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## MOS 4485F, Human Resources Management for HR Students Course Outline: Section – 650 / Fall 2015

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### 1. Course Information:

#### 1.1 Class Location and Time:

Online (OWL/SAKAI) Environment

#### 1.2 Contact Information:

Instructor: Linda Eligh

Office: SSC 4418

Office Hours: Tuesdays 12:30 – 2:30 p.m. and Thursdays 1:00 – 2:00 p.m. (by appointment)

Phone: 661-2111 x81098

Email: [leligh@uwo.ca](mailto:leligh@uwo.ca)

Website Address: <http://owl.uwo.ca/portal>

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 also wish to contact Services for Students with Disabilities (SSD) at 519-661-2111 ext 82147 for any specific question regarding an accommodation. More information about “Accessibility at Western” is available at: <http://accessibility.uwo.ca>

### 2. Calendar Description

#### 2.1 Course Description:

The purpose of this course is to provide an overview of the key theories and practices of human resource management (HRM) in different organizational settings. Topics include job design and analysis, strategic planning, staffing, performance management, training, development, health and safety, as well as other aspects affecting HRM. (3 lecture hours, 0.5 course)

Antirequisite(s): MOS 3385A/B

Prerequisite(s): Enrolment in 4th year of a Consumer Behavior, Human Resource Management, or Public Administration module in BMOS.

## 2.2 Senate Regulations

Senate Regulations state, “unless you have either the requisites for this course or written special permission from your Dean to enroll 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.”

## 3. Textbook

Noe, Raymond A., Barry Gerhart, John R. Hollenbeck, Patrick M. Wright and Linda E. Eligh. *Strategic Human Resource Management: Gaining a Competitive Advantage*, First Canadian Edition. McGraw-Hill Ryerson, 2012. Additional readings may include links to internet websites, readings accessed through the Western Library online catalogue (Electronic Resources), or additional content posted online associated with individual research for assignments.

## 4. Course Objectives and Format

### 4.1 Course objectives

This course provides an overview of the key theories and practices of human resource management (HRM) in different organizational settings. Weekly topics include examination of the choices and restraints managers face while engaged in job design and analysis, strategic planning, recruitment and selection, performance management, training and development, health and safety, and collective bargaining as well as other aspects affecting HRM. Each topic is considered within the context of three competitive challenges that organizations face today (often simultaneously): the sustainability challenge, the global challenge and the technology challenge. Organizations must successfully deal with these challenges to create and maintain value, and the key to facing these challenges is a motivated, well-trained and committed workforce. The dynamic nature of HRM in Canada is considered within the context of current theory, research, international influences, current events, and practice (both new developments and established approaches to HRM systems). Numerous examples and case exercises will be introduced to illustrate how theoretical concepts of HRM are applied in practice.

After taking this course, students will be able to:

- Define and explain key terms, theories/concepts and practices within the field of strategic human resource management.
- Describe and explain the legal framework in Canada as it applies to employment practices and evaluate the influence of human rights legislation on a variety of human resource activities.
- Recognize and critically analyze how changing external and internal environmental conditions such as globalization and technology influence sustainability of organizations and the dynamics of managing human capital in both Canadian and international workplaces.
- Apply concepts and principles of evidence based management to critically assess organizational problems and support sound human resource management decisions that align employee and group behaviours with desired organizational outcomes.

## 4.2 Course format

This course is offered in an online environment using the OWL/SAKAI learning management system. Course content consists of weekly textbook chapters and other assigned readings, articles, videos or relevant content) posted on the class website. These readings provide the basis for student participation in weekly discussion forums. Forum discussion will be based on a choice of questions posted by the instructor each week. Students will then respond to one question of their choice from the selection offered each week, and read postings by other students to fully explore the topics at hand. Students will receive instructor feedback based on groups of postings each week. Students will also conduct research on a course related topic of their choice (within guidelines) and complete a written term assignment. The course will also include both a mid-term and final exam.

Your final mark will be a product of your performance in this course as assessed by your instructor, and will be calculated using the weight assigned to each course component, as shown below:

Participation	20%	Mid Term	25%
Research Assignment	30%	Final Exam	25%

Students are **REQUIRED TO COMPLETE ALL COMPONENTS** of this course. There are no exceptions to this. Extra assignments to improve grades will **NOT** be allowed. Grades will **not** be adjusted on the basis of need. It is important to monitor your performance in the course. Remember: *You* are responsible for your grades in this course.

### **ONLINE PARTICIPATION (20%)**

During 12 of the 13 weeks which comprise the duration of this course, discussion topics and questions will be posted for your consideration in the forum section of the course website. To participate, you will choose and post a response to **one question** or exercise posted for the week. (Although choice will be offered, you should only respond to one topic in a given week.) Timely participation in forum discussion is an **essential component** of this course. You are expected to stay current with your readings (and any online materials provided or indicated), so that you can participate in forum discussion. To obtain a mark of up to **100%**, you must post online in *at least 10 different weeks* of the total course during the week the discussion occurs. Of the 10 possible postings, at least 4 should appear *before the mid term* examination. Waiting until the last half of the course to participate online will seriously impact your participation mark. Every posting will be read by the instructor, so put forth your best effort each week since the quality of your posting will affect your final mark. A suggested length for a typical posting would be around 300 - 400 words and would provide evidence of critical thinking and/or adding something interesting to the topic under discussion. You may find that you need to write more on occasion, or are including information that makes your posting longer.

Posting comments in online discussion is the equivalent of attending class and making a contribution to discussion, and is therefore subject to the University Policy Regarding Illness (and other personal difficulties that prevent participation) stated in the General Information section attached to this course outline.

**To receive credit, discussion comments must be posted by Sunday midnight of the week the topic is discussed online. Comments posted after the deadline will not be assessed for participation credits.** There are no make-ups allowed for discussion postings. In most weeks, discussion questions relevant to the week's assigned reading will be posted by the instructor on **Mondays**. In addition, instructor group feedback concerning the previous week's online discussion will *usually* be posted by **Thursday** of each week. (Example: A student reads and

responds to discussion questions during the week and decides to post on Friday, well before the Sunday night deadline. The student is then able to read instructor feedback for the group's efforts by the following Thursday.) Note that periods of increased activity during the semester may alter this instructor response schedule from time to time.

Online discussions, exercises or assignments will provide opportunities to clarify issues and considerations surrounding effective human resources strategies, techniques and processes. Your participation online will *contribute greatly* to understanding of course theory and your ability to do well with the written assignment outlined below and both exams. Look to the Instructors Standards for Course Participation which appear later in this outline. In addition look to the Policy Regarding Illness described within the General Information guidelines which apply to students in the Social Science program (attached to this outline) for direction on how to handle a variety of problems that may interfere with your participation and performance in this course.

### **RESEARCH ASSIGNMENT (30%)**

You are required to write an 8 –10 page research and analysis report (approximately 300 words per page, not counting cover page or bibliography) on a topic described in the Guidelines for Organizational Sustainability Research Report which will be posted on the course website early in the course. The Guidelines describe requirements, format and content expectations for your analytical research assignment, as well as hints and suggestions to make the assignment as enjoyable as possible. See above note on the link between online participation and your ability to do well on the research assignment. Also note that your assignment must adhere to the University Policy on Cheating and Academic Misconduct described in the General Information section of this course outline.

#### **Research Assignment Deadlines:**

**Abstract:** An abstract briefly describing the topic you have chosen for the assignment is required and should be submitted through the SAKAI course website Assignments Dropbox **by midnight Sunday November 15<sup>th</sup>, 2015**. The one-page abstract shall consist of no more than two short paragraphs identifying: (1) the organization you have chosen to research and analyze; (2) which of the three key competitive challenges it faces (sustainability, global and/or technological); (3) why you chose to analyze this particular company, and; (4) at least 3 highly credible research sources located during your preliminary literature review to gain insight into the company's situation. List these initial resources in bibliographic format. Note that you should include at least one peer reviewed journal article or primary resource in your research sources.

**Research Assignment:** Your research report is due in hardcopy **by 4 p.m. Friday, December 4th, 2015 in the Distance Studies office**. You are also required to submit a digital copy of your assignment to Turnitin.com by midnight on the same day using the Assignments Dropbox of the SAKAI course website. The submission should include your cover page.

Note: The Distance Studies office is located at **Western Student Services Building (Beside UCC) Room 2140. Hours: 8:30am-4:00pm. Telephone: 519-661-2111 Ext. 84879.**

#### **Research Assignment Penalties:**

**Abstract:** Failure to submit an abstract in the format described above by deadline shall result in a deduction of 5% from the overall mark of your assignment. Failure to submit a late abstract well in advance of the due date of the assignment may result in a decision by your instructor not to accept

your assignment.

**Research Assignment:** A penalty of 5% for the first day and 2% for each day thereafter (including each day of a weekend or holiday) shall apply to all late research assignments.

### **MID TERM AND FINAL EXAM (25% each)**

You will have both a midyear examination, and a final examination – each 2 hours in length. These exams are usually scheduled on **Saturday** ( the exact date will be provided in advance), and are closed book exams. Content for each exam is presented in the topic timetable. Both exams are equally weighted in determining your final grade. As indicated in the topic timetable these exams are non-cumulative.

The mid-term and the final exam will both be presented in a *mixed format and will contain multiple-choice and some short or long answer questions or essay questions based on case incidents*. Additional details will be provided prior to the exam. Students are responsible for material covered in the assigned chapters/sections in the text as well as any additional material covered in the course and indicated for the exam.

The multiple choice portion of both exams will be scored using the program Scan Exam which examines the answer sheets for unusual coincidences in the pattern of answers given which may be indicative and used as supporting evidence of cheating.

Exams will not be returned to students but may be reviewed individually in the instructor's office (by appointment.)

## 5. Lecture and Examination Schedule

### 4485F-650 TOPIC TIMETABLE – FALL 2015

Schedule for coverage of textbook and other content is approximate; online discussions topics will include course textbook content, may include Connect content linked to the textbook, assigned journal articles, and any other additional course content as provided (or assigned) by the instructor.

Week Starting	Topic(s) to be covered	Chapter/Material
<b>PART 1: THE HUMAN RESOURCE ENVIRONMENT</b>		
Sept. 10 – 13th	Website exploration, orientation and personal introductions	Website Exploration and Orientation
Week Starting Sept. 14th	Human Resource Management: Gaining A Competitive Advantage	Course Orientation & Chapter One
Week Starting Sept. 21st	Strategic Human Resource Management	Chapter Two
Week Starting Sept. 28th	The Legal Environment: Equality and Human Rights	Chapter Three
Week Starting Oct. 5th	Analysis and Design of Work and Human Resource Planning and Journal Article “The Third Wave of Virtual Work”, Harvard Business Review January-February 2013.	Chapter Four
<b>Part II: Acquisition, Assessment and Development of Human Resources</b>		
Week Starting Oct. 13th	Note: Thanksgiving Holiday – October 12 <sup>th</sup> . Recruitment and Selection	Chapter Five
Week Starting Oct. 19th	Training and Strategic Development of People	Chapter Six
Week Starting Oct. 26th	MID TERM – Covers Chapters 1 – 6 plus additional course content as indicated by instructor. No assigned reading/discussion on SAKAI this week.	Mid Term Examination – Will likely be held on Saturday Oct. 31 <sup>st</sup> <b>TBC</b>
Week Starting Nov. 2nd	Managing Employee Engagement and Performance	Chapter Seven
<b>PART III: COMPENSATION OF HUMAN RESOURCES</b>		
Week Starting Nov. 9th	Pay Structure Decisions and Employee Benefits <b>Research topic abstracts due. Submit to Assignments Dropbox in SAKAI course website by midnight Nov. 15<sup>th</sup>, 2015</b>	Chapters Eight and Ten
Week Starting Nov. 16th	Recognizing Employee Contributions with Pay	Chapter Nine
Week Starting Nov. 23rd	Collective Bargaining and Labour Relations	Chapter Eleven
<b>PART IV: SPECIAL TOPICS IN HUMAN RESOURCE MANAGEMENT</b>		
Week Starting Nov. 30th (Deadline extends to December 7th)	Managing Human Resources Globally and journal article: “The China Rules,” by Lyne S. Paine, Harvard business Review, June 2010. <b>Research Assignments due in hardcopy by 4 p.m. on December 4th, 2015 in Distance Studies Office and digital submission to Turnitin.com through Assignments Dropbox on SAKAI course website by midnight of the same day.</b>	Chapter Thirteen
Week Starting Dec. 7th	Short week – No textbook readings. Prepare for exam.	
Final Exam	FINAL EXAM – Covers Chapters 7 – 11 and 13, of the textbook, plus additional course content as indicated since the midterm. Exam period extends from December 11-22, 2015.	

## **INSTRUCTOR'S STANDARDS FOR COURSE PARTICIPATION**

**Students are expected to participate in at least 10 online classes** and to engage actively in their own learning. *Active learning means taking responsibility for your own learning, as well as helping others to learn more about course material.* Active learning in this course can include, but is not limited to: contributing to online forum discussion, presentations or debates, application exercises, and/or posing interesting questions. Your instructor will assess your weekly participation, based on the quality of your postings and the following criteria for evaluation:

### **A – EXCELLENT contribution**

- Participates meaningfully in 10 or more weekly online discussions
- Contributes consistently to online discussions and supports contribution of colleagues
- Contributions indicate preparation and critical thinking
- Frequently shares insights and/or facilitates understanding of difficult concepts
- Occasionally builds arguments for a position
- Provides leadership in creating a positive online learning environment

### **B – GOOD Contribution**

- Contributes meaningfully to at least 8 online discussions
- Contributions indicate preparation and careful thought
- Often willing to address/explain challenging points or concepts
- Occasionally builds arguments for a position
- Supports a positive online learning environment

### **C – FAIR Contribution**

- Meets minimum course requirements regarding submission of content to online discussions.
- Provides minimal evidence of preparation and thought in content submitted to online discussions
- Rarely builds arguments for a position.
- Supports a positive online learning environment.

### **D - POOR Contribution**

- Does not meet minimum course requirements regarding submission of content to online discussions
- Provides little or no evidence of preparation or thought when submitting content to online discussion.
- Fails to support a positive online environment.

Participation is recorded by the instructor when reviewing weekly postings. Participation is assessed more fully at the conclusion of the course, when all postings and other participation have been reviewed. If you have a medical condition or other challenge that prevents you from participating online regularly and actively (as described above), advise the instructor **early in the semester or as soon as you are aware of your challenge**. You will be required to provide confirmation of your situation from the Academic Counselor. See the University Policy Regarding Illness and personal situations described in the General Information section (regarding term tests, final examinations, late assignments, short absences, extended absences, documentation of various personal situations and academic concerns) attached to this Course Outline.

## **6. University Policy Regarding Illness**

### **6.1 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/pdf/academic\\_policies/general/privacy.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/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://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.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 Counselling 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 Counselling 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.

## 6.2 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).

## 6.3 Attendance

It is expected that students will attend all classes. The professor does not provide access to lecture notes or powerpoint presentations. Students are encouraged to obtain missed lecture notes from a fellow student.

## 7. University Policy on Cheating and Academic Misconduct

Cheating on exams will not be tolerated; students are referred to the university policy on scholastic offenses (see section 9.0 below). 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 3135 WSS, (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.

## 8. 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.

## 9. 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.

To avoid unnecessary distractions, please arrive to each class on time.

## 10. Support Services

### 10.1 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/>  
Student Development Services can be reached at: <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to Mental Health@Western  
[http://www.health.uwo.ca/mental\\_health/](http://www.health.uwo.ca/mental_health/) for a complete list of options about how to obtain help.

## 11. Other Issues

### 11.1 Grade Policy

The DAN Program has a grade policy which states that for courses in the 3300-4499 range, the class average must fall between 70% and 75% for all sections of a course taught by the same instructor. In very exceptional circumstances only, class averages outside this range may be approved by the Undergraduate Chair or Chair. Class averages are not grounds for appeal.

## 11.2 Short Absences.

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

## 11.3 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. The Academic Counsellors can help you to consider the alternatives. At your request, they can also keep your instructors informed about your difficulties.

## 11.4 Academic Concerns.

If you are in academic difficulty, it is strongly recommended that you see your academic counsellor.

## 11.5 Important Dates:

September 10, 2015 Classes begin

September 18, 2015 Last day to add a full course or first-term half course

October 29 - 30, 2015 Fall Study Break

November 5, 2015 last day to drop a first term half course.

November 30, 2015 Last day to drop full course.

December 9, 2015 Fall Session classes end.

December 10, 2015 Study Day

December 11-22, 2015 December examination period.

## 12. Other Information

- Bring student identification to exams.
- Nothing is to be on/at one's desk during an exam except a pencil, an eraser, and the individual's student card
- Do not wear baseball caps to exams
- Do not bring music players, cell phones, beepers, or other electronic devices to exams

For The University of Western Ontario Senate Regulations, please see the Handbook of Academic and Scholarship Policy at: [http://www.uwo.ca/univsec/academic\\_policies/index.html](http://www.uwo.ca/univsec/academic_policies/index.html)

## 13. E-mail Policies

The following policies apply to all emails between students and the Professor. Please respect the fact that the Professor receives hundreds of emails from students and must deal with those emails in a fair and organized manner. Non-acceptable emails will receive a reply saying only "Please see Email Policies on the course outline".

### 13.1 UWO.CA Email Addresses Only

For privacy reasons, students must use their Western email accounts to contact the Professor. The Professor will not respond to emails from non-uwo.ca addresses (e.g. hotmail.com, gmail.com, etc.).

### 13.2 Subject Line Must Include Course and Section Number

The subject line of emails must contain the name or number of the course, and the section number in which the student is enrolled. The Professor teaches different courses and sections and cannot properly respond to questions if he does not know which course or section you are enrolled in.

### 13.3 Productive Emails

- questions about the course content or materials
- asking to set up an appointment to ask questions or review an exam
- notification of illness or other special circumstances
- providing constructive comments or feedback about the course

## 13.4 Unproductive Emails

- questions that may be answered on OWL or on this course outline
- asking when grades will be posted
- requests for grade increases, extra assignments, or reweighting of course components

## 14. FREQUENTLY ASKED QUESTIONS

Question	Answer
How can I succeed in this course?	Do all the assigned readings, attend class, focus on understanding the legal principles in a way that lets you apply them to new fact situations.
I missed posting in weekly forum(s) because my computer didn't work, my internet connection was lost, I was preparing my Biz 2257 project, I was out of town, I lost my phone, I forgot ...	Missed participation in forum discussion will result in a mark of zero for the week at hand. You are responsible for calendaring discussions and having reliable internet access to write them. There are no "make up" assignments available.
I missed class or an exam because I was sick or there was an urgent situation or death in my family.	See the section of the course outline on ILLNESS AND SPECIAL CIRCUMSTANCES
I have a lot of mid-terms or projects at once. Can I write the make-up exam?	Make-up exams for exam conflicts are not available unless you have three exams within a 24 hour period.
When will the exam grades be posted?	Mid-term grades are posted on OWL when they become available. Participating marks, final exam grades and final course grades are not posted on OWL until they are approved for release.
Can I come and see my exam?	You can review your exam during office hours or at any other mutually convenient time.
Can I use a different (or older version) textbook?	You should use the textbook listed in the course outline. It is your responsibility to ensure that you are learning all of the assigned material. Be aware that different textbooks or previous editions may be organized differently and may cover different material.
<ul style="list-style-type: none"><li>• This mark is going to prevent me from getting accepted at Ivey/graduate school/NASA.</li><li>• I need a certain mark to get or maintain a scholarship or my AEO status at Ivey.</li><li>• I tried really hard but I still got a poor mark.</li><li>• This is the lowest mark I have ever received.</li></ul>	Grades are given based on actual performance, as set out on the course outline. In order to be fair to all the students in the course, grade adjustments, extra assignments, and the reweighting of course components <b>are not</b> available.