BUS*2090DE
Individuals and Groups in Organizations
Course Outline

Winter 2016
Department of Management
College of Business and Economics

Instructor Contact

Instructor Name: Agnes Zdaniuk
Phone Number: (519) 824-4120 Ext. 58315
Email: azdaniuk@uoguelph.ca
Office: MCLN, 210

Course Information

Course Title: Individuals and Groups in Organizations
Pre-Requisites: None
Co-Requisites: None
Restriction(s): BUS*4000, HROB*2100, HROB*4000, PSYC*3080
Credits: 0.50
Course Website (If applicable): CourseLink
Method of Delivery: Distance Education, Fully Online

Calendar Description

The course serves as an overview to organizational behaviour. It examines the individual, the group, the organization and how the three interrelate in order to enhance performance and productivity. (Also offered through Distance Education format.)
Course Description

To succeed in this course you must have a clear understanding of what is expected of you, of the resources available to you, and of the policies and procedures that guide this course. I have done my best to create a thorough course outline that details all pertinent information and have posted additional information on the course web page. Please ensure that you have read this document in its entirety.

Organizations are such an integral part of our existence we often (and naturally) assume that we understand organizations and the people working in them. Far too often, that assumption is erroneous; people and organizations are complex entities that are not only difficult to understand, but also difficult to manage and work within.

This course is an introduction to the concepts, theories, and ideas guiding behaviour in organizations. This course will introduce you to a wide array of theories on topics relevant to understanding employee and managerial behaviour and provide insight and hands-on experience on how to use this knowledge to address problems that you will face in organizations. Some of the topics covered in this course include the study of personality, motivation, work attitudes, leadership, decision-making, power, organizational change and organizational culture. Some of the questions that we will address include: How do we effectively motivate employees? How does personality affect job performance? What leadership styles are effective with different employees? We will apply theories and tie them to examples of real-world applications. The assigned readings and instructor notes impart conceptual knowledge, and the learning activities and a group project provide students with insight into the application of this knowledge to organizations as well as provide critical experiences in teamwork.

Course Learning Outcomes

By the end of the course, you should be able to:

Knowledge and Understanding

- Demonstrate knowledge of OB theories, models and concepts presented in the course
- Demonstrate understanding of the role of individual level (micro), and group and organizational level (macro) factors in fostering organizational success
- Demonstrate the ability to analyze and evaluate organizational behaviour information
- Understand how evidence-based management is used to diagnosis problems and provide solutions to organizations
Discipline / Professional and Transferable Skills

- Demonstrate skills critical to future success as employees and managers including:
  - Critical thinking and problem-solving
  - Written communication skills
  - Demonstrate the ability to apply the OB theories, models and concepts to organizational settings

Attitudes and Values

- Demonstrate professionalism in communicating with peers and others

This course deals with various theories and concepts as they relate to individuals and groups in organizations. We'll be learning about things like how to motivate individuals, how individual personality affects work performance, how to be an effective leader for different individuals under different circumstances. I may be a bit biased, however, I truly believe that this course will be invaluable to you no matter what you decide to do. Understanding human behavior and having the ability to influence the behavior of others will prove useful to you regardless of your career path.

In my courses, I also stress application of knowledge. When you have completed the course, my goal is for you to be able to apply the course concepts to your varied present and future work environments.

Take a look at our other objectives: improve skills in critical analysis and problem solving. These skills are always useful. In fact, most organizations hire university graduates because of their keen ability to think on the spot and solve problems. Likewise, communication is essential to success in organizations.

In this course you will also gain knowledge of teamwork effectiveness. More and more, organizations are using teams to accomplish organizational goals. So, chances are that you will be required to work with a group of individuals to accomplish various job tasks. Although you will not be working in groups during this course, you will acquire greater knowledge of how to manage team issues successfully. This knowledge will be critical to your future teamwork, and is a important step in enhancing your teamwork skills.

Important Skills

Can you guess the two most important skills employers look for in new grads?

Take a minute to think about this question before reading on.

If you guessed communication and teamwork skills you are RIGHT! If fact, when asked, ``What are considered very important skills for job success of new grads?``, 95.4% of employers ranked oral communication as number 1 AND 94.4% ranked teamwork and collaboration skills as number 2.
About Your Instructor

Welcome to BUS*2090. My name is Agnes Zdaniuk. I thought I’d start the course by telling you a bit about myself. I graduated with my PhD from the University of Waterloo in 2006. My degree is in I/O psychology. This branch of psychology studies and applies psychological principles to organizations including the workplace. I was first attracted to the field because it offers a unique marriage of two areas that I have a keen interest in—business and psychology.

Over the years, I have engaged in several organizational consulting projects in the public and not-for-profit sectors. For example, from 2004-2006, I was involved in conducting a yearly program evaluation to assess the effectiveness of the Leadership Waterloo Region leadership training program. In 2006, I also carried out a large evaluation project aimed at understanding whether the work carried out by Leadership Waterloo Region is making a difference in their community, and whether the graduates of the program are becoming engaged in leadership roles.

In terms of my academic background, I joined the University of Guelph in July 2008. I have pretty diverse research interests. For example, some of my research aims to understand (a) how best to prevent or mitigate unfairness in the workplace, and (b) the personal attributes and situational factors that enable employees to thrive in the face of injustice. Recently, I have also expanded my research interests to the leadership literature in several ways. For example, I have examined the effect of charismatic leadership on followers’ coping responses to workplace mistreatment. Additionally, one of my current research programs involves developing and validating a scale that measures the destructive (“darker”) aspects of charismatic leadership. My teaching background is also pretty diverse. For example, since joining the University of Guelph I have taught both undergraduate courses (e.g., human resource management, organizational behaviour) and graduate courses (e.g., Foundations of Leadership, Research Methods).

On a personal note, I love camping, canoeing and hiking. My husband is from the Dominican Republic, so we travel there often to visit with our family there. I’m also a relatively new mom – my son is just over 18 months now!

I sincerely hope that by the end of the course, I will have gotten to know each of you both personally and academically.
Course Structure

In this course you will explore the following topics:

- Unit 01: Introduction to Organizational Behaviour (OB) and Evidence-Based Management (EBM)
- Unit 02: Personality and Learning
- Unit 03: Perception, Attribution, and Diversity
- Unit 04: Values, Attitudes and Work Behaviour
- Unit 05: Theories of Work Motivation and Motivation in Practice
- Unit 06: Leadership
- Unit 07: Decision Making AND Groups and Teamwork
- Unit 08: Social Influence, Socialization, & Culture
- Unit 09: Communication, Power, Politics and Ethics
- Unit 10: Conflict, Stress and Negotiation
- Unit 11: Organizational Structure, Environment, Strategy & Technology
- Unit 12: Organizational Change, Development, and Innovation

Course Format Overview

Textbook: The textbook contains the majority of the course content you will acquire. Please ensure to read all of the assigned chapters, and don't skip over text in boxes. The stories/additional knowledge in the boxes will help to solidify your learning.

Instructor Notes: First, we will have an instructor notes component. Now, you should know that my notes will be used to supplement the material in the textbook. For the most part, I won't be regurgitating all the information you've read. My notes will focus only on a few of the more complex issues and concepts discussed in the textbook—I'll try to expand on them and give additional examples to help with your understanding. In addition, I will at times, as needed, introduce new content relevant to a particular topic that I think is important for you to know but that was not covered in your textbook.

Online Discussions: For each Unit, you should be prepared to share ideas regarding the text readings. I'd really like to create a very open climate in this course and that means making people feel comfortable to open up and share with others. In order to facilitate this, I ask that you be sensitive to others’ perspectives and ideas and recognize that often times, there isn't one single correct response to questions. Now, I'm not saying that I don't want you to challenge each other and myself; debates are a fantastic source for learning. I'm simply asking that you be sensitive to others’ feelings, and try to be diplomatic if you disagree with others----learning how to do this will really improve your facilitation and interpersonal skills in the real world.

Applied Experiential Exercises: We'll also be doing a mixture of other applied activities to get you thinking about and applying what you’ve learned. In fact, for most units, I have created some real world applications of the information you’re learning. And we’ll
be reading and discussing a number of cases that illustrate our topics of study in real world situations. These are not graded but will enhance your learning of the course material in practical, and often fun ways. So, I strongly encourage you to take the initiative to do these exercises.

**Practice Applied Quizzes**

For each Unit, I have created a practice applied quiz for you to use to test your knowledge of the Unit content – in particular, whether you can effectively apply the knowledge you acquired. These practice quizzes are VERY similar to what you will see on the Applied Quizzes. Thus, I strongly encourage you to take these quizzes each week.

**Learning Resources**

*Required Textbook(s)*

Title: Organizational Behaviour: Understanding and Managing Life at Work  
Author(s): Gary Johns & Alan M. Saks  
Publisher: Pearson Education, Toronto  
ISBN: 978-0133347500

You may purchase the textbook(s) at the [University of Guelph Bookstore](https://www.uoguelph.ca/library/bookstore) or the [Guelph Campus Co-op Bookstore](https://www.uoguelph.ca/library/co-op).

**eReserve**

For this course you will be required to access electronic resources through the University of Guelph McLaughlin Library. To access these items visit the eReserve link in the top navigation bar. Note that you will need your Central Login ID and password in order to access items on reserve.

For further instructions on accessing reserve resources, visit [How to Get Course Reserve Materials](https://www.uoguelph.ca/library/reserves).

If at any point during the course you have difficulty accessing reserve materials, please contact the e-Learning and Reserve Services Staff at:

Tel: [519-824-4120 ext. 53621](tel:519-824-4120%20ext.%2053621)  
Email: [libres2@uoguelph.ca](mailto:libres2@uoguelph.ca)  
Location: McLaughlin Library, First Floor, University of Guelph
Schedule: Week 1

Unit 01: Introduction to Organizational Behaviour (OB) and Evidence-Based Management (EBM)

Required Reading

Website:
- Unit 1 Content

Textbook:
- Chapter 1

eReserve:

Activities & Assignments

Is OB Just Common Sense?

Weekly Video: TedTalk – How to run a business with (almost) no rules by Richard Semler

Video Quiz

Bonus Video & Video Quiz: TedTalk – Battling bad science by Ben Goldacre

Practice applied questions
Schedule: Week 2

Unit 02: Personality and Learning

Required Reading

Website:

Unit 2 Content

Textbook:

Chapter 2

Activities & Assignments

Weekly Video: TedTalk – The power of introverts by Susan Cain

Video Quiz

Bonus Video & Video Quiz: Watch segment of The Corporation

Practice applied questions

Applied Quiz 1
Schedule: Week 3

Unit 03: Perception, Attribution, and Diversity

Required Reading

Website:

Unit 3 Content

Textbook:

Chapter 3

Activities & Assignments

Weekly Video: TedTalk – Colour Blind or Color Brave by Mellody Hobson

Video Quiz

Practice applied questions
Schedule: Week 4

Unit 04: Values, Attitudes and Work Behaviour

Required Reading

Website:

Unit 4 Content

Textbook:

Chapter 4

Activities & Assignments

Weekly Video: TedTalk – The happy secret to better work by Shawn Achor

Video Quiz

Practice applied questions

Applied Quiz 2
Schedule: Week 5

Unit 05: Theories of Work Motivation and Motivation in Practice

Required Reading

Website:
  Unit 5 Content

Textbook:
  Chapter 5 & 6

Activities & Assignments
  Weekly Video: TedTalk – The puzzle of motivation by Dan Pink
  Video Quiz
  Practice applied questions
  Applied Quiz 3
Schedule: Week 6

Unit 06: Leadership

Required Reading

Website:

Unit 6 Content

Textbook:

Chapter 9

eReserve:

Paul Hersey, Ken Blanchard and Walter Natemeyer's Situational Leadership, Perception and the Impact of Power

Activities & Assignments

Weekly Video: TedTalk – How great leaders inspire action by Simon Sinek

Video Quiz

Practice applied questions
Schedule: Week 7

Unit 07: Decision Making AND Groups and Teamwork

Required Reading

Website:

Unit 7 Content

Textbook:

Chapter 11 & 7

Activities & Assignments

Weekly Video: TedTalk – The paradox of choice by Barry Schwartz

Video Quiz

Practice applied questions

Applied Quiz 4
Schedule: Week 8

Unit 08: Social Influence, Socialization, & Culture

Website:

Unit 8 Content

Textbook:

Chapter 8

eReserve:

Harnessing the Science of Persuasion (alternatively you can view YouTube video)

Activities & Assignments

Weekly Video: Watch the video Quiet Rage

Video Quiz

Bonus Weekly Video & Video Quiz: TedTalk – The psychology of evil by Philip Zimbardo

Cautionary Note: This video contains some nudity and disturbing images. If you are uncomfortable in watching such images, you may skip over that part of the video (it runs from 5:12-6:48). A warning is given in the video before the images are presented.

Practice applied questions
Schedule: Week 9

Unit 09: Communication, Power, Politics and Ethics

Required Reading

Website:

Unit 9 Content

Textbook:

Chapter 12 & 10

Activities & Assignments

Weekly Video: TedTalk – Your body language shapes who you are by Amy Cuddy

Video Quiz

Practice applied questions
Schedule: Week 10

Unit 10: Conflict, Stress and Assessments

Required Reading

Website:
Unit 10 Content

Textbook:
Chapter 13

Activities & Assignments

Weekly Video: TedTalk – How to make stress your friend by Kelly McGonigal

Video Quiz

Practice applied questions
Schedule: Week 11

Unit 11: Organizational Structure, Environment, Strategy & Technology

Required Reading

Website:

   Unit 11 Content

Textbook:

   Chapter 14 & 15

Activities & Assignments

   Weekly Video: TedTalk – Why work doesn’t happen at work by Jason Fried

   Video Quiz

   Practice applied questions
Schedule: Week 12

Unit 12: Organizational Change, Development, and Innovation

Required Reading

*Website:*

  Unit 12 Content

*Textbook:*

  Chapter 16

Activities & Assignments

  Weekly Video: TedTalk – Tales of creativity and play by Tim Brown

  Video Quiz

  Have it Working for Monday Morning Case – There are four parts to this case; the case is integrated into the Instructor Notes, so it is important that you read each part when instructed to in the Instructor Notes

  Practice applied questions
Course Evaluation

The grade determination for this course is indicated in the following table.

Table 1: Course Evaluation

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Video Quizzes (12 @ 1%)</td>
<td>12%</td>
</tr>
<tr>
<td>Applied Quizzes (4 @ 8%)</td>
<td>32%</td>
</tr>
<tr>
<td>Participation (2 @ 8%)</td>
<td>16%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Course Policies

Expectations: Student Role

One thing that organizational psychologists try to assist organizations with is managing expectations. Research and lots of practical experience have demonstrated the importance of creating very clear expectations for employees. It is equally important that management be aware of employees’ expectations of them. So, applying this to our situation, it is important for you to understand exactly what I expect of you and for me to understand what you expect of me. Let’s start with my expectations of you.

Attend

Your course website acts as your classroom. Because interaction is central to the course and your learning, I expect you to visit the course website regularly (you should plan on visiting 3-5 times per week) to find out what to do, get help and talk to your instructor and your classmates and to participate and contribute to the learning.

Prepare

You are expected to read assigned material and to be fully prepared for discussion every week. I will create Topic of the Week conference area where you can contribute to discussion on the weekly course topic(s). Unsupported opinion will not substitute for informed discussion. As you are likely aware of by now, it is very easy to fall behind on your readings. Learning is most successful when done over time and with practice. Therefore, to do your best in this course you must keep up with the weekly readings and learning activities.
Make sure that you complete the required readings. I really can’t stress the importance of this enough. Every term I have students do poorly on quizzes and exams because they did not keep up with their readings and instead tried to cram it all in just before a test.

In my Instructor Notes, I will be working under the assumption that you are familiar with the content in the text and so you will have difficulty following my notes if you have not done the readings (e.g., I might not elaborate on or define certain concepts I am discussing). My notes will not be a regurgitation of the textbook material—I’ll be introducing new information. All of this information is fair game for quizzes and exams and so it is important that you don’t miss out on learning this stuff.

Learning—the type that sticks with you—takes time and practice. If you read (and really think about and make sure you understand) the material before reading my instructor notes, my notes will serve to reinforce and clarify that learning. Then, when it comes time for the test, you should have already learned everything—at that point you should just be REMINDING yourself about what you previously learned and practicing it so that you know it very well. Preparation for each unit will likely take between 3-4 hours depending on the length of the readings and other preparations required of you (as these vary from unit to unit).

Engage

I expect all students to get involved in on-line discussions. As I mentioned previously, I really want this to be a comfortable and fun learning environment. I want everyone to feel that can safely share their views. Sometimes it can be a little intimidating to share when we know that we hold ideas that are different from others. This is why I want all of us to be respectful of others’ views regardless of whether they differ from our own. We are all different, we come from different places, we have had different life experiences and values, and so on. Different is not wrong—different is interesting and should be celebrated; differences among us also present an excellent opportunity to learn from each other. 

Take responsibility for your learning

Finally, you are all adults and so I expect that you will take personal responsibility for learning. I will provide you with all that you need to do well in this class, however, how well you do is entirely up to you. It will depend on how much effort you put into it.

Additional Notes

If you are registered with the Centre for Students with Disabilities and will require some form of accommodation in the completion of the required learning activities for this course, please contact me during the first week of classes.

Can you think of any other important expectations that I should have included here? Does anyone feel that these expectations are too high? If so, please feel free to send
me an email or to make a suggestion on the discussion board (in the “Questions/Comments for Instructor” area).

**Expectations: Instructors Role**

What should you expect of me? I’ve taken the liberty in coming up with a few things to start us off.

First, it is my intention to provide you with clear expectations and a well-structured course. To achieve this, I’ve already made my expectations of you quite clear, and I’ve included a tentative schedule of the materials and topics that we will be covering throughout the course. If we do end up having to move something (for whatever reason) I will commit to giving you as much notice about the change as possible. Other than that, we will try to follow the class schedule as closely as possible.

Further, at the end of each Unit, I will tell you what you will need to do to prepare for the next Unit. Please keep a close watch of our News web page. If I have to make changes or notify you of anything, I’ll post a notice there. Finally, I’ve provided you with all the information you need to do well on each course assessment (see Assignments).

I will also try to foresee and prepare for any questions you might have regarding the readings. And if I am unable to answer a question of yours initially, I will do my best to find that answer for you.

As you now know a large component of my research is organizational justice—AKA fairness. So, you can expect fairness from me. I will try to be fair to each individual in the course but you must understand that I am trying to balance fairness within a course of individuals. This means that, what you might perceive to be fair for you the individual may, in the big picture, be unfair for the rest of the students. So, I will do my best to weigh individual and group issues when trying to arrive at fair decisions.

**Grading and Feedback**

In terms of grading, I will do my best to ensure that you know what to expect both on quizzes and on the final exam. The marking schemes will be standardized to ensure consistency in marking—everyone will be marked against the same criteria.

Assignments will be marked within two weeks of the due date. Grades will be posted on the course website for all work completed within a maximum of two weeks after the assignment due date.

As we’ll learn a bit later on in the course, a big component of perceived fairness is having voice. In other words, I want you to know that I am open to hearing your thoughts, feelings, and concerns and I will consider them when I make my decisions.

I am happy to discuss your assignments and/or exam results if required. I will also aim to provide you with valuable developmental feedback that will be useful to you in
improving future work. However, you need to remember that my goal is to find the fairest decision for the group.

So, please feel free to contact me if you have any concerns—my door is always open. Actually, my inbox is always open!

My availability is greatest over email. Much of my work and research takes me off campus, however, if you would like to meet with me in person, please feel free to ask me for a meeting.

**Communication**

While I endeavour to check my email daily, students can reasonably expect a response from me within 48/72 hours. Also, I will be communicating with you via your central email account <uoguelph.ca> from time to time. You are required to check this account on a regular basis. Please be advised that I will not edit my mailing list to your hotmail/yahoo etc. account.

Are there any other expectations that you have of me that I should be aware of? Remember, I can’t meet your expectations if I am not aware of what they are. If there are some additional expectations, again, please feel free to contact me to discuss.

**Technical Requirements**

Students are responsible for ensuring that their computer system meets the necessary specific technical requirements of their program.

**Technical Support**

If you need any assistance with the software tools or the website, contact the Open Learning and Educational Support (OpenEd) Help Desk.

Open Learning and Educational Support  
University of Guelph  
Day Hall, Room 211  
Email: help@OpenEd.uoguelph.ca  
Tel: 519-824-4120 ext. 56939  
Toll-Free (CAN/USA): 1-866-275-1478

**Hours of Operation (Eastern Time):**
Monday - Friday: 8:30am – 8:30pm  
Saturday: 10:00am – 4:00pm  
Sunday: 12:00pm – 6:00pm
Policies and Procedures

As a student of the University of Guelph, it is important for you to understand your rights and responsibilities and the academic rules and regulations that you must abide by.

If you are a registered University of Guelph Degree Student, consult the Undergraduate Calendar for the rules, regulations, curricula, programs and fees for current and previous academic years.

If you are an Open Learning Program Student, consult the Open Learning Program Calendar for information about University of Guelph administrative policies, procedures and services.

Email Communication

University of Guelph Degree Students

As per university regulations, all students are required to check their uoguelph.ca e-mail account regularly: e-mail is the official route of communication between the University and its students.

Open Learning Program Students

Check your email account (the account you provided upon registration) regularly for important communications, as this is the primary conduit by which the Open Learning and Educational Support will notify you of events, deadlines, announcements or any other official information.

When You Cannot Meet Course Requirements

When you find yourself unable to meet an in-course requirement due to illness or compassionate reasons, please advise your course instructor in writing, with your name, ID number and email contact.

University of Guelph Degree Students

Consult the Undergraduate Calendar for information on regulations and procedures for Academic Consideration.
Open Learning Program Students

Please refer to the Open Learning Program Calendar for information on regulations and procedures for requesting Academic Consideration.

Drop Date

University of Guelph Degree Students

The last date to drop one-semester courses, without academic penalty, is indicated in the Schedule section of this course website. See the Undergraduate Calendar for regulations and procedures for Dropping Courses.

Open Learning Program Students

Please refer to the Open Learning Program Calendar.

Copies of Assignments

Keep paper and/or other reliable back-up copies of all assignments: you may be asked to resubmit work at any time.

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment.

University of Guelph Degree Students

Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email SAS or visit the SAS website.
Open Learning Program Students

If you are an Open Learning program student who requires academic accommodation, please contact the Academic Assistant to the Director. Please ensure that you contact us before the end of the first week of your course (every semester) in order to avoid any delays in support. Documentation from a health professional is required for all academic accommodations. Please note that all information provided will be held in confidence.

If you require textbooks produced in an alternate format (e.g., DAISY, Braille, large print or eText), please contact the Academic Assistant to the Director at least two months prior to the course start date. If contact is not made within the suggested time frame, support may be delayed. It is recommended that you refer to the course outline before beginning your course in order to determine the required readings.

The provision of academic accommodation is a shared responsibility between OpenEd and the student requesting accommodation. It is recognized that academic accommodations are intended to “level the playing field” for students with disabilities.

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University’s policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar.

Acceptable Use

The University of Guelph has an Acceptable Use Policy, which you are expected to adhere to.
Copyright Notice

All content within this course is copyright protected. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course, or have been copied under an exception or limitation in Canadian Copyright law.

The fair dealing exemption in Canada’s Copyright Act permits students to reproduce short excerpts from copyright-protected materials for purposes such as research, education, private study, criticism and review, with proper attribution. Any other copying, communicating, or distribution of any content provided in this course, except as permitted by law, may be an infringement of copyright if done without proper license or the consent of the copyright owner. Examples of infringing uses of copyrighted works would include uploading materials to a commercial third party web site, or making paper or electronic reproductions of all, or a substantial part, of works such as textbooks for commercial purposes.

Students who upload to CourseLink copyrighted materials such as book chapters, journal articles, or materials taken from the Internet, must ensure that they comply with Canadian Copyright law or with the terms of the University’s electronic resource licenses.

For more information about students’ rights and obligations with respect to copyrighted works, see Fair Dealing Guidance for Students.

Grades

The assignment of grades at the University of Guelph is based on clearly defined standards, which are published in the Undergraduate Calendar for the benefit of faculty and students.

Grading System

In courses, which comprise a part of the student's program, standings will be reported according to the following schedule of grades:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>Letter Grade</td>
<td>Percentage</td>
</tr>
<tr>
<td>-------------</td>
<td>------------</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
</tr>
<tr>
<td>C</td>
<td>64-66</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
</tr>
<tr>
<td>D</td>
<td>53-56</td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
</tr>
</tbody>
</table>

**Statement of Students’ Academic Responsibilities**

Your success as a student depends above all on your own response to the opportunities and responsibilities that the university environment provides. The University of Guelph is committed to supporting you in your intellectual development and responding to your individual needs. To this end, a broad network of advising, counselling, and support services is provided to assist you in meeting your personal and academic goals.

For more information on your responsibilities as a student, see [Statement of Students’ Academic Responsibilities](#).

**Plagiarism Detection Software**

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

**Recording of Materials**

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.
Religious Holidays

Should a student need to miss scheduled tests, mid-term examinations, final examinations, or requirements to attend classes and participate in laboratories for religious reasons, please advise the instructor within two weeks of the distribution of this course outline so that alternate arrangements can be made.