

Course ID:	Course Title:	Winter 2020
BUS 382	Consumer Behaviour	Prerequisite: BUS 280
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Mon & Wed	Instructor:	Joni Avram, BA, JD, MSc (pending)	First day of classes:	Tue, Jan 7, 2020
Time:	4.00pm – 5.15pm	Email:	joni@causeeffect.ca	Last day to add/drop, or change to audit:	Sun, Jan 19, 2020
Room:	A2212	Phone:	403.617.5496 (call or text)	Last day to request revised exam:	Mon, Mar 9, 2020
Lab/ Tutorial:	N/A	Office:	N/A	Last day to withdraw from course:	Fri, Mar 20, 2020
Office Hours:	N/A	Office Hours:	By appointment only	Last day to apply for coursework extension:	Mon, Mar 30, 2020
Final Exam:	TBD			Last day of classes:	Thu, Apr 9, 2020

Course Description

This course familiarizes students with the role of human, cultural, and social influences in consumer decision-making. These topics are examined to enable marketers to better understand customers, positively influence their behaviour, and meet their expectations.

Expected Learning Outcomes

Upon successful completion of this course, students will:

- 1) Demonstrate an understanding of principles of consumer behaviour, including terminology and concepts, especially the concept of consumer value;
- 2) Demonstrate an understanding of various influences on consumer behaviour including the Mindspace framework and ethical considerations related to influencing behaviour;
- 3) Apply critical thinking skills to marketing scenarios and case studies in an analytic manner;
- 4) Develop skills in managing and implementing group and individual projects, and practice oral communication, presentation, and facilitation skills.

Instructor Comments

We now have more data on consumers than ever before, but do we actually understand what makes them tick? This course will explore the underlying motivators that drive consumer behaviour. We'll bring the content to life through real life case studies, class discussion, in-class exercises, personal reflection and analysis. My goal is to build a classroom environment that encourages conversation, curiosity, and critical thinking – leading to confidence. Please contribute constructively to class discussions and maximize the experience for all by reading the assigned material before coming to class each day.

Textbooks and Readings:

Babin, B. J., Harris, E. G., & Murray, K. B. (2017). *CB: Consumer Behaviour* (second Canadian edition). Toronto, ON: Nelson. ISBN: 978-0-17-657038-5.

Dolan, P., Hallsworth, M., Halpern, D., King, D., Metcalfe, R., & Vlaev, I. (2012). Influencing behaviour: The mindspace way. *Journal of Economic Psychology*, 33(1), 264–277. <http://pauldolan.co.uk/wp-content/uploads/2012/02/Influencing-behaviour-the-mindspace-way.pdf>

Thaler, R. The Power of Nudges, for Good and Bad, *New York Times*. October 31, 2015.

<https://www.nytimes.com/2015/11/01/upshot/the-power-of-nudges-for-good-and-bad.html>

Course Schedule

Note: The dates and order of topics outlined in this schedule may be subject to change at the instructor's discretion throughout the term. Any changes will be communicated in advance.

Date	Class Topic/Chapter Title	Readings
Jan 8	Course Overview & Introductions	N/A
Jan 13	What is CB?	Babin 1 & 2 and 5-2a
Jan 15	Understanding value: consumer research methods Assignment #1 (Part 1)	N/A
Jan 20	Understanding value: consumer research methods Assignment #1 (Part 2)	N/A
Jan 22	Brand as Mentor Personality, Lifestyles & Self-Concept	Babin 6-2b, 6-4 & 6-5
Jan 27	Consumer Culture and Communication Context	Babin 8-1 & 9-2
Jan 29	Mindspace: Changing Attitudes & Behaviour <ul style="list-style-type: none">• Messenger Effect• Incentives• Norms	Dolan et al, 2012 (primary) Babin 7-6 & 10 (optional)
Feb 3	TBC: Guest Speaker	N/A
Feb 5	Mindspace: Changing Attitudes & Behaviour <ul style="list-style-type: none">• Defaults	Dolan et al, 2012 Babin 4-1

	<ul style="list-style-type: none"> • Salience • Priming 	
Feb 10	Mindspace: Changing Attitudes & Behaviour <ul style="list-style-type: none"> • Affect • Commitment • Ego 	Dolan et al, 2012 Babin 5-3 and 5-4
Feb 12	Midterm Review	
Feb 18/20	No Class: Spring Break	N/A
Feb 24	Midterm Exam	
Feb 26	Guest speaker. Possible topic: Audience Segmentation	N/A
Mar 2	Consumer Satisfaction	Babin 14-1 to 14-4
Mar 4	Assignment #2 Written Component due at class start time Assignment #2 Presentations (Day One)	N/A
Mar 9	Assignment #2 Presentations (Day Two)	N/A
Mar 11	Guest speaker. Possible topic: Big data and online behaviour.	N/A
Mar 16	Consumer Satisfaction	Babin 14-1 to 14-4
Mar 18	Consumer Relationships Possible: Guest speaker. Negative word of mouth/bad reviews.	Babin 15-2 to 15-5
Mar 23	Guest speaker. Possible topic: experimental methods.	N/A
Mar 25	Marketing Ethics & Consumer Misbehaviour	Babin 16-2
Mar 30	Guest speaker. Topic TBC	N/A
Apr 1	Assignment #3 Written Component due at class start time Assignment #3 Presentations (Day One)	N/A
Apr 6	Assignment #3 Presentations (Day Two)	N/A
Apr 8	Assignment #3 Presentations (Day Three, if needed) Last Class: Semester Review / Reflection	N/A

Requirements

Course grading and evaluation will be conducted according to the following:

Class Participation/Attendance	10.0%
Assignment #1 – Student Values Analysis	5.0%
Assignment #2 – Consumer Orientation Analysis	20.0%
Assignment #3 – Individual CB Project	30.0%
Midterm	15.0%
Final Exam (Cumulative)	20.0%

Note: To pass the course, students must achieve an overall grade of at least 50% and receive a passing grade on the average of all individual assignments.

Grade Summary

The available letters for course grades are as follows:

<i>% Grade</i>	<i>Letter Grade</i>	<i>Description</i>
95% to 100%	A+	
90% to 94%	A	Excellent
85% to 89%	A-	
80% to 84%	B+	
76% to 79%	B	Good
72% to 75%	B-	
68% to 71%	C+	
64% to 67%	C	Satisfactory
60% to 63%	C-	
55% to 59%	D+	
50% to 54%	D	Minimal Pass
0% to 49%	F	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Assignments are due by the day/time specified. Any late assignments will be docked 5% for each day the assignment is late. Any exceptions to this rule remain the instructor's sole discretion.

Attendance & Class Participation (10%)

Please come to class prepared to engage in group discussion. The readings will be valuable to our learning this semester, but I am also interested in everyone learning *how* to apply the material to the real-world scenarios. Students will learn from me, from the course materials, and from each other. Students are expected to 1) complete assigned readings in advance of class, 2) attend all classes, and 3) participate actively in class discussions. If you do not complete assigned readings in advance, it will be obvious in the class discussions. I may note that class as an absence. I will also use the Group Discussions component of your grade to assess your individual contribution to the group assignments.

Classes with guest speakers: come prepared with questions about topics pertaining to the guest speaker's expertise. You will be provided with information about the guest speakers (i.e. LinkedIn profiles) and any advance reading ahead of the class they speak in. Absences on presentation days will count as two absences.

If external circumstances (i.e. athletics games) or illness prevent you from attending or adequately preparing for a class, please let me know **ahead of time** so that this can be taken into account, as repeated absences from class will negatively impact your individual participation grade. It remains the instructor's sole discretion to determine whether any absence(s) will affect the Attendance component of the final grade.

Grading Rubric – Class Participation/Attendance

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Attendance (40%) (Excludes certain excused absences such as Ambrose out-of-town games)	Attends all classes or misses one class (100%). Misses two classes (90%).	Misses three classes (80%).	Misses four classes (70%). Misses five classes (60%).	Misses six or more classes (0%)
Group Discussions. Professionalism and Contribution Quality (60%) Quality (depending upon context): pursues thoughtful and rigorous lines of discussion, addresses relevant issues, builds on others' ideas, synthesizes across readings and discussions, challenges assumptions and perspectives, expands the group's perspective.	Contributes great effort to group discussions; shares thoughts and ideas; is always prepared to respond to impromptu in-class questions. Input is always of high quality.	Contributes good effort to group discussions; mostly shares thoughts and ideas; is mostly prepared to respond to impromptu in-class questions. Input is mostly of high quality.	Contributes occasionally to group discussions; occasionally shares thoughts and ideas; is sometimes prepared to respond to impromptu in-class questions. Input is occasionally of high quality.	Seldom contributes to group discussions; seems disinterested; is not prepared to respond to impromptu in-class questions. Input is seldom or not of high quality.

Assignment #1 Student Values Analysis – in class evaluation in two parts (5%)

One of the best ways to understand consumer behaviour is to consider the decision-making process of you and your peers in choosing a university. Why did Ambrose students choose to attend university here rather than elsewhere? This assignment will be conducted in two parts. 1) After discussing elements of qualitative research in class, we'll work as a class to develop a one-on-one interview questionnaire. Then, working in teams of two, you'll spend time in class conducting the interview. The interviewer will be responsible for taking notes. The interviewee will be responsible for uploading the notes on Moodle. 2) During the next class, we'll split the class in two groups: one group will actively participate in a focus group on why you chose to attend Ambrose University; this group will use sticky notes to answer questions fielded by the facilitator (me); the other group will organize the answers into categories/themes on a wall. Together, we'll analyze the responses, discuss how these values are unique to Ambrose, and how these values could be more fully represented in Ambrose communication, marketing content, and on-campus experiences.

Rubric Criteria (weight)	Excelling (100%)	Accomplished (75%)	Developing (50%)	Not Complete (0%)
Critical Thinking & Analysis	Goes above and beyond in offering critical thinking and analysis and wholly engaged in the assignment.	Student identifies the most obvious issues. Student is fairly critical and engaged in the assignment.	Student only made a half-hearted attempt to participate in the assignment. Little critical analysis.	No participation or analysis offered.

Assignment #2 – Consumer Orientation Analysis (20%)

This assignment will be conducted with a partner. Choose your partner and your topic by **January 15th** and email me once you have decided who that person will be. The deliverable for this option is a 1200-word (minimum) to 1500-word (maximum) analysis, written in APA format, and a presentation to the class about your findings. Please cite references appropriately using the APA format. Spelling and grammar count. Please proofread your submission.

You and your partner will have a maximum of 10 minutes to present your findings to the rest of the class. Please plan accordingly. This presentation must include presentation slides that supplement your oral presentation.

Once complete, please submit the written assignment in either .doc or .docx format and the presentation slides in .pdf format, both via Moodle.

Assignment:

As a team, you will analyze the consumer orientation of a retail outlet (grocery, clothing, cosmetics, toys etc.) of your choice. Specifically, you are required to:

- 1) Evaluate the consumer-orientation of the retail store;
- 2) Analyze how the concepts we have discussed in class so far are (or are not) employed by the store through various consumer-facing touchpoints; and
- 3) Discuss how that consumer-orientation influences consumer behaviour.

Process:

Visit the store's website to consider aspects of the store's consumer-orientation. Walk around the store and try to identify the strengths and weaknesses of the store's consumer-orientation. In your analysis, describe what type of store you are analyzing, describe the current consumer-orientation (based on your observations and personal experience), analyze this orientation

(identifying and analyzing the concepts covered in class), and then come up with suggestions to enhance the consumer-orientation of the store based on your analysis. In your analysis please refer to the materials we have reviewed in class. In addition, please search for further consumer-orientation literature that can help you with your analysis. You are encouraged provide a few pictures and a map of the store to support your arguments.

Duplicate stores will not be allowed. Once you decide on a specific store, please reserve it in the assignment discussion forum. If another group has already reserved the store, choose another. If you change your mind, please update the forum accordingly. Note: Please ensure the store name is included in the post subject line of your post, for easy reference by other students.

Grading Rubric – Written Component (12.5% of Final Grade)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Content & Analysis	Goes above and beyond in the analysis. Student is thorough and insightful. Analysis provides depth on the topic.	Student identifies the most obvious issues. Student is somewhat thorough and insightful in analyzing the commercial.	Student is not thorough or insightful but does address the content required by the assignment.	Student does not address any issues beyond obvious ones. There is little to no depth in the analysis.
Mechanics (40%)	Analysis demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style.	Analysis displays good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability and usability of the work.	Analysis shows that mechanics are an area of concern. Reflection contains a moderate number of grammatical, punctuation, spelling, formatting and writing style errors.	Analysis lacks basic control over mechanics and contains excessive proof-reading errors.

Grading Rubric – Presentation Component (7.5% of Final Grade)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Communication and Delivery (60%)	Oral presentation delivered with clear, confident, well-paced voice so that all audience members can hear presentation. Awareness of audience demonstrated through physical presence and eye contact (rarely referring to notes or slides). Generate(s) significant enthusiasm about topic. Presenters show interest and enthusiasm.	Oral presentation delivered with clear, mostly confident voice so that most audience members can hear presentation. Awareness of audience partially demonstrated through physical presence and eye contact (occasionally referring to notes or slides). Generates some interest about topic. Presenters largely show interest in topic.	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members have some difficulty hearing. Sense of audience wavers (e.g. presentation largely read from notes or slides with little eye contact). Generates little interest about topic. Presenters show some interest in topic.	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members at back of class have difficulty hearing. Unfocused sense of audience (e.g. looks only at notes or away from audience). Generates little or no interest about topic. Presenters lack interest in topic.
Creativity, Graphics, Structure and Mechanics (40%)	Presentation is made insightfully, creatively or skillfully. Innovatively or expertly prepared graphics used throughout the entire presentation. Presenters explain and	A good attempt is made to provide insight or creativity to the presentation. Graphics largely used throughout presentation and relate to the text and presentation. Information	Little attempt to provide insight or creativity to the presentation. Graphics seldom used. Student seldom supports the text and presentation. Structure of the presentation is not	Little attempt to provide insight or creativity. Graphics not used or do support text and presentation. Lack of structure detracts from message of

	reinforce the text and presentation. Information presented in a very logical, interesting sequence which audience can follow. Conclusion flows from the rest of the presentation. Presentation slides have no misspellings, grammatical errors, or formatting errors.	presented in a mostly logical sequence which audience can mostly follow. Conclusion largely flows from the rest of the presentation. Presentation slides have no more than three misspellings, grammatical errors, or formatting errors.	easy to follow. Conclusion is missing, or if provided, does not flow from the rest of the presentation. Presentation slides have between four to five misspellings, grammatical errors, or formatting errors.	presentation. Points are disjointed and lack transition of thoughts. Presentation slides have more than six misspellings, grammatical errors, or formatting errors
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Assignment #3 – Individual CB Project (30%)

This assignment is designed to show some evidence of significant learning that takes place beyond the classroom and to have you synthesize and apply concepts discussed in class to real-world phenomena. The rationale for this assignment is two-fold:

- (1) You will learn more from the study of a topic in which you have expressed a personal interest, and
- (2) It encourages the expression of creativity—a critical characteristic of a good marketer.

I strongly suggest that you consult with me while preparing this project. Getting feedback, while you are preparing the project, is likely to produce better results. Note that this feedback will not happen at midnight the night before the assignment is due. Please plan ahead.

Guidelines:

1. Select a current brand of interest. Please note that you are NOT allowed to choose the same brand you picked for Assignment #1. If you are taking BUS383 (Marketing Communications) this semester, you may not choose any of the organizations the students are consulting with in that class. If you are taking BUS432 (Recruitment & Selection) this semester, you may not choose the same organization you chose in that class, for this assignment.
2. Once you have picked your brand, “reserve” it by posting in the designated forum in Moodle. Please put your brand name in the subject heading of the post. No duplicate brands allowed.
3. Acquire background information on this brand. You can find background information from applied/commercial publications (e.g., The Globe and Mail, National Post, Maclean’s, Marketing, Advertising Age, Business Week, Forbes, Fortune, New York Times, Wall Street Journal, etc.), or information available on corporate websites. In addition, you may want to consider contacting organizations to ask for the information you need.
4. Analyze the brand’s consumer content (website, advertising, social posts) by **applying three to four concepts or theories** that you have learned in this course. Your analysis should include an explanation of consumer behaviour concepts or theories, of how the brand relates to/applies to these concepts or theories, and an evaluation on the effectiveness. You could also include suggestions for improving the brand (what’s not there that should be?).
5. Also, it will be useful to provide some background information relevant to the brand, and its product category.
6. You are encouraged to show (in your presentation) and submit as exhibits (with your final paper) items such as sample ads and/or other promotional materials, TV/radio commercial transcripts/descriptions/URLs, website materials, packages, and any other relevant marketing artifacts. These should be included in the appendix.

7. The written component must be 3000 words (minimum) to 4000 words (maximum). The word count does not include the title page, references or appendix.
8. References are required for any information cited (including the textbooks). Please cite all references using either the APA format or by using Footnotes. Be consistent in whatever format you choose.
9. Please submit assignment in .doc, .docx or .pdf format, in a single document, into Moodle by the assignment deadline.
10. You will have a **maximum** of 10 minutes to present your findings to the rest of the class followed by a 2-3 minute Q&A session.
11. For those listening to the presentation, I expect a very engaged Q&A session. Please note that your class participation grade will be affected by your level of engagement, interaction, and asking of relevant questions to the presenter.

Grading Rubric – Written Component (20% of Final Grade)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Critical Thinking (60%)	Goes above and beyond in the analysis. Student is thorough and insightful. Analysis provides depth on the topic.	Student identifies the most obvious issues. Student is somewhat thorough and insightful in analyzing the commercial.	Student is not thorough or insightful but does address the content required by the assignment.	Student does not address any issues beyond obvious ones. There is little to no depth in the analysis.
Mechanics (40%)	Analysis demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style. To get 100%: Analysis is perfect mechanically.	Analysis displays good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability and usability of the work.	Analysis shows that mechanics are an area of concern. Reflection contains a moderate number of grammatical, punctuation, spelling, formatting and writing style errors.	Analysis lacks basic control over mechanics and contains excessive proof-reading errors.

Grading Rubric – Presentation Component (10% of Final Grade)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Communication and Delivery (60%)	Oral presentation delivered with clear, confident, well-paced voice so that all audience members can hear presentation. Awareness of audience demonstrated through physical presence and eye contact (rarely referring to notes or slides). Generate(s) significant enthusiasm about topic. Presenters show significant interest and enthusiasm in topic.	Oral presentation delivered with clear, mostly confident voice so that most audience members can hear presentation. Awareness of audience partially demonstrated through physical presence and eye contact (occasionally referring to notes or slides). Generates some interest about topic. Presenters largely show interest in topic.	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members have some difficulty hearing. Sense of audience wavers (e.g. presentation largely read from notes or slides with little eye contact). Generates little interest about topic. Presenters show some interest in topic.	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members at back of class have difficulty hearing. Unfocused sense of audience (e.g. looks only at notes or away from audience). Generates little or no interest about topic. Presenters lack interest in topic.

<p>Creativity, Graphics, Structure and Mechanics (40%)</p>	<p>Presentation is made insightfully, creatively or skillfully. Innovatively or expertly prepared graphics used throughout the entire presentation. Presenters explain and reinforce the text and presentation. Information presented in a very logical, interesting sequence which audience can follow. Conclusion flows from the rest of the presentation.</p> <p>Presentation slides have no misspellings, grammatical errors, or formatting errors.</p>	<p>A good attempt is made to provide insight or creativity to the presentation. Graphics largely used throughout presentation and relate to the text and presentation. Information presented in a mostly logical sequence which audience can mostly follow. Conclusion largely flows from the rest of the presentation.</p> <p>Presentation slides have no more than three misspellings, grammatical errors, or formatting errors.</p>	<p>Little attempt to provide insight or creativity to the presentation. Graphics seldom used. Student seldom supports the text and presentation. Structure of the presentation is not easy to follow. Conclusion is missing, or if provided, does not flow from the rest of the presentation.</p> <p>Presentation slides have between four to five misspellings, grammatical errors, or formatting errors.</p>	<p>Little attempt to provide insight or creativity. Graphics not used or do support text and presentation. Lack of structure detracts from message of presentation. Points are disjointed and lack transition of thoughts.</p> <p>Presentation slides have more than six misspellings, grammatical errors, or formatting errors</p>
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Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.