
Course Outline: Consumer Behaviour (MOS 3321G, Section 001/002)

CLASS LOCATION AND TIME:

Section 001: Mondays 8:30 am-11:30am, Thames Hall (TH) 3102

Section 002: Fridays 8:30 am-11:30am, Social Science Centre (SSC) 3102

COURSE CALENDAR DESCRIPTION:

This course focuses on understanding and predicting consumer behaviour by integrating theories from psychology, sociology, anthropology and economics. Emphasis will be on how behaviour is shaped by internal and external influences.

3 lecture hours/week, half-year course.

Antirequisites: None.

Prerequisites: MOS 2320A/B or MOS 3320A/B and enrollment in 3rd or 4th year of BMOS.

Senate Regulations state: *"Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."*

***It is strongly advised that you have taken a course in statistics prior to taking this course.**

INSTRUCTOR INFORMATION:

Professor:	Dr. Matthew Maxwell-Smith, PhD Lecturer; Ivey Business School Postdoctoral Fellow
Office:	SSC 6335
Office Telephone:	n/a
E-mail:	mmaxweluwo@gmail.com
Course Website:	Owl (Sakai): MOS 3321G 001/002 FW13
Office Hours:	<i>Mondays 1:00pm - 4:00pm; Fridays 1:00pm - 4:00pm; other days and times as needed (<u>by appointment only</u>)</i>

TEXTBOOK AND READINGS:

Solomon, Michael R., Katherine White & Darren W. Dahl (2013). Consumer Behaviour: Buying, Having, and Being (6th Canadian Edition). Pearson Education Canada. ISBN: 978-0-13-216111-4.

Additional readings from academic journals, practitioners' journals and the popular press may 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.

COURSE OBJECTIVES:

Welcome to Consumer Behaviour! Consumer spending powers 70% of the Canadian economy, and understanding consumer behaviour 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 behaviour is complex, and predicting consumer behaviour is rather difficult.

The course begins by investigating the consumer on an individual level, considering the internal influences on behaviours. 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 behaviour, how attitudes are formed, and how attitudes can be changed. Next, we examine individual decision-making, including the decision-making process, and how other individuals, groups, families, as well as situational factors combine to influence the consumer. 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 behaviour at the group level. Here we consider socio-demographic predictors of behaviour, various subcultures of consumers residing within and outside of Canada, and the critical roles played by culture and ethnic identity on consumer behaviour. The course will also touch upon the research methods used to study consumer behaviour.

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. Together, these tasks are designed to provide students the opportunity to learn the theories and concepts of consumer behaviour, 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 behaviours, and consequently, should ameliorate decision-making.

CLASS CULTURE AND CONDUCT

Students are expected attend all classes, and to remain in attendance throughout the entire class. Class sessions will be devoted to applying, extending and critiquing the material in the assigned readings. Therefore, it is very important that students be prepared to talk about the material under consideration, and that means it is necessary to read and critically think about the assigned materials before coming to class. Outline versions of lecture notes will be made available to students as a courtesy, and it is expected that students download and use them to maintain the pace of lectures. Moreover, the outline notes contain learning objectives that illustrate what each student should grasp from the lecture and readings, and how they should prepare for the midterm and final exams. Full versions of notes will NOT be provided to students. All students are responsible for all course material, and should contact their peers for notes of missed classes. Lecture notes may not be available for guest speakers.

It is also expected that students will remain focused on the activities during the class; disruptive talking disturbs other students and the atmosphere of the class. 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 should not be used or left on during class. If you, as an individual student, find it necessary to leave the classroom during a lecture and/or presentation, please 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, please do so quietly. Groups of students leaving (and/or returning) together while a class is in progress will not be tolerated.

EVALUATION:**1. Midterm Exam (20%) and Final Exam (30%):**

There will be a mid-term test and a final exam in the course. These may include a combination of multiple-choice, quantitative problem solving, qualitative appraisals, short answer questions, cases, and/or short essay questions. Questions can pertain to any of the material covered during the course, including those topics contained in video presentations, class discussions/activities, and ALL assigned readings. Both the mid-term and final exams are closed-book. Non-programmable calculators may be permitted. The final exam will take place during the regular final examination period, and is cumulative (75% post-midterm material, 25% pre-midterm material).

Dates	
Mid-Term	Date/Time/Place: Friday, February 28, 2014, 7:00pm-9:00pm; UCC 146
Final Exam	Date/Time/Place: _____/_____/_____ During Final Exam Period: April 11-30, 2014 (3 hours)

2. Group Assignments (15%):

Throughout the term there will be 3 group-based application assignments that will be conducted outside of class. These assignments are designed to help your group excel on the term project, and highlight how course concepts can be applied to real-life marketing settings. An overview of the requirements for each assignment is presented below. Students should also monitor the course web site and attend lectures throughout the term regarding the requirements for assignments. No late submissions of any course material will be accepted, unless accompanied by your faculty's academic counsellor.

2.1. Group Assignment 1: Academic Article Summary & Critique (5%):

The field of consumer behaviour is constantly evolving. In order for you to grasp this ever-changing field of research, you are required to review one research article from a marketing or consumer behaviour academic journal. The purpose of this activity is to help students identify and analyze the key components of an empirical research study.

To start, **the group will select one academic journal article and submit to the professor:** (i) the complete journal reference information (authors, publication date, journal, title, volume, issue, page numbers, etc.), and (ii) the abstract corresponding to the article. Suitable academic articles are those in which the investigators conducted at least two original studies (i.e., they did not just review a series of articles). All submissions are subject to the approval by the professor and may be rejected if they are unrelated to the objectives of the course or do not conform to the parameters of the assignment. **Submissions are due by Week 3 (January 20/24)**, although earlier submissions are encouraged.

The full article summary and critique (due on Week 4 – January 27/31) 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
- Description of Methodology used to gather data*
- Description of Main Findings*
- Discussion of Contributions:
 - Theoretical [How are consumer insights and relevant theory extended?]
 - Applied [How Could Organizations Learn/Benefit From The Findings Presented Within?]

- A thorough critique of the article, which will involve a critical evaluation and discussion of limitations (details forthcoming).

*Note: group members are responsible for summarizing the methodology and findings for only two studies within an empirical article. However, your discussion of contributions should allude to other relevant studies within the article, if applicable.

The suggested page length of Group Assignment 1 is 3-4 pages single-spaced, not counting cover page or submitted abstract. **Late submissions will not be accepted.** Here is a list of appropriate Academic Journals for Group Assignment 1.

<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 Behaviour</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>

2.2. Group Assignment 2: Advertising Analysis (5%):

Select an advertisement from a magazine. Among the consumer behaviour concepts listed below, pick two concepts and analyze your advertisement accordingly. That is, which course concepts or theories is the company applying to their ad, and are they applying these concepts effectively? Submissions should be no more than three pages (not including title page or references), typed, single-spaced, and use 12 point font with one inch margins. Be sure to identify the source of the advertisement (title of magazine, date of issue) and attach the advertisement to your assignment. Advertisements from the textbook are not acceptable. **These assignments are due at the beginning of class on February 10/14. Late submissions will not be accepted.**

The concepts you can choose from are:

- Any two principles from Gestalt psychology (this counts as one course concept)
- Classical *or* instrumental conditioning
- Nostalgia
- Discrete emotions
- Extended self
- Lifestyle
- Cognitive dissonance
- Consumer interactivity
- Match-up hypothesis
- Elaboration likelihood model

2.3. Group Assignment 3: Brand Analysis (5%):

This assignment will involve analyzing a current brand from the perspective of the concepts and theories discussed in this course. The goal of this assignment is to have you synthesize and apply concepts learned from class to real-world phenomena, learn more from the directed study of a topic in which you have expressed a personal interest, and encourage creativity—a critical skill for a good marketer.

For this assignment, you will be asked to:

- Select a current brand of interest. Please note that you are NOT allowed to choose the brand that you already have picked for other assignments, nor are you allowed to choose a brand that is discussed in the textbook.
- Acquire background information on this brand from applied/commercial publications (e.g., The Globe and Mail, National Post, Maclean's, Marketing, Advertising Age, Business Week, Forbes, Fortune, The New York Times, Wall Street Journal, etc.), or information available on corporate websites.
- Provide some background information relevant to the brand's product category—a summary in the style of a brief Strengths Weaknesses Opportunities Threats (SWOT) analysis may be helpful but this format is not required. You may also want to consider contacting companies asking for the information you need.
- Analyze the brand by applying 2-3 concepts or theories that you have learned in this course. Your analysis should include an explanation of the relevant consumer behaviour concepts or theories, how the brand relates to/applies to these concepts or theories, and an evaluation on the effectiveness of applying these concepts or theories.

Submit items such as sample ads and/or other promotional materials, TV/radio commercial transcripts/descriptions/URLs, website materials, packages, and any other relevant marketing artifacts as exhibits with your final paper. The suggested page length of Group Assignment 3 (**due on Week 11 – March 24/28**) is 3-4 pages single-spaced, not counting cover page or submitted exhibits. **Late submissions will not be accepted.**

3. Term Project (35%):

Working in the same groups as for the group assignments, you will prepare a presentation and written research paper on a specific topic/issue in consumer behaviour. Specifically, you will be expected to prepare a presentation and write an academic paper in one of two potential styles: i) a research proposal that outlines a proposed methodology for a specific study that addresses a specific information gap, or ii) a research review that examines and discusses the results of multiple studies regarding one broad topic. 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 behaviour, the strength of the pro-environmental attitude-behaviour relationship, subcultures of consumption, transnational consumer segments, religious influences on consumer behaviour, 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. During the course of the semester, you are encouraged to meet with the professor *at least* once for advice.

More detailed instructions will be outlined in class, but the preliminary steps are as follows: (a) In their groups, students will choose their preferences with respect to the week that they would like to make a presentation. Send to the professor (via email: maxweluwo@gmail.com), **by Week 2 (January 13/17)** at the very latest, (i) the names of group members, and (ii) the most desired session for presentation. If the group's first choice is already taken, I will assign the second choice, etc.

By Week 5 (February 3/7), all groups must submit (via email) a 1-page summary of the proposed topic/issue for 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).

The group presentations are scheduled on Week 9 (March 10/14) and 10 (March 17/21). During each session, three to five groups (depending on the size of the class) will give a 20-minute classroom presentation using Powerpoint that summarizes their project. 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 outline of their paper. This outline will be marked as part of the presentation. Creativity during the presentation is encouraged, but groups must demonstrate that their project provides a unique and important contribution to the literature of their chosen topic.

In evaluating the written and oral presentation of 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. Groups should use the presentation as an opportunity to enhance the quality of their final paper. The research paper should not exceed 15 double-spaced typed pages of text (not including the title page, abstract, table of contents, references, and appendix materials). **The final written paper of your term project is due at 9am on “Week 13” (Monday, April 7/Friday April 11).** All groups must hand in one hard (paper) copy, and upload one electronic copy (to course Website: Web-CT-OWL).

For this component of the course grade, the written report is worth 25% and the presentation is worth 10%. A failure of either task will result in a failing grade for this component of the course.

4. Peer Review:

For each group-based evaluation component of this course—including all assignments and the term project—students are **required** to evaluate fellow group members’ contributions (or lack thereof). Thus, in the final calculation of your assignment and term project grades *your peers’ evaluations will also be taken into account* and your grade(s) may be adjusted if the evaluations in the group indicate an uneven distribution of contribution and effort. Peer evaluation sheets will be distributed in class later during the semester, and the information that is provided will remain confidential.

Breakdown of Overall Grading Scheme

<i>The following weights will be assigned for each course evaluation component:</i>			<i>The following are the grade categories for the course from the Academic Calendar.</i>	
Grading Weights for Evaluation Components			Grade Categories	
Mid-Term Test	20%	50%	A+	90%+
Final Exam	30%		A	80 - 89%
Term Project	35%	50%	B	70 - 79%
Assignments	15%		C	60 - 69%
			D	50 - 59%
TOTAL		100%	F	Below 50% or assigned when course is dropped with academic penalty

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

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.).

COURSE SCHEDULE:

The course outline and schedule are subject to change at the discretion of the course instructor. Application assignments are assigned periodically throughout the term.

Week 1 (January 6/10):

Introduction to Consumer Behaviour

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

Readings: Chapter 1

Week 2 (January 13/17):

The Cognitive Consumer: Perception, Learning and Memory

- Sensory systems, exposure, attention, interpretation, biases,
- Learning theories and process, memory

Readings: Chapter 2, Chapter 3

DUE: GROUP LISTS for assignments and term project; preferred date for group presentation

Week 3 (January 20/24):

Motivation and Affect

- Critical thinking about consumer behaviour
- Needs and wants, motivation process and strength, involvement, values

Readings: Chapter 4

DUE: Submissions for Academic Article Summary & Critique (Group Assignment 1)

Week 4 (January 27/31):

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, values

Readings: Chapter 5, Chapter 6

DUE: Academic Article Summary & Critique (Group Assignment 1)

Week 5 (February 3/7):

Attitudes

- Formation of attitudes, attitudes as predictors of behaviour, modifying attitudes, communication effects on attitudes

Readings: Chapter 7

DUE: 1-page summary of proposed research paper

Week 6 (February 10/14):

Changing Attitudes

- Modifying attitudes, communication effects on attitudes

Readings: Chapter 8

DUE: Advertising Analysis (Group Assignment 2)

February 17/21: Reading Week
Week 7 (Friday, February 28, 7:00pm-9:00pm; UCC 146): MIDTERM EXAM (120 minutes) <ul style="list-style-type: none"> <i>In class</i> – Closed book, corresponding to topics covered during Weeks 1-6 inclusive, and classroom discussions.
Week 8 (March 3/7): <i>Decision-Making: Individuals and Situations</i> <ul style="list-style-type: none"> The stages in consumer decision-making, situational effects on behaviour buying and disposing Post-purchase satisfaction and behaviour Readings: Chapter 9, Chapter 10
Week 9 (March 10/14): <ul style="list-style-type: none"> Term Project Presentations
Week 10 (March 17/21): <ul style="list-style-type: none"> Term Project Presentations
Week 11 (March 24/28): <i>The Social Consumer: The Social Consumer: Group Influences and Families</i> <ul style="list-style-type: none"> Reference groups and conformity, W.O.M, opinion leaders, family decision making and roles Income and consumer spending patterns, social class and status symbols Readings: Chapter 11, Chapter 12 DUE: Brand Analysis (Group Assignment 3)
Week 12 (March 31/April 4): <i>The Social Consumer: Cultural Influences on Consumer Behaviour; the Creation and Diffusion of Culture</i> <ul style="list-style-type: none"> What is culture, characteristics of culture, culture and consumption, Myths and rituals Cultural selection and diffusion, meaning transference Exam review Readings: Chapter 14, Chapter 15
Week 13 April 7/11: No class DUE: Written Group Term Projects (Consumer Behaviour Research Paper)
During final exam period (April 11-30, 2013): FINAL EXAM <ul style="list-style-type: none"> 3 hours, closed book. Location, time, date: TBA CUMULATIVE→ Corresponding to topics covered in weeks 1-13. This includes assigned text chapters, assigned supplementary materials, and classroom discussions. WEIGHTED with emphasis on post-midterm topics (approximately 25% pre-midterm topics, and 75% post midterm topics).

Other Important Dates:

- January 6, 2013 Classes begin
- January 14, 2013 Last day to add a second-term half course
- February 17 – 21, 2013 Reading Week
- March 7, 2013 last day to drop a second-term half course.
- April 8, 2013 Fall Session classes end.
- April 9 - 10, 2013 Study Days
- April 11 - 30, 2013 April examination period.

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 extension 82147 for any specific questions regarding an accommodation. More information about "Accessibility at Western" is available at: <http://accessibility.uwo.ca>.

GENERAL INFORMATION:

1. University Policy Regarding Illness

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, **in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation supplied (see below for process) indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.**

Documentation shall be submitted, as soon as possible, to the appropriate Dean's office (the Office of the Dean of the student's Faculty of registration/home Faculty) together with a request for relief specifying the nature of the accommodation being requested. These documents will be retained in the student's file, and will be held in confidence in accordance with the University's Official Student Record Information Privacy Policy [<http://www.uwo.ca/univsec/handbook/general/privacy.pdf>].

Once the petition and supporting documents have been received and assessed, appropriate academic accommodation shall be determined by the Dean's Office in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty.

Academic accommodation shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete his/her academic responsibilities. (Note: it will not be sufficient to provide documentation indicating simply that the student was seen for a medical reason or was ill). A form to be completed by off-campus physicians is available at: <http://counselling.ssc.uwo.ca/forms/medicalNote.pdf>

Whenever possible, students who require academic accommodation should provide notification and documentation **in advance of due dates, examinations,** etc. Students must follow up with their professors and their *Academic Counseling* office in a timely manner.

In the case of a final examination in the course, the student must arrange for a Special Examination or Incomplete through their Dean's office, for which you will be required to provide acceptable documentation.

If you feel that you have a medical or personal problem that is interfering with your work, you should contact your instructor and the Faculty Academic Counseling Office as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. In general, retroactive requests for grade revisions on medical or compassionate grounds will not be considered.

Make Up Examinations

The student must write a make-up exam if the regularly scheduled exam is missed for reasons for which adequate documentation is received by the instructor (this documentation must be supplied by the Academic Counseling office).

2. University Policy on Cheating and Academic Misconduct

Cheating on exams will not be tolerated; students are referred to the university policy on scholastic offenses. Looking at the test of another student, allowing another student to view your exam, or obtaining information about a test in advance are all examples of cheating. Students found cheating will receive a zero (0%) on that exam. A number of safeguards will be employed to discourage cheating. For example, examination supervisors (proctors) of the tests may ask students to move to another seat during the exam, cover their paper, avert their eyes from other students' papers, remove baseball caps, etc. This is not meant as a personal affront nor as an accusation of cheating, rather as vigilant attempts at proctoring. A copy of guidelines about how to avoid cheating can be obtained from the office of the Ombudsperson, Room 251 University Community Centre, (519) 661-3573.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offenses. Students are urged to read the section on Scholastic Offenses in the Academic Calendar. Note that such offenses include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. If you are in doubt about whether what you are doing is inappropriate, consult your instructor. A claim that "you didn't know it was wrong" will not be accepted as an excuse.

The penalties for a student guilty of a scholastic offense include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

3. Procedures For Appealing Academic Evaluations

In the first instance, all appeals of a grade must be made to the course instructor (informal consultation). If the student is not satisfied with the decision of the course instructor, a written appeal must be sent to the Assistant Program Director or Designate of the BMOS program. If the response of the Assistant Director is considered unsatisfactory to the student, he/she may then appeal to the Dean of the Faculty in which the course of program was taken. Only after receiving a final decision from the Dean, may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office.

4. Student Responsibilities

Material covered in lectures will not always be the same as material covered in the textbook. These two sources should be viewed as complimentary and not redundant. As such, students who want to do well in this course are **strongly encouraged** to attend lectures on a regular basis. Please note that the instructor will not be providing copies of lectures notes or overheads. Therefore, if you miss a lecture, you should try to obtain this material from another student.

In this class, some students may be unaware that their private discussions are distracting to other people. If you feel that students are distracting your attention from the material, then you should ask them to be quiet. If you feel uncomfortable doing this (or the problem persists), then please see the instructor. In addition, please avoid engaging in private discussions with other students during the lectures.

5. Support Services

The Registrar's office can be accessed for Student Support Services at <http://www.registrar.uwo.ca>

Student Support Services (*including the services provided by the USC listed here*) can be reached at: <http://westernusc.ca/services/>

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

For The University of Western Ontario Senate Regulations, please see the Handbook of Academic and Scholarship Policy at: <http://www.uwo.ca/univsec/handbook/>