



The University of Western Ontario
Aubrey Dan Program in Management and Organizational Studies
Faculty of Social Science

MOS 3321G (Consumer Behavior)
WINTER 2012, Section 001, class # 10346

Mondays 12:30pm - 2:30pm (WL-258)
Tuesdays 2:30pm -3:30pm (WL-258)
WL-Weldon Library

COURSE CALENDAR DESCRIPTION

This course focuses on the consumer: what they buy, when and where they buy, how they buy, and most importantly, why they buy. Integrating theories and concepts from psychology, sociology, anthropology, geography and economics, the goal of this course is to understand and predict consumer behavior, and to recognize how behavior is shaped by internal and external influences.

Prerequisites: MOS-2320A/B (formerly known as MOS 3320A/B) and enrollment in 3rd or 4th year of the BMOS Program. 3 lecture hours, 0.5 course.

COURSE INFORMATION

Professor:	Dr. Mark Cleveland (B.Comm, M.Sc., Ph.D.) Dancap Private Equity Professor in Consumer Behavior, and Associate Professor of Marketing
Office:	SSC-3216
Office Telephone:	519-661-2111 extension 81464 [BMOS office: 519-664-2051]
Email:	mclevela@uwo.ca
Course Website:	WebCT-OWL (MOS 3321 – 2012 Fall-Winter MOS 3321G 001 LEC)
Office Hours:	Mondays 2:30pm - 3:30pm, Tuesdays 1:30pm – 2:30pm, Or by appointment (must be requested by email: mclevela@uwo.ca)

Consumer spending powers 70% of the Canadian economy, and understanding consumer behavior is critical to successful marketing. Marketing begins and ends with the consumer—from determining consumer needs and wants and delivering consumer satisfaction. It would be relatively easy to design a marketing strategy if all consumers responded the same way. However, this is far from being the case. In fact, even the same individual consumer can behave in an inconsistent manner. Given myriad internal and external influences, consumer behavior is complex, and predicting consumer behavior is rather difficult.

The course begins by investigating the consumer on an individual level, considering the internal influences on behaviors. Drawing from psychology, we look at perception, theories of learning and motivation, self-concept and values, as well as personality and lifestyles. We then consider the key roles played by attitudes on consumer behavior, how attitudes are formed, and how attitudes can be changed. Next, we examine

individual decision-making, including the decision-making process, and how the consumer may be influenced by other individuals, groups, families, as well as situational factors. Incorporating theories and concepts from the domains of sociology and anthropology, in the latter part of the course we shift our focus to understanding consumer behavior at the group level. Here we consider sociodemographic predictors of behavior, various subcultures of consumers residing within and outside of Canada, and the critical roles played by culture and ethnic identity on consumer behavior. The course will also touch upon the research methods used to study consumer behavior, as well as identify various ethical issues when targeting and serving individual consumers and groups.

The basic pedagogy in this course will take several forms. The lectures and readings are the base of knowledge acquisition, which will be supplemented by class discussions, presentations, assignments, and other activities. Working in groups, students will thoroughly appraise an academic consumer behavior article and make a short presentation to the class. Also working in groups, students will write a research paper on a significant and specific topic in consumer behavior. Together, these tasks are designed to provide students the opportunity to learn the theories and concepts of consumer behavior, and to practically apply this knowledge to managerial contexts. Each and every person is a consumer. This course will also help students to understand what drives their own behaviors, and consequently, should ameliorate decision-making. Finally, the multidisciplinary, integrative nature of the course and the pedagogical focus on honing critical-thinking skills, exemplifies the spirit of the MOS program, with its unique leverage of social science theories into business applications.

TEXTBOOK AND READINGS

Required Text:

Solomon, Michael R., Judith Lynne Zaichowsky & Rosemary Polegato (2008). *Consumer Behavior: Buying, Having, and Being* (4th Canadian Edition). Pearson Education Canada. ISBN: 0-13-174040-7.

Additional readings from academic journals, practitioners' journals and the popular press will be assigned periodically, to illustrate and expand upon the concepts covered in the text. Class sessions will be devoted to applying, extending, and critiquing the assigned reading materials. Students must be prepared to talk about the material under consideration, and that means that students **must read and critically think about the assigned materials before the scheduled class.**

EVALUATION

This course has four evaluation components: participation, exams, article summary review/critique and presentation, and term project.

1. PARTICIPATION (5%):

Students are expected to come to all classes, and to actively contribute to class sections. This means that materials assigned must be covered (**READ**) prior to attending class. The objective of the lectures and discussions will be to enhance comprehension of the material, and not to merely review concepts and definitions. Given time constraints, the information will be covered relatively quickly, allowing more time for examples, discussion, and other activities. Students are encouraged to ask questions, to share experiences and examples, and to challenge the boundaries of the concepts and theories, with respect to the topics covered during class sessions. With respect to participation, remember that *Quality* is more highly valued than *Quantity*.

If for some reason you are unable to come to class, please send a brief courtesy note and explanation (via email: mclevela@uwo.ca) to the professor beforehand.

In addition, all students are expected to contribute to assigned group activities (inside and beyond classroom contexts). A part of your participation mark will derive from your interactions and professionalism with other students in this course. For example, you will have the opportunity to evaluate your fellow group members' contributions (or lack thereof) to the term project. To this end, peer evaluation sheets will be distributed in class later during the semester. The information that you provide shall be held in the strictest confidence (i.e., I will not share this information with others).

2. MIDTERM EXAM (20%) AND FINAL EXAM (35%):

There will be a **midterm exam** (to take place during regularly scheduled class session during **Week 7: Monday, February 27th, 2012**), and a **final exam** (to take place during the regular final examination period: April 14-30, 2012). Both can include a combination of multiple-choice questions, application and integration short-answer and/or essay-type questions, critical evaluation questions, as well as short cases. For both exams, questions can pertain to any of the materials covered during the course with respect to the relevant topic areas, including those topics contained in the presentations (video, personal), class discussions and other activities, and ALL assigned readings. Both the midterm and final exams are closed-book. The midterm exam will cover assigned topics up until the midterm date, while the final will cover all materials (i.e., is cumulative, but weighted considerably more towards the post-midterm topics).

3. ACADEMIC ARTICLE SUMMARY REVIEW/CRITIQUE AND PRESENTATION (15%):

Consumer Behavior theory is constantly evolving...the more that we learn about consumers, the more that we realize how little we actually 'know' about consumers! **Starting at about week 4**, the last 15-25 minutes of Monday's class will be devoted to individual presentations. During each session, and working in groups (**3-4 students: THE SAME GROUPS AS FOR TERM PROJECTS**), one or two groups (depending on the size of the class) will give a 10-12 minute classroom presentation using *Powerpoint* (alternatively using overhead transparencies) consisting of a summary of an academic journal article*, which relates to the topics covered in that particular class. All group members must speak during the presentation. Prior to the presentation, groups will hand in a paper copy of the presentation slides to the professor, along with a typed, three-page (single-spaced) summary and critique of the of the article. More detailed instructions will be outlined in class, but the preliminary steps are as follows:

- (a) **Students will form groups of 3-4**, and choose three preferences with respect to the sessions that they would like to make a presentation. Send to the professor (via email: mclevela@uwo.ca), **by week 3 (January 23rd)** at the very latest, (i) the names of group members, and (ii) the three most desired sessions for presentation (ranked in order). If the group's first choice is already taken, I will assign the second choice, etc.
- (b) Once the session has been formally assigned by the professor, **the group will then select one academic journal article** (pertaining to the subject matter of that session), and submit to the professor (again through email: mclevela@uwo.ca): (i) the complete journal reference information (authors, publication date, journal, title, volume, issue, page numbers, etc.), and (ii) the abstract corresponding to the article. All submissions are subject to the approval by the professor.
- (c) **The presentation (and article summary) should include the following:**
 - Complete Journal Reference Information (Note: this should be part of the cover page, and thus, does not count as part of the 3 pages for the summary/critique)
 - The Research Problem, Rationale (Why Is This Worthy Of Study?), and Objectives

- Overview Of The Theory and Hypotheses
- Overview Of Methodology
- Main Findings
- Main Contributions:
 - Theoretical [How Is Consumer Behavior Theory Extended?] and/or
 - Applied [How Could Organizations Learn/Benefit From The Findings Presented Within?]
- Limitations of the research, new directions/approaches for future research.
- A thorough critique of the article (details forthcoming). I expect more details of your critique in the written component of the assignment.

*Below is a list of high-quality Academic Journals that publish research in Consumer Behavior. Your selected article should be drawn from one of these Journals. Note: an extended list of references pertaining to the topics of the week's chapters is found in the NOTES section in the text, at the end of each chapter.

<i>Journal of Consumer Research</i>	<i>Journal of Business Research</i>
<i>Journal of Marketing</i>	<i>The European Journal of Marketing</i>
<i>Journal of Marketing Research</i>	<i>Psychology and Marketing</i>
<i>Journal of the Academy of Marketing Science</i>	<i>Journal of Consumer Psychology</i>
<i>Journal of Consumer Behavior</i>	<i>Journal of Advertising</i>
<i>Journal of International Marketing</i>	<i>Journal of Advertising Research</i>
<i>International Journal of Research in Marketing</i>	<i>International Journal of Advertising</i>
<i>International Marketing Review</i>	<i>Journal of International Consumer Marketing</i>
<i>Journal of Retailing</i>	<i>Journal of Public Policy and Marketing</i>
<i>Journal of Relationship Marketing</i>	<i>Journal of Services Marketing</i>
<i>Journal of Consumer Marketing</i>	<i>Journal of Services Research</i>

For illustrative purposes, let's assume that there was a group scheduled to present during week 3, and the group was interested in the topic of *Brand Equity*. The group might then propose to present the following academic article that is associated with this topic:

Keller, Kevin Lane (1993), "Conceptualizing, Measuring, and Managing Customer-Based Brand Equity," *Journal of Marketing*, Vol. 57 (January), 1-22.

4. TERM PROJECT (25%)

Working in groups of 3-4 students (THE SAME GROUPS AS FOR THE ARTICLE SUMMARY/CRITIQUE), you will prepare a written research paper on a specific topic/issue in consumer behavior. More details will follow during the course of the semester. Just to get you thinking, *examples* of topics include: male/female differences in information search and processing, memory deficits in older consumers and the impact on promotion, cross-cultural differences in shopping behavior, the strength of the proenvironmental attitude-behavior relationship, subcultures of consumption, transnational consumer segments, religious influences on consumer behavior, gift-giving across cultures, self-concept and brand personality, color connotations in food advertising, ethics of targeting children, viral marketing, classical conditioning and marketing, etc.

By the beginning of the 3rd week (January 23rd), groups must submit to the professor (via email) a list of group members and corresponding student ID's. **By the 5th week (February 7th),** all groups must submit (via email) a ½ -page summary of the proposed topic/issue (subject to approval by the professor). Each group must work on a *different* topic (if necessary, this will be determined on a "first-come, first-serve" basis).

In evaluating your term project, I will utilize the following criteria: synthesis and appraisal of the relevant literature on the topic; articulation of the relevance of the topic to companies, consumers and society (this

includes identification of the key implications); originality (i.e., developing your own ideas), clarity of writing, grammar, syntax, formatting, and professionalism; identification of unresolved issues (requiring further research) in the topical area. The research paper should not exceed 15 double-spaced typed pages of text (not including the title page, executive summary, table of contents, references, and appendix materials). **This term project is due at the beginning of class Tuesday, April 3, 2012.** All groups must hand in two hard (paper) copies, and upload one electronic copy (to course Website: Web-CT-OWL).

CODE OF CONDUCT

Students are expected attend all classes, and to remain in attendance throughout the entire class. It is also expected that students will remain focused on the activities during the class. **Disruptive talking will not be tolerated. If you bring a laptop/handheld device to class and decide to check email/chat/surf, etc., you will be asked to leave the room. Cell phones shall not be used (nor should they be left on) during class.**

If you, as an individual student, find it necessary to leave the classroom during a lecture and/or presentation, do so quietly (i.e., for an emergency that cannot wait until the end of the class). If you return to a class that is still in progress, do so quietly. Groups of students leaving (and/or returning) together while a class is in progress will not be tolerated. Research shows that failure to attend class can have a negative impact on one's grade. All students are responsible for all course material. **No late submissions of any course material will be accepted, unless there are acceptable (to the course instructor), extraordinary circumstances.**

Please take note of the following information relating to medical absences, plagiarism, cheating, academic policies, and in-class conduct.

New Western Medical Accommodation Policy on Medical Notes: *A Western Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm>. Hard copies are available from the student's home Faculty Academic Counselling Service.*

Plagiarism: *"Students must write their own essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (See Scholastic Offence Policy in the Western Academic Calendar)."*

Plagiarism Checking: *"All required papers may be subject for textual similarity review to the commercial plagiarism software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between the University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."*

Academic Cheating: *"Computer-marked multiple-choice tests and/or exams may be subject to submission review by software that will check for unusual coincidences in answer patterns that may indicate cheating."*

Other Relevant Academic Policies/Regulations: *All students are advised to refer to the Academic Calendar and other relevant documentation for other relevant academic policies and regulations (e.g., academic cheating, attendance, etc.).*

SEQUENCE OF COURSE TOPICS

The course outline and schedule are subject to change at the discretion of the course instructor.

SZP=textbook (Please have readings completed before scheduled session).

*Also note **Required** Readings [REQ'D] versus **Suggested** Readings [SUG'D].*

WEEK 1: January 9 & 10: Introduction to Consumer Behavior

- Introduction to the course, review of the course syllabus, discussion of group assignments
- What is consumer behavior, marketing strategy and consumers, needs and wants, the dark side of CB
- Video Presentation

Readings: SZP-Chapter 1 [REQ'D]

WEEK 2: January 16 & 17: The Cognitive Consumer: Perception, Learning and Memory

- Sensory systems, exposure, attention, interpretation, biases, learning theories and process, memory
- Video Presentation

Readings: SZP Chapters 2 and 3 [REQ'D]

WEEK 3: January 23 & 24: The Cognitive Consumer: Memory, Motivation and Values

- Memory (continued from Week 2), needs and wants, motivation process and strength, involvement, values
- Video Presentation, Research Presentation (Professor)

DUE: GROUP LISTS for term project and article critique (**DUE: Monday January 23, 2012**)

Readings: SZP Chapters 3 (continued) and 4 [REQ'D], supplementary article (TBA) [SUG'D]

WEEK 4: January 30 & 31: The Cognitive Consumer: The Self, Personality, and Lifestyles

- Perceptions on the self, self-concept, gender roles and body image
- Personality and brand personality, lifestyles and psychographics, lifestyle trends
- Article presentations commence (groups of 3-4)

Readings: SZP Chapters 5 and 6 [REQ'D],

Cleveland et al. (2009), "Cosmopolitanism, Consumer Ethnocentrism, and Materialism: An Eight-Country Study of Antecedents and Outcomes, *Journal of International Marketing*, Vol 17(1), 116-146. [SUG'D]

WEEK 5: February 6 & 7: The Cognitive Consumer: Attitudes and Behaviors

- Formation of attitudes, attitudes as predictors of behavior, modifying attitudes, communication effects on attitudes
- Article presentations

DUE: ½ page summary of proposed consumer behavior research paper (**DUE Tuesday, February 7, 2012**)

Readings: SZP-Chapter 7 [REQ'D]

WEEK 6: February 13 & 14: The Cognitive Consumer: Changing Attitudes

- Modifying attitudes, communication effects on attitudes
- Article presentations, Pre-midterm recap, Q& A (if time permitting)

Readings: SZP-Chapter 8 [REQ'D]

Spring Break ("Reading Week") (February 20 - 24, 2012) No Scheduled Classes

- *A good opportunity to work on research papers & Study for Midterm Exams.*
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WEEK 7: Monday, February 27: MIDTERM EXAM (in-class, 110 minutes)

Tuesday, February 28: Decision-Making: Individuals and Situations

- The stages in consumer decision-making, situational effects on behavior

Readings: SZP Chapter 9

WEEK 8: March 5 & 6: *Decision-Making: Individuals and Situations*

- The stages in consumer decision-making (continued), situational effects on behavior,
- Post-purchase satisfaction and behavior
- Article presentations, video presentation, Review of Midterm Exam

Readings: SZP Chapters 9 (continued) and 10 [REQ'D]

WEEK 9: March 12 & 13: *The Social Consumer: Group Influences and Families*

- Reference groups and conformity, W.O.M, opinion leaders, family decision making and roles
- Article presentations, video presentation

Readings: SZP Chapters 11 and 12 [REQ'D]

WEEK 10: March 19 & 20: *The Social Consumer: Families, Income, and Social Class*

- Family decision-making and roles (continued), Income and consumer spending patterns, social class and status symbols,
- Article presentations, video presentation

Readings: SZP Chapters 12 (continued) and 13 [REQ'D]

WEEK 11: March 26 & 27: *The Social Consumer: Identity and Subcultures*

- Consumer identity and ethnic subcultures, Age and identity, age cohorts and characteristics
- Article presentations, research presentation (professor), video presentation

Readings: SZP Chapters 14 and 15 [REQ'D], Cleveland et al. (2004), "Exploring Age-Related Differences in Information Acquisition for a Gift Purchase," *The Journal of Economic Psychology*, Volume 25, No. 1 (February 2004), 61-95 [SUG'D]

Week 12: April 2 & 3: *The Social Consumer: Cultural Influences on Consumer Behavior*

- What is culture, characteristics of culture, culture and consumption, Myths and rituals
- Article presentations, video presentation

DUE: Group Term Projects (Consumer Behavior Research Paper) **Due Tuesday, April 3, 2012.**

Readings: SZP Chapter 16 [REQ'D], supplementary article (TBA) [SUG'D]

WEEK 13: April 9 & 10: *The Social Consumer: The Creation and Diffusion of Culture*

- Cultural selection and diffusion, meaning transference
- Article presentations, video presentation, research presentation (Professor)

Readings: SZP Chapter 17 [REQ'D], Cleveland and Laroche (2007), "Acculturation to the Global Consumer Culture: Scale Development and Research Paradigm," *Journal of Business Research*, Vol. 60, No. 3, 249-259. [SUG'D]

Final Exam to take place During Final Exam Period (**April 14-30, 2012**), Cumulative, but with strong emphasis on post-midterm topics

DATE: _____ **TIME:** _____ **LOCATION:** _____

► *Students must read assigned chapters prior to attending the scheduled session.*

Winter 2012 classes begin Monday January 9th, and end Wednesday April 11th.

Welcome to the course!

ACCESSIBILITY STATEMENT:

DAN Management and Organizational Studies strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities. Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may wish to contact Services for Students with Disabilities (SSD) at 661-2111 #82147 for any specific questions regarding an accommodation. More information about "Accessibility at Western" is available at: <http://accessibility.uwo.ca>.

GENERAL INFORMATION (UWO policies) :

If, on medical or compassionate grounds, you are unable to meet your academic responsibilities, i.e., unable to write term tests or final examinations or complete course work by the due date, you should follow the instructions listed below. You should understand that academic accommodation will not be granted automatically on request. You must demonstrate that there are compelling medical or compassionate grounds that can be documented before academic accommodation will be considered. Read the instructions carefully. In all cases, action must be taken at the earliest possible opportunity, preferably prior to the scheduled examination, test or assignment.

1. Check the course outline to see if the instructor has a policy for missed tests, examinations, late assignments or attendance. The course outline should include the preferred method of contact (e-mail, phone, etc.).
2. Inform the instructor prior to the date of the scheduled time of the test or examination or due date of the assignment. If you are unable to contact the instructor, leave a message for him/her at the department office.
3. Bring your request for accommodation to the Academic Counselling Office, Room 2105, Social Science Centre, telephone 519 661-2012 or fax 519 661-3384. Be prepared to submit documentation of your difficulties.
4. If you decide to write a test or an examination you should be prepared to accept the mark you earn. Rewriting tests or examinations or having the value of the test or examination reweighted on a retroactive basis is not permitted.

TERM TESTS and MID-TERM EXAMS

1. If you are unable to write a term test, inform your instructor (preferably prior to the scheduled date of the test). If the instructor is not available, leave a message for him/her at the department office.
2. Be prepared, if requested by the instructor, to provide supporting documentation (see below for information on acceptable forms or documentation). Submit your documentation to the Academic Counselling Office.
3. Make arrangements with your professor to reschedule the test.
4. The Academic Counselling Office will contact your instructor to confirm your documentation.

FINAL EXAMINATIONS

1. You require the permission of the Dean, the instructor, and the Chair of the department in question to write a special final examination.
2. If you are unable to write a final examination, contact the Academic Counselling Office in the first instance to request permission to write a special final examination and to obtain the necessary form. You must also contact your instructor at this time. If your instructor is not available, leave a message for him/her at the department office.
3. Be prepared to provide the Academic Counselling Office and your instructor with supporting documentation (see below for information on documentation).
4. You must ensure that the Special Examination form has been signed by the instructor and Department Chair and that the form is returned to the Academic Counselling Office for approval without delay.

Note: Make sure you know the date, time and location of the special examination. For more information see [Examinations - Common Situations](#).

LATE ASSIGNMENTS

1. Advise the instructor if you are having problems completing the assignment on time (prior to the due date of the assignment).
2. Submit documentation to the Academic Counselling Office.

3. If you are granted an extension, establish a due date.
4. Extensions beyond the end of classes must have the consent of the instructor, the Department Chair and Dean. A Recommendation of Incomplete form must be filled out indicating the work to be completed and the date by which it is due. This form must be signed by the student, the instructor, the Department Chair, and the Dean's representative in the Academic Counselling Office.

SHORT ABSENCES

If you miss a class due to a minor illness or other problems, check your course outlines for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate.

EXTENDED ABSENCES

If you are absent more than approximately two weeks or if you get too far behind to catch up, you should consider reducing your workload by dropping one or more courses. This must be done by the appropriate deadlines. (Refer to the Registrar's website for official dates.) The Academic Counsellors can help you to consider the alternatives. At your request, they can also keep your instructors informed of your difficulties.

DOCUMENTATION

- **Personal Illness:** If you consult Student Health Services regarding your illness or personal problem, you should request a Student Medical Certificate from the physician. Once your documentation has been assessed, the academic counsellor will inform your instructor that academic accommodation is warranted.
 - If you were seen by an off-campus doctor, obtain a certificate from his/her office at the time of your visit. The off-campus medical certificate form must be used.
<http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf>. The doctor must provide verification of the severity of the illness for the period in question. Notes stating "For Medical Reasons" are not considered sufficient.
 - **In Case of Serious Illness of a Family Member:** Obtain a medical certificate from the family member's physician.
 - **In Case of a Death:** Obtain a copy of the newspaper notice, death certificate or documentation provided by the funeral director.
 - **For Other Extenuating Circumstances:** If you are not sure what documentation to provide, ask an Academic Counsellor.
- **Note:** *Forged notes and certificates will be dealt with severely. To submit a forged document is a scholastic offense (see below) and you will be subject to academic sanctions.*

ACADEMIC CONCERNS

- You need to know if your instructor has a policy on late penalties, missed tests, etc. This information may be included on the course outline. If not, ask your instructor.
- You should also be aware of attendance requirements in courses such as Business and English. You can be debarred from writing the final examination if your attendance is not satisfactory.
- If you are in academic difficulty, check the minimum requirements for progression in your program. If in doubt, see your Academic Counsellor.
- If you are registered in Social Science courses but registered in another faculty (e.g., Arts or Science), you should immediately consult the Academic Counselling Office in your home faculty for instructions.

FAILED YEAR

Procedures for completing a [Waiver of the Progression Requirements](#) (DEADLINE IS JUNE 30). [Click here for BMOS Waiver of Progression Requirements](#).

In your petition letter, you must address all of the following questions:

- What were the extenuating circumstances which contributed most significantly to your poor academic performance.) When did the problem(s) arise? Appropriate supporting documentation (eg. medical note from a doctor to document problems, or a letter from a family member or close personal friend to support compassionate grounds) must be submitted with the petition. If you need more information regarding the submission of appropriate documentation, please contact the Dean's Office.
- Answer the following questions:
 1. What attempts did you make at the time you were encountering problems that affected your academic performance to contact your instructors, Academic Counsellors, the staff in Student Development Centre (Learning Skills Counsellors), the Ombudsperson, or Student Health Services?
 2. What academic accommodation did you request at the time you were experiencing major problems that were affecting your academic performance?
 3. What steps did you take to minimize the impact on your academic work of the difficulties that you were encountering?
 4. Approximately what percentage of classes did you attend in each course?
 5. What assignments/tests/labs/quizzes/exams did you complete in each course?
 6. Please record the grades you received for assignments/labs/tests/quizzes/exams, etc in each course. If you failed to complete all the course requirements, explain and provide reasons.
 7. Please list the final grade earned in each course in which you were registered during the past academic year.
- Why do you think you would be successful in University-level academic studies, if your petition was granted?
- What are your academic goals?
 - a) What is your long-term degree/program objective?
 - b) In what specific program do you wish to register during the coming year?
 - c) What specific courses do you wish to take during the coming year?

NOTE: In (b) and (c), do not list courses or programs for which you are not currently eligible. You must check the prerequisites for the program and courses you wish to take.