scorecard*. The *Cumulative Balanced Scorecard* is the most effective indicator of the multidimensional performance of the simulated organization as it includes all functional areas, plus short-term and long-term customer and stockholder considerations. At the end of the exercise, teams will be ranked in the order of cumulative performance (value 15% of total grade). The performance of any one team and all teams together depends upon the nature of competition between them.

Value: 15% of Total Grade

Team Business Plan Presentation and Financial Pitch Written Report:

The Business Financial Pitch Plan requires students to think critically and develop an integrative view of the firm. Students are asked to think through and organize a comprehensive strategic plan that incorporates high-level strategic thinking plus tactical and financial details.

Team Business Plan Presentation:

The Business Plan Presentation (of a Business Model) **will be presented on October 2nd**. *Presentations are to be a maximum of 12 minutes (excluding questions from the audience) and each team member must present at least one slide.*

This exercise helps firms articulate and formalize their strategy and gives firms an opportunity to receive additional funding to implement their strategy.

Value: 10% of Total Grade

Team Business Financial Pitch Plan Written Report:

The *Team Business Financial Plan Written Report* will be an opportunity to formalize a business model to Venture Capitalists for additional funding and investment. The report (presented to Venture Capitalists) must be no longer than 5,000 words (excluding appendices) and must be written as it is being submitted to Venture Capitalists who are at the Venture Capital Fair. Only the content within 5,000 words will be read and will be included as a part of the evaluation of the report. Any additional content (more than 5,000 words) will not be read and cannot be included as a part of the evaluation of the report.

Both a printed report AND an emailed “Word” version of the same report must be submitted at the beginning of class **by 10:35am on Monday, November 6th**.

NOTE: Please do not submit a PDF via email. Only Word versions will be accepted.

Value: 15% of Total Grade

NOTE: See APPENDIX #1 for specific details regarding the RECOMMENDED FORMAT, OUTLINE and SAMPLE of a GRADING RUBRIC evaluation criteria for the Business Plan Presentation AND the Financial Pitch Written Report.

Venture Capital Investment:

Students will have the opportunity as Venture Capitalists and evaluate other (non-competing) companies at the *Venture Capital Fair* occurring at class on November 6th.

The opportunity also allows students to apply integrated knowledge and hone analytical skills, as well as being a powerful way to realize how potential investors perceive and understand a company's international business and management plan. This exercise also helps firms seeking investment to strengthen their strategy as they receive feedback and are questioned by their peers.

Students will be asked to provide a written evaluation of two firms and final investment decisions.

As Venture Capitalists, students must maintain total confidentiality concerning all information provided by the firms seeking investment.

NOTE: See APPENDIX #2 for the Venture Capital Investment SAMPLE of a GRADING RUBRIC evaluation criteria and also for the Submission Evaluation Form.

Value: 10% of Total Grade

Report to the Board Presentation:

The *Team Report to the Board Presentation* finalizes the simulated exercise. In this report students are asked to discuss their original plan, performance since the plan was presented, assessment of future potential, and lessons learned. The Report to the Board presentations will be presented in class on Friday, December 8th. The order of the presenting teams will be randomly assigned at the class.

The report to the board provides closure to the simulated exercise. In this final presentation to the board, students are asked to provide an explanation of how the company has performed in the last year and an assessment of future potential.

The presentation for both games will take place on the last day of class. *Each team has 12 minutes to present their report to the board (excluding questions from the audience).* Given that other students are familiar with the simulation environment and you are reporting to the Board of Directors, it is strongly recommended to avoid detailed description of known facts (that the Board of Directors with extensive experience in the industry would be aware). Rather teams are strongly encouraged to focus on strategy, what is unique about your company and the impact your decisions had on your performance.

It is recommended that the presentation should include the following:

1. *Company overview:* include the company's executive team, company objectives, products/services, customer segments and regions of operation.
2. *Assessment of strategy and performance:* Review of performance during the second year of business, deviations from the business plan, discussion of key events and decisions that affected the company.
3. *Assessment of current situation and preparation for the future:* discuss how your firm is positioned vis-à-vis the competition and how it is prepared to compete in the future.
4. *Lessons learned:* benefits of the simulation and lessons for the business world.

NOTE: See APPENDIX #3 for the SAMPLE of a GRADING RUBRIC evaluation criteria and also for the Report to the Board Presentation.

Value: 10% of Total Grade

Letter to Successor:

This *Individual assignment* is aimed at facilitating concepts and theoretical with practical integration. Therefore, students are to write a memo to their successor outlining the company's current situation *from the perspective of their functional area* and discussing their major learning during the course of the simulated two years of operation. Students are expected to apply relevant theoretical frameworks from this and/or other courses to illustrate the lessons they have learned. The word limit for this letter is 1,500. Anything after 1,500 words cannot be considered as a part of this assignment is due at 10pm on Monday, December 11th submitted in a clearly marked folder on CU Learn.

NOTE: See APPENDIX #4 for specific details regarding the RECOMMENDED FORMAT and SAMPLE of a GRADING RUBRIC evaluation criteria for the Letter to Successor.

Value: 10% of Total Grade

Individual Contribution and Participation:

Individual contribution assessment is from both peer evaluations (5%) and executive briefings / class participation performance (5%). *Every Executive must demonstrate mastery of the information and decisions within his/her areas of responsibility and integrate their responsibilities with the rest of the organization* so as to maximize the total performance of the firm

Peer Evaluations will be completed at the end of the market simulation (5%) and the self-assessed participation and contribution will be a weekly self-assessment by filling out a weekly brief questionnaire provided by the Professor with answering 4 or 5 questions based on student's self-assessment of their participation that week.

The lectures are designed to be very interactive, so opportunities for class participation are *at each class*. In addition, countless opportunities for contribution and/or participation will also be available during the case study discussions, following group presentations and during brainstorm/team workshops throughout all classes.

Participation will be self-assessed each week starting the second session. The evaluation will consist of three key questions:

1. Preparation
2. Class participation
3. Qualitative assessment of your classroom interventions (4 – 5 brief questions after each class)

To help you evaluate your quality of your participation in class, a grid is proposed below.

Note: The Professor of this course reserves the right to change your score if I judge that your review does not match my (and/or your peers) perception and actual reality of your contribution in the course. Should this occur, I will communicate the change of your score to you by email.

Value: 5% Peer Evaluation; 5% Self-assessed Participation (10% of Total Grade)

KEY NOTES Regarding Course Requirements:

1. Missed Classes, Assignments and Quizzes

Students unable to write the quizzes, participate in presentations, or complete assignments on time because of illness or other circumstances beyond their control must contact the instructor in writing to request a deadline extension or accommodation. Extended deadlines or accommodations are not granted for students who have made travel arrangements that conflict with class schedule. Extension may only be granted when supported by a medical certificate and or appropriate documents to support the reason for the deferral.

2. Working in Teams

The Marketplace simulation is a major effort that can only be accomplished in a team. Successfully working in teams is thus a major requirement of this course and a significant part of your grade. The following mechanisms are intended to make your team experience more rewarding.

Although, unlikely a student can “be fired” from the team. This will result in a far less opportunity to participate, but also to be a part of the evaluation process of the simulation and many other deliverable projects. Once again, although very unlikely, in the event that a team requests the dismissal of one team member, then documentation supporting the reasoning (i.e. screenshots of emails indicating a team member’s refusal to participate and help the team) is required. This is how it works in the management of a team with the human resources process in any company, and therefore would be expected in this course. Nothing less.

3. Team Size and Selection and the Role of The President

Students will be in teams of 4 to 5 people and selected the first class.

TEAM FORMATION

Teams will be formed via a “sports-type” draft:

- a) Presidents will be randomly selected to serve as the first set of Team Presidents.
- b) The Presidents will review the applications of the first group of students and each President will pick ***the first team member from this group.***
- c) The order of picking selection will be randomly drawn at the second class.
- d) The Presidents will return to the class and notify the person who is now on his/her team.
- e) ***The two will then review the applications of the second group together.***
- f) The Presidents will then select the third person to be added to the team. Once again, the order of selecting will be random.
- g) This procedure will continue until everyone has been picked and the teams formed; however, the remaining 5 or so students will be randomly assigned to a team, as opposed to be selected.

NOTES regarding inability to attend class during the Teams' Formation:

- i. Teams unable to attend the team formation class because of illness or other circumstances beyond their control must contact the instructor in writing to request an accommodation. Accommodation may be granted when supported by a medical certificate and or appropriate document/s to support the reason for absence.
- ii. Accommodations are not granted for students who have made travel arrangements that conflict with class schedule. Absent students may request a colleague to speak on their behalf during class.
- iii. Job applications of absent students, when available, will be presented to hiring teams but their placement is not guaranteed.
- iv. Students unable to join a team by the time Quarter 1 decisions are due will not be allowed to remain in the course.

INTERVIEW PROCESS KEY STEP:

Students must submit a job application / CV / Cover Letter and Resume to both the Professor and acting President to apply for one of the Executive positions in the new firm by the beginning of the second class September 18th.

Moreover, students will have the opportunity to present themselves to the class and highlight why you are a strong candidate for the position(s) you would like to fill:

- VP Marketing
- VP Sales Management
- VP Human Resources Management
- VP Marketing Research
- VP Manufacturing, and
- VP Finance and Accounting.

KEY NOTES regarding the positions and responsibilities of each position:

1. A student may take more than one role.
2. The Team must develop responsibilities of each role so to help balance the work taken on by each student.
3. It is recommended Teams form a *work plan*, allocating the expected number of hours for each role, so once again to help balance the work taken on by each student.

THE PRESIDENT

One of our goals is to develop management skills of all students. Hence, **everyone will also take on the responsibility of managing the team and serve for a period of time as the President of the company.** This delegation of the President must be managed by the Team.

The President will manage the schedules and meetings, oversee the assignment of tasks, monitor overall performance (balanced scorecard) and help the team in every way possible to achieve a strong business performance.

4. Peer Evaluations

One peer evaluation is to be completed later in the semester for each person on the team. This evaluation is due, respectively, at the end of the 8th quarter of play, after completion of the Business Plan, and after the second year in business.

Significant deviation in performance above or below the norm will be used to adjust individual student grades for the activity being evaluated. That is, the grade on the Business Plan, Report to the Board and Simulation Performance could be adjusted up or down depending upon the feedback the instructor receives from the rest of the team for each assignment.

5. Questions to the Business Coach

The HELP files in the software contain all of the directions you will need to participate in the strategic business simulation. Nonetheless, there is a tendency for students to ask the Business Coaches for help rather than look in the HELP files.

Therefore, for this reason, the instructor/coach will assign a fee of \$10,000 to answer any question **already addressed in software**. Therefore, be sure to review the details of the software before addressing either Coach with questions.

6. Executive Meetings

To facilitate executive meetings, it is strongly recommended that each team member prepare his/her work in advance. The Executive should know the problems and tradeoffs of his/her area of responsibility. When the Executive Committee meets as a whole, it is also strongly recommended that each Executive have *a plan of action to recommend to the team*. The Executive should be prepared to thoroughly discuss the options open to the company and be flexible on the final decision of the executive team.

Course Schedule, Mondays 10:35am – 14:25pm:

Date	Time	Topic	Agenda/Readings	Due
September 11	10:35-2:25	Introduction to strategic international management – Part I <u>Team formation exercise</u>	<u>Readings:</u> Class notes from lectures / slides	
September 18	10:35-11:25	Introduction to strategic international management – Part II & the Modern Business Model	<u>Readings:</u> Class notes from lectures / slides	Q1 decisions (Sept 21, Thurs, 11pm)
	11:35-2:25	Executive Briefings	Introduction of individual team members, roles, and goals for the simulation.	
September 25	10:35-11:25	Preparing a Strategic International Business Plan	<u>Readings:</u> Class notes from lectures / slides	Q2 decisions (Sept 28, Thurs, 11pm) Exercise to work on Business Plan Presentation
	11:35-2:25	Executive Briefings	Review and Development of the Presentation of a Business Model	

October 2	10:35-11:25	<p>Strategy Development and Implementation</p> <p>Marketing, Competitive Advantage and International Pricing Strategies</p>	<p><u>Readings:</u></p> <p>Worried about Strategy Implementation? Don't overlook Marketing's Role <i>Slater, Stanley F et al. MSU 2010</i></p> <p>Mastering Strategy <i>Mangelsdorf MIT Sloan Management Review 2016</i></p>	Q3 decisions (Oct 5, Thurs, 11pm)
	11:35-2:25	DUE: Business Plan Presentation of a Business Model	Key decisions and results of Q3 Plan for Q4	
Thanksgiving				
October 16	10:35-11:25	<p>Global Strategic Management and Organization Effectiveness</p>	<p><u>Readings:</u></p> <p>Why do we Undervalue Competent Management <i>Sadun, Raffaella et al 2017 Harvard Business Review</i></p> <p>The Overcommitted Organization <i>Mortensen, Mark; Gardner, Heidi K. Harvard Business Review 2017</i></p>	Q4 decisions (Oct 19, Thurs, 11pm)
	11:35-2:25	Quiz #1	Key decisions and results of Q4 Plan for Y2	

Reading Week				
October 30	10:35-11:25	International Strategic Alliances; Strategic Leadership and Competitive Goals	<u>Readings:</u> Yves Saint Laurent: Strategic Leadership of Creative Directors <i>Wiboon Kittilaksanawong, et al.</i> <i>Ivey Cases 2017</i> Comp Targets that Work <i>Gopalan, Radhakrishnan et al.</i> <i>Harvard Business Review 2017</i>	Exercise to work on Business Plan
	11:35-2:25	Executive Briefings	Review of Pro-forma Statements and Executive Summary Outline of Business Plan Presentation	
November 6	10:35-2:25	Venture Capital Fair	All teams will present to Venture Capitals. Schedule and guidelines are posted on CU Learn.	Business Plan (printed and emailed version) due the beginning of class 10:35am

November 13	10:35-2:25	International Strategic Digital Marketing & Management Strategic Financial Decision Management	<u>Readings:</u> Managing Our Hub Economy <i>Iansiti, Marco;Lakhani, Karim R. 2017 Harvard Business Review</i> Hat in Hand: Financing the Leveraged Buyout of Clear Channel Communications <i>Loutskina, Elena 2017 Darden Business School</i>	Q5 decisions (Nov 16, Thurs, 11pm)
	11:35-2:25	Executive Briefings	Key decisions and results of Q5 Plan for Q6	
November 20	10:35-11:25	Corporate Social Responsibility – Impact and Management Strategic Management Analysis	<u>Readings:</u> Competing on Social Purpose <i>Vila, Omar Rodriguez; Bharadwaj, Sundar 2017 Harvard Business Review</i> Management Is Much More Than a Science <i>Martin, Roger L.; Golsby-Smith, Tony 2017 Harvard Business Review</i>	Q6 decisions (Nov 23, Thurs, 11pm)
	11:35-2:25	Executive Briefings	Key decisions and results of Q5 Plan for Q6	

November 27	10:35- 11:25	Quiz #2		Q7 decisions (Nov 30, Thurs, 11pm)
	11:35- 2:25	Executive Briefings	Key decisions and results of Q6 Plan for Q7	
December 4	10:35- 11:25	Ethics and Global Management	<u>Readings:</u> Precia Pharma: Promoting Ethical Sales Practices <i>Sandeep Puri, Ajay Kohli</i> <i>2017 Ivey Cases</i>	Q8 decisions (Dec 7, Thurs, 11pm)
	11:35- 2:25	Executive Briefings	Key decisions and results of Q7 Plan for Q8	
Friday, December 8	10:35- 2:25	Report to the Board Presentation	Simulation Post-mortem Closing comments and final remarks	
Monday, December 11	Letter to Success DUE: 10pm (22:00) on CU Learn			

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 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). Requests made within two weeks will be reviewed on a case-by-case basis. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

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 and instructors can confirm accommodation eligibility of a religious event or practice by referring to the Equity Services website (<http://carleton.ca/equity/accommodation/religious-observances/>) for a list of holy days and Carleton's Academic Accommodation policies. If there are any questions on the part of the student or instructor, they can be directed to 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; 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: <http://carleton.ca/studentaffairs/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/>