



Carleton
University

Sprott
School of Business

**CARLETON UNIVERSITY
SPROTT SCHOOL OF BUSINESS
BUSI 5982F
FALL 2022
RESEARCH METHODOLOGY IN BUSINESS
LAST UPDATED: AUGUST 8, 2022**

Instructor: Dr. Leighann Neilson

Office: 6036 Nicol Building (Note: I work primarily from home, so check first before planning a visit)

Office Hours: by appointment

Email: leighann.neilson@carleton.ca

Schedule: Thursdays 11:35 a.m. to 2:25 p.m., NI 3038

Modality: In person (_0_ hrs asynchronous and/or _36_ hrs synchronous)

INTRODUCTION

Carrying out research in the Management field is both exciting and a little daunting. It is exciting because organizations and their environments are very dynamic and therefore present new opportunities for advancing management research and practice. Management researchers can draw from a vast array of potential topics of study that portend significant impact on the life of organizations and those who work in them. It is daunting because it is almost impossible to arrive at one universal truth about phenomena. Different research approaches and methods can give different, complementary, or contrasting views of issues under investigation. There is almost no prospect of a single or right answer to solving organizational challenges. Yet doing management research is valuable and rewarding for researchers, practitioners, and society. In this course we embark on a journey to explore how high-quality research may be effectively done in the Management field.

Pre-requisites & precluded Courses:

Registration in the MSc in Management program or permission of the School of Business. The School of Business enforces all prerequisites. Also offered, with different requirements, as BUSI 6902, for which additional credit is precluded.

Course Calendar description from the 2021/2022 University calendar:

The study of research techniques commonly used in research on business and management issues. The development of knowledge of these methodologies and their application, and their possible use in the thesis research of the student.

CONTRIBUTION TO LEARNING GOALS OF THE PROGRAM (MSC):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught but Not Assessed	Competencies Taught and Assessed
	CHECK (X) ONE PER ROW			
MS1 Research Knowledge <i>Graduates will have an understanding of research philosophies, designs, methodologies and techniques foundational to conducting academic research in management.</i>				X
MS2 Scholarly Management Research <i>Graduates will be able to conduct scholarly research on issues facing organizations</i>			X	
MS3 Communication <i>Graduates can communicate complex ideas, research activities and results.</i>	X			
MS4 Professional Activities <i>Graduates will engage with professional organizations or networks in academia or practice.</i>	X			

Specific Course Learning Outcomes:

Upon completion of this course students are expected to have developed an understanding of:

- ◆ The nature, purposes, and approaches to research in the field of management
- ◆ Research design approaches and their elements.
- ◆ The nature of quantitative and qualitative research
- ◆ Quantitative and qualitative research methods
- ◆ Aspects of quantitative and qualitative data analysis
- ◆ Ethics in management research
- ◆ How to write up management research reports
- ◆ Practical considerations in conducting research in the Management field

READING(S)/TEXTBOOK(S)/REQUIRED MATERIALS:

- ◆ Bell, E., Bryman, A., and Harley, B. *Business Research Methods*, Oxford, UK: Oxford University Press. ISBN: 978-0-19-8869443
- ◆ Mullaney, T. S. and Rea, C. *Where Research Begins: Choosing a research project that matters to you (and the world)*, Chicago, USA: The University of Chicago Press. ISBN: 978-0-226-81744-6

Note: these books have been ordered through the Carleton bookstore. You can also find them on Amazon.ca.

- ◆ To access the additional readings, login to Brightspace and click on this course's site. Each week's readings are accessible from the related 'module'. Look for the 'ARES Reserves' link and click it. You can navigate by 'tags', which reflect each week's topic, or by searching for the author's/authors' name(s). Once you've found the paper you want, click on the title. Then click 'view item'. You should be able to download a copy of the paper. Alternatively, you can find the articles for yourself by using the Business Source Complete database from the library's website and entering the appropriate search terms.
- ◆ Although they are not required reading, the following books have been placed on reserve for this course in the library. You may find them helpful for completing your course assignments.

Creswell, John W. (2018) *Research design: quantitative, qualitative, and mixed methods approaches, 5th ed.* Thousand Oaks, CA: Sage. Call number: H62.C6963 2018.

Leedy, Paul D. and Jeanne Ellis Ormrod (2013), *Practical research: planning and design, 10th ed.* Boston: Pearson. Call number: Q180.55.M4 L43 2013

Pedagogical Approach:

This course employs a 'traditional' graduate seminar format which may be quite different from your undergraduate or MBA educational experience. There are no lectures in this course. The majority of class time will be used for discussion of readings, and you will each take a turn leading the discussion. As graduate students, the onus is on you to drive your learning experience and as such, you are jointly responsible for what you learn in this class. This course requires your attention and engagement. **There is little point in coming to class unless you have read and thought about the material for that class. There is also little point in coming to class unless you are engaged and participating in the discussion.**

The first part of each class (1 hr. 45 minutes approx.) will be used to discuss the assigned readings for the week. We will then take a break. When we return to class, we will either have a guest speaker or will discuss topics related to your M.Sc. program and course assignments.

Course Etiquette:

Since we will be a relatively small group, I would appreciate hearing from you in advance if you cannot make a class. Otherwise, we will be waiting on you.

COURSE REQUIREMENTS & METHODS OF EVALUATION:

The assignments of this class are designed to provide students with the skills required for completing the MSc program and engaging in a successful academic career. As such, evaluation of this course consists in four main components, as explained below:

Thesis Review	20%
Literature Review	25%
Class contribution (including seminar leadership)	20%
Final Exam	30%
ORCID Profile	2.5%
Sprott Grad Student Profile	2.5%
Total	100%

Descriptions of the various assignments for the course have been posted to Brightspace. Please take the time at the beginning of the semester to read through all of the assignments. This course is quite intense. Planning ahead is essential!

Thesis Review (Due October 20th)

One of the best ways to learn what writing a Master's thesis involves is to read and review a successful thesis. For this assignment, pick a completed MSc thesis on a topic that interests you. You will find a complete assignment description on Brightspace.

Literature Review (Due December 8th)

Students will choose a research topic of interest and conduct a literature review. This can be a topic you are thinking of researching for your thesis or another topic that interests you. See the assignment description in Brightspace for more information.

Class contribution

Students should come prepared to discuss all required readings assigned for the session as well as engage in the practice activities assigned. Effective participation means (a) active, (b) substantive, and (c) continuous contribution. Class participation is a very important part of success in this course.

Several articles and chapters are required reading for each class. It is essential that you read the articles before class and submit your reflection on the whole set of readings (see Brightspace). Thoughtful engagement with the material is critical to support meaningful contribution and support your learning.

In each session a student will be assigned the role of discussion leader for a portion of the material. Discussion leaders are responsible for preparing questions to motivate class

discussion, providing a brief overview of the articles assigned for each session and leading the class discussion. Seminar leaders should strive to assist their colleagues to understand how the assigned readings inform our understanding and application of business research methods. Please avoid long presentations. Rather, focus on motivating discussion around important issues.

Final Exam

The final exam will be a take-home exam, with the time and date to be set through discussion and mutual agreement among class members. The exam will count for 30% of the final grade. We will decide on a date for the final exam during class.

ORCID and Profile (Due December 1)

ORCID stands for Open Researcher and Contributor ID and is a way for you to associate yourself with the research you do. Learn more about, sign up for, and complete your profile here: <https://info.orcid.org/researchers/> You have until the end of the semester to complete this task. It will be graded on a pass/fail basis, e.g., complete the task to get 2.5%.

Sprott Graduate Student Researcher Profile (Due December 1)

Sprott provides space on its website for graduate student researchers to provide a profile of themselves and their research. You can find examples of other students' profiles by visiting this page: <https://sprott.carleton.ca/msc-candidates/> Complete your profile by using this form: <https://sprott.carleton.ca/phd-msc-student-profile-form/> and submitting it by December 1st. It will be graded on a pass/fail basis, e.g., complete the task to get 2.5%.

Course Schedule at a Glance:

Week	Date	Topic	Deliverables	Special Notes
1	September 8	Course Introduction & Overview		
2	September 15	Research Philosophies	Weekly Briefing	
3	September 22	Developing a Research Project	Weekly Briefing	Guest Speaker: Matthew Gertler, Business and Government Info Librarian
4	September 29	No Class This Week	Complete TCPS2: CORE training	
5	October 6	Research Design/Writing a Research Proposal/ Research Ethics	Weekly Briefing	Guest Speaker @ 1 pm: Leslie MacDonald-Hicks, Research Ethics Board
6	October 13	Research Design/Literature Reviews	Weekly Briefing (include literature review proposal)	
7	October 20	The Role of Theory in Business Research	Weekly Briefing Thesis Review	
8	October 24-28	READING WEEK No Class This Week		
9	November 3	The Nature of Quantitative Research	Weekly Briefing (include Literature Review Article List)	
10	November 10	Quantitative Research Approaches Meet in room 583 MacOdrum Library	Weekly Briefing	Guest Speaker: Jane Fry, CU Data Services (beginning of class)
11	November 17	The Nature of Qualitative Research	Weekly Briefing	
12	November 24	Hands-on NVivo Workshop Meet in room 252, MacOdrum Library	Weekly Briefing (include literature review summary table)	Guest Speaker: Judy Senecal, Reference Librarian (NVivo)
13	December 1	Mixed Methods Research	Weekly Briefing ORCID and Grad Researcher Profile	
14	December 8	Writing Your Dissertation	Weekly Briefing Literature Review	
	December ??	Final Exam		

WEEKLY READINGS

Thursday, September 8th

Week 1: Introduction

Seminar Leader: Leighann

Readings:

- Bell et al. (2022), Chapter 1
- Mullaney and Rea (2022), Introduction
- Devinney, T. M. and D.S. Siegel (2012), “Perspectives on the art and science of management scholarship,” *Academy of Management Perspectives*, 26(1) 6-11.
- Be prepared to discuss with your classmates your own reasons and goals for pursuing an MSc. What do you hope to gain from the process?
- Be prepared to discuss the differences between doing an MBA and an MSc.

Second Part of Class: Reading Strategies

- Haas, Christina and Linda Flower (1988), “Rhetorical Reading Strategies and the Construction of Meaning,” *College Composition and Communication*, 39(2), 167-183.
- University of Manitoba Academic Learning Centre (n.d.) “SQ3R Reading Strategy,” available online at:
https://umanitoba.ca/student/academiclearning/media/SQ3R_Reading_Strategy_NEW.pdf

Thursday, September 15th

Week 2: Research Philosophies

Seminar Leader: Leighann

Readings:

- Bell et al. (2022), Chapter 2
- Mullaney and Rea (2022), Chapter 1
- Farjoun, Moshe, Christopher Ansell and Arjen Boin (2015), “Pragmatism in Organization Studies: Meeting the Challenges of a Dynamic and Complex World,” *Organization Science*, 26(6), 1787-1804.

Second Part of Class: Who Me?

- Bravata, Dena M., Divya K. Madhusudhan, Michael Boroff and Kevin O. Cokley (2020), “Commentary: Prevalence, Predictors, and Treatment of Imposter Syndrome: A Systematic Review,” *Journal of Mental Health and Clinical Psychology*, 4(3), 12-16.
- Bothello, Joel and Thomas J. Roulet (2019), “The Imposter Syndrome, or the Mis-Representation of Self in Academic Life,” *Journal of Management Studies*, 56(4), 854-861.

Thursday, September 22nd

Week 3: Developing a Research Project Seminar Leader(s):

Readings:

- Bell et al. (2022), Chapters 3 and 4
- Mullaney and Rea (2022), Chapters 2 and 3
- Davis, Murray S. (1971), “That’s Interesting! Towards a Phenomenology of Sociology and a Sociology of Phenomenology,” *Philosophy of the Social Sciences*, 1(4), 309-344.
- Tsang, E. W. K. (2022) That’s interesting! A flawed article has influenced generations of management researchers, *Journal of Management Inquiry*, 31(2): 150-164.
- <https://sprott.carleton.ca/wp-content/uploads/Sprott-MSc-Thesis-Guidelines-and-Approval-Form.pdf>

Second Part of Class: Library Info Session

- **Guest Speaker:** Matthew Gertler, Business and Government Information Librarian. Matt will provide an overview of services for grad students at the MacOdrum Library, plus briefly discuss using Mendeley for citation management.

Thursday, September 29th Week 4: No Formal Class

Since I will be attending the Atlantic Schools of Business Conference, there will be no formal class this week. Instead, you have the time to complete your training in Research Ethics, ahead of our class on October 6th.

Go to: <https://tcps2core.ca/welcome> and complete the course online. Upload a copy of your Ethics Certificate to Brightspace. Do *not* lose this certificate, since you will be required to provide it to the Research Ethics Board as part of your ethics application for your thesis research.

Thursday, October 6th Week 5: Literature Reviews/Research Ethics Seminar Leader(s):

- Bell et al. (2022), Chapter 5
- Mullaney and Rea (2022), Chapters 4 and 5
- Webster, Jane and Richard T. Watson (2002), “Analyzing the Past to Prepare for the Future: Writing a Literature Review,” *MIS Quarterly*, 26(2), xiii-xxiii.
- Conducting a Literature Review:
<https://library.carleton.ca/guides/subject/conducting-literature-review>

Research Tools:

- Check out: Covidence @ <https://library.carleton.ca/guides/help/covidence>
- Assessing journal quality: Check out: <https://abdc.edu.au/research/abdc-journal-quality-list/>

Second Part of Class: Research Ethics

- **Guest Speaker:** Leslie MacDonald-Hicks, on behalf of the CU Research Ethics Board. Leslie will provide an overview of the research ethics process and answer any questions you may have.
- Shariatmadari, David (2018), “A real-life Lord of the Flies: the troubling legacy of the Robbers Cave experiment,” *The Guardian*, April 16. Available online at: <https://www.theguardian.com/science/2018/apr/16/a-real-life-lord-of-the-flies-the-troubling-legacy-of-the-robbers-cave-experiment>

Thursday, October 13th

Week 6: Writing a Research Proposal/Research Ethics

Seminar Leader(s):

Readings:

- Bell et al. (2022), Chapters 6 and 7
- Mullaney and Rea (2022), Chapter 6
- Thorpe, A. S. (2014). Doing the Right Thing or Doing the Thing Right: Implications of Participant Withdrawal. *Organizational Research Methods*, 17(3), 255–277. <https://doi.org/10.1177/1094428114524828>
- How to... Design a Research Study, from Emerald Publishing: <https://www.emeraldgrouppublishing.com/how-to/research-methods/design-a-research-study>

Research Tools:

- <https://carleton.ca/gradpd/research-project-planner/>

Second Part of Class: Evaluating Theses

- Discuss with your supervisor/mentor how s/he/they evaluate(s) theses and bring this information to class for discussion.
- Golding, Clinton, Sharon Sharmini and Ayelet Lazarovitch (2014), “What examiners do: what thesis students should know,” *Assessment & Evaluation in Higher Education*, 39(5), 563-576.
- Golding, Clinton (2017), “Advice for writing a thesis (based on what examiners do),” *Open Review of Educational Research*, 4(1), 46-60.

Thursday, October 20th

Week 7: The Role of Theory in Business Research

Seminar Leader(s):

Readings:

- Shepherd, D. A., and Roy Suddaby (2017), “Theory building: A review and integration,” *Journal of Management*, 43(1), 59-86.
- Corley, Kevin G., and Dennis A. Gioia (2011), “Building theory about theory building: What constitutes a theoretical contribution?” *Academy of Management Review*, 36(1), 12–32.
- Murray, Jeff B., Deborah J. Evers and Swinder Janda (1995), “Marketing, Theory Borrowing, and Critical Reflection,” *Journal of Macromarketing*, 15(2), 92-106.

Second Part of Class

- Check-in time. Time for you to ask any questions you may have and (hopefully) get an answer.

October 24 – 28 Reading Week

Week 8: No Formal Classes

Thursday, November 3rd

Week 9: The Nature of Quantitative Research

Seminar Leader(s):

Readings:

- Bell et al. (2022), Chapters 8 and 9
- Highhouse, S. (2009), “Designing experiments that generalize,” *Organizational Research Methods*, 12(3), 554-566.
- Sparrowe, Raymond T. and Kyle J. Mayer (2011), “From the Editors: Publishing in AMJ – Part 4: Grounding Hypotheses,” *Academy of Management Journal*, 54(6), 1098-1102.
- Suddaby, Roy (2010), “Editor’s Comments: Construct clarity in theories of management and organization,” *Academy of Management Review*, 35(3), 346-357.

Second Part of Class

- Download Qualtrics software: <https://carleton.ca/its/qualtrics-survey/>
- Try to complete one or two of the six online courses under Learning to Use Qualtrics for Research: <https://basecamp.qualtrics.com/page/learn-to-use-qualtrics-research-core>
- Discussion about using the Sprott Participant Pool via SONA software

Thursday, November 10th

Week 10: Quantitative Research Approaches

Seminar Leader(s):

First Part of Class

- **Guest Speaker:** Jane Fry, from CU Data Services. Jane will discuss how students can access secondary data via the CU Library, plus discuss data management. Meet in room 583 MacOdrum Library.

Readings:

- Bell et al. (2022), Chapters 10 through 14
- Optional: Bell et al. (2022), Chapters 15 and 16

Look at the quantitative articles you have identified for your literature review. Which methods are they using? Come prepared to discuss your observations considering the chapters assigned for this week.

Thursday, November 17th**Week 11: The Nature of Qualitative Research****Seminar Leader(s):****Readings:**

- Bell et al. (2022), Chapters 17 and 18
- Savall, Henri, Veronique Zardet, Marc Bonnet and Michel Peron (2008), “The Emergence of Implicit Criteria Actually Used by Reviewers of Qualitative Research Articles: Case of a European Journal,” *Organizational Research Methods*, 11 (3), 510-540.
- Dunwoodie, K., Macaulay, L. & Newman, A. (2022) Qualitative interviewing in the field of work and organizational psychology: Benefits, challenges and guidelines for researchers and reviewers, *Applied Psychology*, DOI: <https://doi.org/10.1111/apps.12414>

Second Part of Class: Supervision

- Lindgreen, Adam, Roger Palmer, Joelle Vanhamme and Michael Beverland (2003), “Finding and Choosing a Supervisor,” *The Marketing Review*, 3(2), 147-166. Pre-publication copy available here: <https://orca.cardiff.ac.uk/55307/1/Article%2048.pdf>
- Gatfield, Terry (2005), “An Investigation into PhD Supervisory Management Styles: Development of a dynamic conceptual model and its managerial implications,” *Journal of Higher Education Policy and Management*, 27(3), 311-325.

Thursday, November 24th**Week 12: Qualitative Data Analysis****Seminar Leader(s): Judy Senecal, MacOdrum Library**

Meet in Room 252 in MacOdrum Library, for a hands-on workshop using NVivo Qualitative Data Analysis Software

Readings:

- Download a copy of NVivo from: <https://carleton.ca/its/nvivo/> and try navigating around in it
- How to Analyse Qualitative Data, from Emerald Publishing: <https://www.emeraldgrouppublishing.com/how-to/research/data-analysis/analyse-qualitative-data?part=4>
- Gioia, Dennis A., Kevin G. Corley, and Aimee L. Hamilton (2012), “Seeking Qualitative Rigor in Inductive Research: Notes on the Gioia Methodology,” *Organizational Research Methods*, 16(1), 15-31.

Thursday, December 1st

Week 13: Qualitative Method Approaches

Seminar Leader(s):

Readings:

- Bell et al. (2022), Chapters 20 through 24
- Optional: Bell et al. (2022), Chapter 25

Look at the qualitative articles you have identified for your literature review. Which methods are they using? Come prepared to discuss your observations considering the chapters assigned for this week.

Second Part of Class: Academic Communications

- Ask your supervisor/mentor or a more senior PhD student for examples of newsletters or listservs they read/subscribe to in order to keep on top of developments in your field (conference announcements, etc.)

Thursday, December 8th

Week 14: Mixed Methods Research

Seminar Leader(s):

Readings:

- Bell et al. (2022), Chapters 26 and 27
- Bryman, Alan (2007), “Barriers to Integrating Quantitative and Qualitative Research,” *Journal of Mixed Methods Research*, 1(1), 8-22.
- Morgan, David L. (2007), “Paradigms Lost and Pragmatism Regained. Methodological Implications of Combining Qualitative and Quantitative Methods,” *Journal of Mixed Methods Research*, 1(1), 48-76.

Look at the articles you have identified for your literature review. Is there any article using mixed methods? Come prepared to discuss your observations considering the chapters assigned for this week.

ADDITIONAL INFORMATION

Course Sharing Websites

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

Required calculator in BUSI course examinations

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

Group work

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

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

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

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found in the graduate calendar on the university's website: <https://calendar.carleton.ca/grad/>

International Students

The International Student Services Office (ISSO) is staffed with people who can assist international students with questions about Immigration, the University Health Insurance Plan, and other questions related to transitioning to life at Carleton and in Ottawa. For more information, check out: <https://carleton.ca/isso/> You can also visit them in person in room 128 in the University Centre.

Requests for Academic Accommodation

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

Pregnancy obligation

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

Religious obligation

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

Academic Accommodations for Students with Disabilities

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

Survivors of Sexual Violence

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

Accommodation for Student Activities

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

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

Academic Integrity

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

Sprott Research Graduate Student Services

Sprott research graduate students are encouraged to speak with their mentor/supervisor for 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, you are welcome to contact the Program Administrator, Mrs. Patti Davis at: patti.davis@carleton.ca. Patti will be working onsite on Mondays and Wednesdays during Fall semester. You can find her in room 6052 in the Nicol Building.

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 <https://carleton.ca/its/get-started/new-students-2/>
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