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## MOS 3383B Strategic HR Planning Course Outline: Section – 001 Winter 2018

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### 1. Course Information:

1.1 Class Location and Time: KB-K203, Wednesdays, 1:30 – 4:30 p.m.

1.2 Contact Information:

Instructor: Linda Eligh

Office: SSC 4418

Office Hours: Wednesdays and Thursdays, 11:00 a.m. – 1:00 p.m.  
(by appointment)

Phone: 661-2111 x x81098

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

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 519-661-2147 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:

An introduction to human resources planning processes in organizations. Topics include: supply and demand forecasting, succession management, job analyses, downsizing and restructuring, mergers and acquisitions.

**Antirequisite(s):**

**Prerequisite(s):** Enrolment in 3rd or 4th year of BMOS.

**Corequisite(s):**

**Pre-or Corequisite(s):**

**Extra Information:** 3 lecture hours, 0.5 course.

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.”

This regulation is in regards to the COURSES required. Students not in BMOS are permitted to enroll in up to 1.0 MOS courses, per the Academic Timetable.

### **3. Textbook**

*Strategic Human Resources Planning*, Sixth Edition. Nelson Education, 2016. ISBN: 13-978-0-17-650694-0; Authors: Monica Belcourt, Kenneth McBey, Ying Hong and Margaret Yap. Additional readings may include class handouts or articles on the internet, and/or readings to be accessed from the western Online Library Catalogue in electronic resources.

### **4. Course Objectives and Format**

#### **4.1 Course objectives**

This course provides a systematic examination of choices that confront managers in Canada who wish to implement strategic human resources planning effectively. These choices are presented through introduction to the concepts of strategy formulation and implementation within the HR context.

#### **4.2 Course format**

In each weekly lecture, numerous examples, role plays, case exercises and class discussion will be introduced to illustrate how theoretical concepts of strategic human resources planning are applied in practice. Students are expected to read all assigned chapters in the course textbook, all assigned additional reading, and apply that knowledge to class exercises and discussions. Students are also required to conduct research on one organization's human resource planning practices using a wide variety of resources from both the UWO library catalogue, interviews and other suitable sources and to summarize their findings in a research report. Students are required to contribute to their own learning and to the learning of others through participation in each class.

### **5. Learning Outcomes**

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

1. Describe the role and activities of human resources management in facilitating the steps required for human resource planning in organizations using an evidenced based management approach for recommending plans of action that effectively link HR policy to business planning to improve performance, and measuring the impact of human resources management.
2. Define, describe, compare, and contrast key terms, theories, concepts, approaches, models and tools relevant to human resource planning across Canadian workplaces.
3. Synthesize and critically assess the extent to which various human resource planning practices and associated activities (such as job analysis, succession planning and change management) achieve the goals of managers and support strategic objectives of the organization within specific organizational contexts.
4. Recognize how legislation, technology, changing economic conditions, labour force dynamics, and other external factors influence human resource planning practices.
5. Analyze and differentiate human resources planning approaches used by Canadian organizations that operate globally, and assess various political, cultural, institutional, economic, employee and organizational factors that influence human resources planning on an international scale.
6. Collaborate with a partner to approach an organization of interest and conduct research with representatives of the organization to identify and analyze human resources planning practices currently in use with a view to comparing such approaches to best practices in human resources planning learned in the course.

- Collaborate with a partner to use writing and analysis skills to summarize findings of the research in a research report that compares the findings with course theory and practice and concludes with insights and recommendations the organization may consider to improve its current HR planning practices.

## 6. Evaluation

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	20%
Research Assignment	30%	Final Exam	30%

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.

### PARTICIPATION (20%)

Participation is an important component of this course. Your participation mark is based on your attendance and level of contribution to class discussion and participation in group exercises and assigned activities **as per the attached Instructor's Standards for Participation**. Note that you are expected to remain in class (once arrived) except for class breaks determined by the instructor. "Drifting" in and out of the classroom while class is in session is distracting to the instructor and others and will negatively impact your participation mark.

Class exercises are designed to provide experiential opportunities to clarify issues and considerations surrounding effective HR planning strategies, techniques and processes. Your participation in role plays, class exercises and discussion will *contribute greatly* to understanding course theory and your ability to do well with the term assignment outlined below.

If you are exceedingly shy, speak to me early in the course so that we can discuss other ways for you to contribute. You are expected to manage this aspect of your own learning style in order to meet course requirements. (For example, you may choose to bring the instructor course relevant articles from time to time if you feel you cannot contribute enough verbally to maintain your participation mark. The protocol for submitting such articles can be found on the OWL website for this class. Note that articles must be submitted *at the start of class*, and be relevant to the topics for discussion in that particular class. There are **no "makeups"** for missed participation.)

Look to the University Policy Regarding Illness described in the General Information section of the course outline for direction on how to handle a variety of problems that may interfere with your attendance and/or performance in this course.

### RESEARCH ASSIGNMENT (30%)

Working with one partner from class, you are required to write a 16–18 page (approximately 300 words per page *excluding* cover page and bibliography or works cited pages) research and opinion paper on an organization and its approach to **human resources planning** in support of business level planning. The project will involve contacting a manager in an organization to arrange interviews and to access information relevant to the project. Further details are contained in the Guidelines for Human Resources Planning Research Report available on the course website. The Guidelines describe requirements, format and content expectations for your research assignment, as well as hints and suggestions to make the assignment as enjoyable as possible. You are expected to access and read the Guidelines prior to

commencing the assignment. See above note on the link between class participation and your ability to do well on the research assignment. Of course your ability *to work well with your partner* will also be pivotal to success with this assignment as you seek to establish contact with an organization, divide fairly the work involved, and find effective and credible research sources to understand and describe both the organization and its approach to human resources planning.

**Deadlines:**

**Statement of Intent and Planned Approach:** A statement outlining the focus for your research assignment is required and due by beginning of class **March 7, 2018**. The one-page statement shall consist of 1-2 concise paragraphs identifying your organization of choice, your research goal, the name and position of your inside facilitator, and at least 3 credible research sources located in your preliminary literature review. (Identify such research sources using bibliographic format.) It should also provide an indication of how you and your partner intend to divide the work (your approach). That is, what do each of you commit to being responsible for?

**Research Report:** Your research report is due in hardcopy at the beginning of class, **April 4, 2018**. You and your class partner are also required to submit one digital copy of your assignment, to Turnitin.com (via the Assignments Dropbox to one of your accounts on the SAKAI course website) by midnight on the same deadline.

**Penalties:**

**Statement of Intent and Planned Approach:** Failure to submit your Statement of Intent 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* Statement in what your instructor feels is a timely manner could result in refusal to accept your assignment.

**Research Report:** 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 (50%)**

You will have both a midyear examination, and a final examination. Both exams will be closed book exams, two hours in length. Content for each exam is presented in the topic timetable and more information will be provided closer to the exam by your instructor. The mid term is weighted at 20% and the final exam is weighted at 30% in determining your final grade. As indicated in the topic timetable these exams are non-cumulative. The mid-term and the final exam will be presented in a *mixed format and could contain a combination of multiple-choice, true false, short or longer answer, and/or essay questions based on case incidents*. 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.

Portions 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.)

## 7. Lecture and Examination Schedule

<b>MOS 3383B-001 TOPIC TIMETABLE – WINTER 2018</b>		
Schedule for coverage of textbook content is approximate; lectures may also include content assigned Journal Articles, and any other additional course content as provided by the instructor. NOTE: Additional course readings will be added to this course.		
<b>PART I: FUNDAMENTAL BUILDING BLOCKS OF HR</b>		
<b>Jan. 10th</b>	INTRODUCTION, COURSE OVERVIEW & EXPECTATIONS STRATEGIC MANAGEMENT	Chapter One
<b>Jan. 17th</b>	ALIGNING HR WITH STRATEGY	Chapter Two
<b>Jan. 24<sup>th</sup></b>	ENVIRONMENTAL INFLUENCES ON HRM	Chapter Three
<b>PART II: TRADITIONAL ASPECTS OF HR PLANNING</b>		
<b>Jan 31st</b>	THE HR FORECASTING PROCESS	Chapter Four
<b>Feb. 7th</b>	DETERMINING HR DEMAND	Chapter Five
<b>Feb. 14th</b>	MID TERM – Covers Chapters 1 – 5, additional lecture content, additional readings and class handouts as indicated	Mid Term Examination
<b>Feb. 21st</b>	No Class - READING WEEK (February 19 – 23, 2018) Rest, relax and catch up	
<b>Feb. 28th</b>	ASCERTAINING HR SUPPLY	Chapter Six
<b>Mar. 7th</b>	SUCCESSION MANAGEMENT <i>Statement of Intent and Planned Approach (to research assignment) due by beginning of class</i>	Chapter Seven
<b>PART III: STRATEGIC ORIENTATIONS</b>		
<b>March 14th</b>	CHANGE MANAGEMENT	Chapter Nine
<b>March 21st</b>	DOWNSIZING AND RESTRUCTURING	Chapter Ten
<b>March 28th</b>	MERGERS AND ACQUISITIONS	Chapter Twelve
<b>April 4th</b>	MERGERS AND ACQUISITIONS AND HR ASSESSMENT AND ANALYTICS <i>Research reports due in hardcopy beginning of class and digital copy submitted to Turnitin.com by midnight (via Assignment Dropbox on SAKAI course website)</i>	Chapter Twelve and Fourteen
<b>April 10<sup>th</sup></b>	HR ASSESSMENT AND ANALYTICS	Chapter Fourteen
<b>Final Exam</b>	FINAL EXAM – Covers Chapters 6 & 7, 9, 10 & 12 & 14, additional lecture content. Exam period extends from <b>April 14 – 30, 2018</b> . Exact date of exam TBA.	

## INSTRUCTOR'S STANDARDS FOR CLASS PARTICIPATION

**Students are expected to attend all classes** and **to remain in class** except for breaks called by the instructor, and to participate actively in their own learning. *Active learning means paying attention in class and 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 class discussion, presentations or debates, application exercises, posing interesting questions, and/or bringing relevant media articles or other exhibits to the attention of your instructor. **Note: Playing games, texting, processing e-mail or surfing the internet for non class related reasons on a laptop or other electronic device during class is considered to be a distraction to other students and to the instructor. Such activity will be interpreted as a decision on your part to NOT participate in class activity, and will thus reduce your participation mark.** Your instructor will assess both the quantity and quality of student participation in each class, based on attendance and the following criteria for evaluation.

### **A – EXCELLENT contribution**

- Attends all classes and places full attention on the lecture
- Contributes consistently to class 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 positive environment

### **B – GOOD Contribution**

- Attends class regularly, places attention on the lecture, and contributes consistently to class discussions
- Contributions indicate preparation and careful thought
- Often willing to explain difficult points or concepts
- Occasionally builds arguments for a position
- Supports positive classroom environment

### **C – FAIR Contribution**

- Attends class occasionally or often and/or contributes to class discussion occasionally
- Provides minimal evidence of preparation and thought
- Rarely builds arguments for a position

### **D - POOR Contribution**

- Attends class infrequently and/or rarely if ever contributes to class discussion or attends class but spends considerable class time texting or surfing the internet
- Provides little or no evidence of preparation or thought
- Distracts other students from class activity

Participation is recorded following the conclusion of each class. If you have a medical or other condition that prevents you from attending class regularly (or participating actively as described above), advise the instructor early in the semester. 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) which forms part of this Course Outline.

## 8. University Policy Regarding Illness

### 8.1 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.

### 8.2 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).

### 8.3 Attendance

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

## 9. 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 3135 WSSB, (519) 661-3573, [ombuds@uwo.ca](mailto:ombuds@uwo.ca).

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.

## 10. Procedures For Appealing Academic Evaluations

1. In the first instance, all appeals of a grade must be made to the course instructor (informal consultation).
2. If the student is not satisfied with the decision of the course instructor, a written appeal must be sent to the Undergraduate Chair: Student Affairs of the Department of Management and Organizational Studies.
3. If the response of the Undergraduate Chair 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.
4. 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.

## 11. 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.

## 12. Support Services

### 12.1 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.

## 13. Other Issues

### 13.1 Grade Policy

The DAN Program has a grade policy which states that for courses in the 3000 – 4000 range, the class average must fall between 70% - 77% 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.

### 13.2 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.

### 13.3 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.

### 13.4 Academic Concerns.

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

### 13.5 Important Dates:

September 7: Classes Begin

September 15: Last day to add a full course (E or no-suffix), first term half course (A or F), full-year half course (Y)

October 9: Thanksgiving Holiday (All offices closed)

October 9 – 13: Fall Reading Week (No Classes; All offices open Oct 10 - 13)

November 12: Last day to drop a first term half course without academic penalty

November 30: Last day to drop a full course without academic penalty

December 8: Classes end

December 9: Study Day

December 10 – 21: Mid-year Examination Period (Check your Exams Carefully!)

December 22 – January 7: Winter break (All offices closed December 22 – January 1)

January 8: Classes resume

January 16: Last day to add a second term half course (B or G)

February 19: Family Day. All offices closed  
February 19 – 23: Reading Week (No classes; All offices open Feb 20 – 23)  
March 7: Last day to drop a second term half course without penalty  
March 30: Good Friday (No classes; All offices closed)  
April 11: Classes end  
April 12 and 13: Study days  
April 14 – 30: Examination Period  
April 30: Second term ends. Last day to apply for Spring Graduation.

## 14. 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)

## 15. 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. Unacceptable emails will receive a reply saying only "Please see Email Policies on the course outline". Also be aware that overuse of the same subject line in multiple rounds of correspondence can sometimes cause emails to go to "junk mail".

### 15.1 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.).

### 15.2 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.

### 15.3 Acceptable 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

### 15.4 Unacceptable Emails

- questions that may be answered on OWL or on this course outline
- asking when grades will be posted
- asking what grade a student received
- asking where or when an exam is scheduled or the material covered on an exam
- requests for grade increases, extra assignments, or reweighting of course components

## 16. FREQUENTLY ASKED QUESTIONS

Question	Answer
How can I succeed in this course?	Do all the assigned readings, attend class, focus on understanding the principles in a way that lets you apply them to new fact situations.
I missed the quiz because my computer didn't work, my internet connection was lost, I was preparing my Business 2257 project, I was out of town, I lost my phone, I forgot ...	A missed quiz will result in a mark of zero. You are responsible for calendaring the quizzes and having reliable internet access to write them. There are no "make up" assignments available.
I missed a quiz or exam because I was sick or there was a 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 conflicts are not available unless you meet the <u>Exam Conflict or Multiple Exam Situation scenarios</u> . See <u>website</u> for instructions.
When will the exam grades be posted?	Mid-term grades are posted on OWL when they become available. Final exam grades and final course grades are not posted on OWL.
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 textbook?	You can use a different textbook, but it is your responsibility to ensure that you are learning all of the assigned material. Be aware that different textbooks may be organized differently, contain outdated or different information, and/or may be missing information covered on exams.
There is so much material. How can I possibly remember everything?	You do not need to remember everything in the book. You need to understand the fundamental principles and how to apply them.
This mark is going to prevent me from getting accepted at Ivey/graduate school/NASA.	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 are not available.
I need a certain mark to get or maintain a scholarship or my AEO status at Ivey.	
I tried really hard but I still got a poor mark.	
This is the lowest mark I have ever received.	