

Course ID:	Course Title:	Winter 2019	
BUS201	Business Communications	Prerequisite:	BUS100
		Credits:	3

Class Information		Instructor Information		Important Dates	
Days:	Wed & Fri	Instructor:	Dr. Tim Vanderpyl, DSL, CPHR	First day of classes:	Fri, Jan 4, 2019
Time:	11.15am – 12.30pm	Email:	Tim.Vanderpyl@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Jan 13, 2019
Room:	A1085-2	Phone:	403.462.9364 (call or text)	Last day to request revised exam:	Mon, Mar 11, 2019
Lab/ Tutorial:	N/A	Office:	L2052	Last day to withdraw from course:	Fri, Mar 22, 2019
Office Hours:	N/A	Office Hours:	By appointment only	Last day to apply for coursework extension:	Fri, Mar 29, 2019
Final Exam:	N/A			Last day of classes:	Fri, Jan 5, 2019

Course Description

This course focuses on communications in a business setting. Students will develop and strengthen their written and oral communication skills in preparation for their ongoing studies and careers. Students will also gain an understanding of the importance of communication skills in a business career. This is an experiential course where students will develop solid skills in writing, listening, problem solving and presenting individually and within groups, both through digital and traditional media.

Expected Learning Outcomes

By the end of the semester, students will be able to:

1. Understand the writing process and be able to write well in various forms and for different purposes;
2. Develop comfort using various digital means of communication;
3. Demonstrate proficiency in grammar and writing mechanics;
4. Develop skills in presenting to a group and a class;
5. Be prepared to apply for future job opportunities by completing a professional resume, cover letter and LinkedIn profile;

Textbook

Guffey, M.E., Loewy, D. & Griffin, E. (2019). *Business Communication: Process and Product* (6th Brief Canadian Edition). Toronto: Nelson Education.

You are required to purchase the digital textbook and MindTap access from <https://bit.ly/2BOTv9P>. This access is required for the course. You may purchase a paper textbook if you so desire. But note that you will still be required to purchase MindTap access on top of the cost of the paper textbook. The Ambrose bookstore will carry a limited number of paper textbooks.

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.

Please refer to MindTap for exact deadlines for each of the MindTap quizzes/assignments.

Date	Class Topic/Chapter Title	Readings (to be done before class)
Jan 4	Course Overview & Introduction	N/A
Jan 9	Business Communication in the Digital Age	Chapter 1
Jan 11	Professionalism	Chapter 2
Jan 16	Intercultural Communication	Chapter 3
Jan 18	Job Searches and Resumes	Chapter 15
Jan 23	Interviewing and Following Up	Chapter 16
Jan 25	LinkedIn Grammar Quizzes 1-4 must be complete by 11.59pm	See Moodle
Jan 30	Course topic left blank to allow for schedule adjustments	See Moodle
Feb 1	Planning Business Messages Assignment #1 due at class start time (11.15am)	Chapter 4
Feb 6	Organizing & Drafting Business Messages	Chapter 5
Feb 8	Revising Business Messages	Chapter 6
Feb 13	Writing in APA style	See Moodle
Feb 15	Short Workplace Messages & Digital Media Grammar Quizzes 5-8 must be complete by 11.59pm	Chapter 7
Feb 20	No Class – Reading Week	N/A
Feb 22	No Class – Reading Week	N/A
Feb 27	No Class – Ambrose Research Conference	N/A
Mar 1	No Class – Instructor Away	N/A

Mar 6	Positive Messages	Chapter 8
Mar 8	Negative Messages Assignment #2 due at class start time (11.15am)	Chapter 9
Mar 13	Persuasive & Sales Messages	Chapter 10
Mar 15	Reporting in the Workplace Grammar Quizzes 9-12 must be complete by 11.59pm	Chapter 11
Mar 20	Business Reports	Chapter 12 & 13
Mar 22	Business Presentations	Chapter 14
Mar 27	Course topic left blank to allow for schedule adjustments	See Moodle
Mar 29	Assignment #3 - Group Presentations Assignment #3 – Slides due for all groups at class start time (11.15am) OPTIONAL: Grammar Quizzes 13-14 must be complete by 11.59pm	N/A
Apr 3	Assignment #3 - Group Presentations	N/A
Apr 5	Assignment #3 – Group Presentations Last Class	N/A

Requirements

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

Class Participation/Attendance	10.0%
Chapter Quizzes & Assignments (MindTap)	30.0%
Grammar Quizzes	10.0%
Assignment #1 – Resume, Cover Letter & LinkedIn Profile	15.0%
Assignment #2 – Topical APA paper	17.5%
Assignment #3 – Group Presentation	17.5%

Note: To pass the course, students must achieve an overall grade of at least 50% in the course.

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. A day is defined as a 24-hour period from the assignment due date. Any exceptions to this rule remain my sole discretion.

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.

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. I will often bring forward real-world situations into the classroom, using the group as consultants for my real-world work and past experiences. 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 assignment.

Absences on presentation days will count as two absences.

If external circumstances, illness, or out-of-town athletic commitments prevent you from attending or adequately preparing for a class, please let me know **ahead of class time** so that this can be taken into account. 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 (10%)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Attendance (25%) (Excludes certain excused absences such as Ambrose athletic team practices and 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 and Contribution Quality (75%) 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/class' 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.

MindTap Chapter Quizzes & Assignments (30%)

The textbook includes 16 chapters. With the exception of Chapter 1, for each chapter, you will complete a set of assignments and/or quizzes in MindTap. All of these quizzes and assignments will be in MindTap and the schedule for each chapter will be noted in MindTap and Moodle.

Each set of Chapter Assignments will be worth 2% of your final grade for this course. If you do not complete a Chapter Assignment by the deadline indicated in Moodle/MindTap, you will be given a zero grade for that chapter. I will only grant exceptions to this in exceptional circumstances and only if you consult with me ahead of the deadline.

You are welcome to work ahead and complete these whenever you want. You may be given class time to complete some of these as well.

Grammar Quizzes (10%)

The digital textbook includes a grammar guide. You will be expected to review this grammar guide and to complete the 14 grammar quizzes in MindTap associated with this. Please note the deadlines in the Course Schedule and Moodle. If you do not complete the Grammar Quizzes by the deadline indicated in Moodle/MindTap, you will be given a zero grade for those quizzes. I will only grant exceptions to this in exceptional circumstances and only if you consult with me ahead of the deadline.

I will drop the score for the lowest two quiz assessments (only 12 will count towards your final grade). You may also choose to complete only 12 quizzes and accept the grade for those 12.

You are welcome to work ahead and complete these whenever you want. You may be given class time to complete some of these as well.

Assignment #1 – Resume, Cover Letter & LinkedIn Profile Update (15.0%)

Your first communication with a prospective employer is your resume, cover letter, and LinkedIn profile. A resume is often looked at for a short amount of time (especially when recruiters are inundated with large volumes of resumes) and must catch the eye of the person reading it, for you to be considered further in the competition. Resumes become increasingly important in tough economic times, when many people apply for the same job. In my previous work as an HR Professional, it always amazed me to see job applications with spelling and grammar mistakes. It definitely does not bode well for an applicant to have those.

For this assignment, start by finding a job posting of something that interests you, and that you might consider applying for in April 2019. You must be reasonably qualified for the job as well. Whether you actually apply is up to you. Once you find this job, you will then draft a tailored cover letter and an updated resume for that job.

Resume (5%) & Cover Letter (5%)

Use any available resources online or otherwise, to determine the best format for the job / industry you are applying for. Please keep in mind everything we have discussed in class so far when completing this assignment. Any formatting, spelling and/or grammar mistakes will result in docked points, no matter how minor. Please address the cover letter to the person indicated in the job posting. If that person is not indicated, then address it generically to “Hiring Manager” or “To Whom it May Concern.”

Assignment submission must include a copy of the job posting (screenshot, saved as .pdf etc.). Do not send me a link, as the job posting may be removed from the company’s website by the time I grade this assignment. Please submit the completed assignment to me via Moodle by the assignment deadline. Please use the following filenames:

- **Resume** – LASTNAME, First Name – BUS201 – A1 Resume (save in .doc or .docx format)
- **Cover Letter** – LASTNAME, First Name – BUS201 – A1 Cover Letter (save in .doc or .docx format)
- **Job Posting** – LASTNAME, First Name – BUS201 – A1 Job Posting (save in .pdf or standard picture format)

LinkedIn Profile (5%)

LinkedIn is one of the most valuable tools in the toolbox of both job seekers and recruiters, no matter what industry you work in (or will work in). For this assignment, you will be expected to create (if you do not have one) or update (if you already have one) your personal LinkedIn profile. I will provide you with a checklist in Moodle on what must be included in your profile. We will also discuss effective LinkedIn profiles in class (see Course Schedule).

Grading Rubric – Cover Letter Assignment (5.0%)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Cover Letter Content (50%)	The Cover Letter is tailored to the specific job being applied for. The Cover Letter is concise and formatted professionally. It makes the student stand out from others that might be applying for the job.	The Cover Letter is tailored to the specific job being applied for. The Cover Letter is concise and formatted somewhat professionally. It makes a good attempt at having the student stand out from others that might be applying for the job.	The Cover Letter is partially tailored to the specific job being applied for. The Cover Letter is functional but does not make the student stand out from others that might be applying for the job.	The assignment is not fully complete and/or does not paint a professional picture of the student. The company would likely not consider the student for the job because of how bad the Cover Letter is written.

Spelling, Grammar & Formatting (50%)	There are no spelling, grammar or formatting mistakes in the cover letter.	There are 1-3 spelling, grammar or formatting mistakes in the r cover letter.	There are 4-6 or more spelling, grammar or formatting mistakes in the cover letter.	If the assignment has 7 or more spelling, grammar or formatting mistakes in the letter, a score of zero will be given for this section.
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Grading Rubric – Resume Assignment (5.0%)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Resume Content (50%)	The Resume is tailored to the specific job being applied for. The Resume reflects an excellent professional summary of the student’s professional experiences.	The Resume is tailored to the specific job being applied for. The Resume reflects a good professional summary of the student’s experiences.	The Resume is partially tailored to the specific job being applied for. The Resume is tolerable, but does not reflect an excellent professional summary of the student’s experiences.	The assignment is not fully complete and/or does not paint a professional picture of the student. The company would likely not consider the student for the job.
Spelling, Grammar & Formatting (50%)	There are no spelling, grammar or formatting mistakes in the resume.	There are 1-3 spelling, grammar or formatting mistakes in the resume.	There are 4-6 or more spelling, grammar or formatting mistakes in the resume/	If the resume has 7 or more spelling, grammar or formatting mistakes in the resume, a score of zero will be given for this section.

Grading Rubric – LinkedIn Assignment (5.0%)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
LinkedIn Profile Content (100%)	The LinkedIn profile portrays and reflects an excellent professional summary of the student’s experience. The profile picture is professional and all elements of the assignment are completed. To get 100%: There are no spelling / grammar mistakes in the profile. The profile is perfect.	The LinkedIn profile portrays and reflects a good professional summary of the student’s experience. The profile picture is professional and most elements of the assignment are completed. There are few spelling / grammar mistakes in the profile.	The LinkedIn profile attempts to portray and reflect a professional summary of the student’s experiences, but is either not complete, or the profile has a number of spelling / grammar mistakes in the profile.	The LinkedIn profile is not complete, has significant spelling / grammar mistakes and/or does not paint a professional picture of the student.

Assignment #2 – Topical APA Paper (15%)

For this assignment, you will write a comprehensive paper on a topic related to business communications. The topic is up to you, but must be pre-approved by me before you write the paper. This topic should be specific and targeted, and summarized in a clear thesis statement. Your paper must adhere to the APA Style Guide and must follow every provision. Any mistake—no matter how small—will result in deductions. Your deliverable will be a 1000-word (minimum) to 1200-word (maximum) paper. This word count excludes the title page and reference list. This paper must include:

1. An APA title page
2. APA header and page numbers
3. A clear thesis statement
4. A clear introduction and conclusion
5. At least three references
6. At least one direct quote that is referenced properly

Once completed, submit the paper via Moodle in .doc or .docx format.

Grading Rubric – Assignment #2 – Topical APA Paper (25%)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Critical Thinking (50%)	<p>Paper critically evaluates the topic. Arguments and opinions presented are thoughtful, challenging and detailed.</p> <p>Thesis statement is clear, and paper provides strong evidence to back up the thesis statement.</p>	<p>Paper evaluates the topic using course materials but presents obvious points of view. Arguments and opinions are present and are reasonably thoughtful, challenging and detailed.</p> <p>Thesis statement is mostly clear, and paper provides some evidence to back up the thesis statement.</p>	<p>Paper evaluates the topic using course materials but is limited in doing so. Arguments and opinions are present but offer limited thoughtful, challenging and/or detailed components.</p> <p>Thesis statement is vague, and paper provides little evidence to back up the thesis statement.</p>	<p>Paper superficially evaluates the topic and/or is missing significant aspects of the assignment. Arguments presented are not thoughtful, not challenging and/or not detailed.</p> <p>Thesis statement is not clear or is non-existent.</p>
Mechanics (50%)	<p>Paper demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style.</p> <p>Formatting of paper follows the APA Style Guide.</p> <p>To get 100%: Paper is perfect mechanically</p>	<p>Paper 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. Formatting of paper is good and would require some editing before it is considered mechanically perfect.</p> <p>Formatting of paper mostly follows the APA Style Guide.</p>	<p>Paper shows that mechanics are an area of concern. Assignment contains a moderate number of grammatical, punctuation, spelling, formatting and writing style errors. Formatting of paper is below average and would require significant editing before it is considered mechanically perfect.</p> <p>Formatting of paper does not follow the APA Style Guide.</p>	<p>Paper lacks basic control over mechanics and contains excessive proof-reading errors.</p> <p>Formatting of paper does not follow the APA Style Guide.</p>

Assignment #3 – Group Presentation (17.5%)

Working and communicating with a group is an essential skill of working professionals. This assignment will test your ability to work as a group and will test your abilities to present to the class on a business-related topic.

You will pick your own group. The exact size of the group will be determined once final enrolment in this class is determined.

Your group will be assessed on the quality and relevance of the external sources, how well this material is integrated with the key concepts of this class, and the degree to which the group involves the rest of the class in the discussion. The length of this presentation will likely be 12-15 minutes. The exact length will be determined by the final enrolment in this class and I will notify you of this in the assignment guidelines in Moodle.

Your presentation must include a professional-looking slide deck. This slide deck must be uploaded to Moodle by the day/time indicated in Moodle.

Additional details will be posted in Moodle.

Grading Rubric – Group Presentation (12.5% of final grade)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Communication and Delivery (75%)	<p>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.</p> <p>Strong creative elements are shown and integrated throughout the presentation.</p>	<p>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.</p> <p>Some creative elements are shown and integrated throughout the presentation.</p>	<p>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.</p> <p>Few creative elements are shown and integrated throughout the presentation.</p>	<p>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> <p>No creative elements are shown and integrated throughout the presentation.</p>
Creativity, Graphics, Structure and Mechanics (25%)	<p>Presentation is made insightfully, creatively or skillfully. Innovatively or expertly prepared graphics used throughout the entire</p>	<p>A good attempt is made to provide insight or creativity to the presentation. Graphics largely used throughout presentation and relate</p>	<p>Little attempt to provide insight or creativity to the presentation. Graphics seldom used. Student seldom supports the text and</p>	<p>Little attempt to provide insight or creativity. Graphics not used or do support text and presentation. Lack of</p>

	<p>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 has minimal spelling, grammar and/or formatting errors</p>	<p>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 has few spelling, grammar and/or formatting errors</p>	<p>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 has many spelling, grammar and/or formatting errors</p>	<p>structure detracts from message of presentation. Points are disjointed and lack transition of thoughts.</p> <p>Presentation has an unacceptable number of spelling, grammar and/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.