

Course ID:	Course Title:	Winter 2018	
BUS 382	Consumer Behaviour	Prerequisite:	BUS280
		Credits:	3

Class Information		Instructor Information		Important Dates	
Days:	Tue & Thu	Instructor:	Dr. Tim Vanderpyl, DSL, CPHR	First day of classes:	Thu, Jan 4, 2018
Time:	4.00pm – 5.15pm	Email:	Tim.Vanderpyl@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Jan 14, 2018
Room:	A2131	Phone:	403.462.9364 (call or text)	Last day to request revised exam:	Mon, Mar 5, 2018
Lab/ Tutorial:	N/A	Office:	L2052	Last day to withdraw from course:	Fri, Mar 16, 2018
Office Hours:	N/A	Office Hours:	By appointment only	Last day to apply for coursework extension:	Mon, Mar 26, 2018
Final Exam:	Sat, Apr 15, 2018 (0900-1200)			Last day of classes:	Tue, Apr 10, 2018

Course Description

This course familiarizes students with the role of individual lifestyle and personality, and cultural and social influences, in consumer decision-making. These topics are examined with the goal of enabling marketers to better understand customers and meet their needs. The course also provides a uniquely Canadian perspective on how products, services, and consumption activities shape people's social experiences.

Expected Learning Outcomes

Upon successful completion of this course, students will have completed the following:

- 1) Students will demonstrate an understanding of principles of consumer behaviour, including terminology, concepts and in particular, the Consumer Behaviour Value Framework;
- 2) Students will demonstrate understanding of internal and external influences on consumer behaviour;
- 3) Students, through demonstrating their critical thinking skills, will apply their substantive knowledge to marketing situations (cases, scenarios) in an analytic manner;
- 4) Students will develop skills in managing and implementing group and individual projects, and will practice oral communication, presentation, and facilitation skills.

Instructor Comments

The study of Consumer Behaviour has evolved quickly as online marketplaces overtake traditional brick and mortar marketplaces. We now have more data on consumers than ever before but may not necessarily understand that behaviour better. With these changes comes opportunity though, for organizations that understand the ever-changing consumer landscape.

This course will explore the behaviour of consumers both in person and online. The assignments will help bring the content to life through reflections, research and consulting projects. You are expected to show a high level of commitment to the course by carefully reading the assigned material **before** coming to class each day. This will enable you to contribute constructively to class discussions and maximize the experience for all class participants.

Textbooks

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 (**Note: Second Canadian edition is required**)

Baer, J. (2016). *Love your haters: How to embrace complaints and keep your customers*. New York: Penguin. ISBN: 9781101980675.

Note that both textbooks are required for this course. You can purchase a Kindle version of the Baer book or paper copies of both textbooks via Amazon or the Ambrose bookstore.

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/Dialogue Posts (to be done before class)
Jan 4	Course Overview & Introduction	N/A
Jan 9	What is CB? Value and the Consumer Behaviour Value Framework	Babin 1 & 2
Jan 11	Consumer Learning	Babin 3
Jan 16	Comprehension, Memory & Cognitive Learning	Babin 4
Jan 18	Motivation & Emotion	Babin 5
Jan 23	Personality, Lifestyles & Self-Concept	Babin 6
Jan 25	Program Day – Classes Cancelled	N/A
Jan 30	Class topic tbd (left blank to allow for guest speakers and schedule adjustments)	tbd
Feb 1	Attitudes & Attitude Change	Babin 7
Feb 6	Consumer Culture	Babin 8
Feb 8	Microcultures	Babin 9
Feb 13	Group & Interpersonal Influence Midterm Review	Babin 10 Baer Intro, 1 & 2

Feb 15	Midterm Exam	N/A
Feb 20/22	No Class: Spring Break	N/A
Feb 27	Consumers in Situations	Babin 11 Baer 3-5
Mar 1	Decision Making 1	Babin 12
Mar 6	Assignment 1 Written Component due at class start time Assignment 1 Presentations (Day One)	N/A
Mar 8	Assignment 1 Presentations (Day Two)	N/A
Mar 13	Decision Making 2	Babin 13
Mar 15	Consumption to Satisfaction	Babin 14
Mar 20	Consumer Relationships	Babin 15 Baer 6-8, Afterword
Mar 22	Class topic tbd (left blank to allow for guest speakers and schedule adjustments)	tbd
Mar 27	Marketing Ethics & Consumer Misbehaviour	Babin 16
Mar 29	Class topic tbd (left blank to allow for guest speakers and schedule adjustments)	tbd
Apr 3	Assignment 2 Written Component due at class start time Assignment 2 Presentations (Day One)	N/A
Apr 5	Assignment 2 Presentations (Day Two)	N/A
Apr 10	Assignment 2 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%
Discussion Board Postings & Mini Assignments	5.0%
Assignment #1 – Advertising or Store Image Assignment (with partner)	20.0%
Assignment #2 – Individual CB Project	25.0%
Midterm	20.0%
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 10% and an additional 10% for each subsequent day the assignment is late. Any exceptions to this rule remain my sole discretion.

Attendance & Class Participation (10%)

I like and expect participation in the classroom. Please come to class prepared to engage in conversations with myself and the other students about relevant topics. The textbooks will be extremely valuable to our learning this semester, but I am also interested in everyone learning “how” to apply the textbooks to your real-world work, now and in the future. The expectation is that students will learn from me, from the course materials, and from each other.

As such, every student is expected to attend all classes and participate actively in class discussions. In general, to “participate” means to contribute, in class, to the collective conversation. This requires that all of the readings be completed in advance of all of the classes. If you do not complete these readings, 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.

For the classes with guest speakers, I will expect all students to 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) 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 my 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) is exemplified, but not limited to, the following: 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.

Discussion Board Postings & Mini Assignments (5%)

Throughout the semester, you will be required to complete five mini assignments. Each mini assignment will comprise a task related to consumer behaviour. Each of these mini-assignments will be worth 1% of your final grade, and will fall under one or more of the following themes:

1. **Current Events** – From a CB perspective, what can we learn from the current event that just happened? (as selected by the instructor)
2. **Article/Textbook Reflection** – What is your personal response/reflection on a designated section of the textbook and/or article selected by the Instructor?
3. **Guest Speaker Reflection** - What is your personal response/reflection to the guest speaker who presented in class?
4. **Task Completion** – I may give you a CB-related task to complete. Details will be provided in Moodle.

The details of each component will be posted in Moodle with specific requirements (length, references, required number of interactions with other students etc.) noted for each response. Please follow those requirements explicitly. Each posting/response will be graded as per the rubric below, and will be assigned one of four grades.

Note that you may choose / not choose to participate in any of these tasks/responses. I will not follow up with you if you choose not to participate, and will simply assign a 0% grade to that component. Late posts/responses will not be accepted for any reason. Also note that I will grade each post individually as per the rubric but will not send you those individual grades until the end of the semester. You are welcome to discuss your individual progress in this area with me at any time during the semester.

Rubric Criteria (weight)	Excelling (100%)	Accomplished (75%)	Developing (50%)	Not Complete (0%)
Critical Thinking & Mechanics (100%)	Goes above and beyond in completing the assignment. Student is critical but professional in answering the posted question. The assignment is perfect mechanically.	Student identifies the most obvious issues. Student is somewhat critical and professional in completing the assignment. There are minor mechanical errors in the assignment.	Student only made a half-hearted attempt to complete the assignment. It felt thrown together and showed little insight or effort. There are substantial mechanical errors in the assignment.	Assignment is not complete by the designated deadline.

Assignment #1 – Store Image or Advertisement Analysis (20%)

This assignment will be conducted with a partner. You may choose from two options (see below). You must choose your partner and your topic by January 16th 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.

Option One: Store Image Assignment

In this option, you will analyze the image of a store. Specifically, you are required to:

- 1) Analyze how the concepts we have discussed in class so far are employed in creating the current store image;
- 2) Evaluate the presented image of a retail store of your choice

You will pick any retail store (grocery, clothing, cosmetics, toys etc.), walk around the store, and try to identify the strengths and weaknesses of the store image. In your analysis, you will describe what type of store you are analyzing, describe the current image, analyze this image (identifying and analyzing the concepts covered in class), and then come up with suggestions to enhance the image 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 store image 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. **First come, first serve.** If another group has already reserved the store then pick another one. 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.

Option Two: Advertisement Review & Analysis

For this option, you will find and analyze an interesting print or online advertisement (non-video format) that is relevant to what we have discussed so far in class.

You will review the product and/or the brand being advertised, previous advertising campaigns, the objective of the advertisement, and your analysis of whether the advertisement is effective or not and why. In addition, you are required to identify **a minimum of three concepts discussed in class** that are employed in the advertisement, analyze how they are employed, and discuss the strengths and/or weaknesses of the way they are employed. Be sure to identify the source of the advertisement (title of magazine, date of issue, link etc.) and attach the advertisement or a copy/photograph of it to your assignment (screenshots are acceptable if online).

Grading Rubric – Assignment #1 – Written Component (12.5% 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	Student identifies the most obvious issues. Student is somewhat thorough and insightful	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.

	provides depth on the topic.	in analyzing the commercial.		
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 – Assignment #1 – 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 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.
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 reinforce the text and presentation. Information presented in a very logical,	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	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	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>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>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>flow from the rest of the presentation.</p> <p>Presentation slides have between four to five misspellings, grammatical errors, or formatting errors.</p>	<p>Presentation slides have more than six misspellings, grammatical errors, or formatting errors</p>
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Assignment #2 – Individual CB Project (25%)

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. First come, first serve. 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 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.
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 – Assignment #2 – Written Component (17% 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 – Assignment #2 – Presentation Component (8% 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.
Creativity, Graphics, Structure and Mechanics (40%)	Presentation is made insightfully, creatively or skillfully. Innovatively or expertly prepared	A good attempt is made to provide insight or creativity to the presentation. Graphics largely used throughout	Little attempt to provide insight or creativity to the presentation. Graphics seldom used. Student seldom supports	Little attempt to provide insight or creativity. Graphics not used or do support text and

	<p>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>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>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>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.