Course ID:	Course Title:	Fall 2023
BUS 380	**Marketing Research**	**Prerequisite:** BUS 280 or STA 210
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	**Instructor:**	Dr. Wilian Gatti Jr	**First Day of Class:**	Sep 7, 2023
Day(s):	Tue/Thu	**Email:**	wilian.gatti@ambrose.edu	**Last Day to Add/Drop:**	Sep 17, 2023
Time:	2:30 p.m. – 3:45 p.m.	**Phone:**	(403) 407-9474	**Last Day to Withdraw:**	Nov 20, 2023
Room:	RE104	**Office:**	L2109	**Last Day to Apply for Coursework Extension:**	Nov 23, 2023
Lab/Tutorial:	Thu 4:00 p.m – 5:00 p.m.	**Office Hours:**	Tuesdays 4:00 p.m. – 5:00 p.m.	**Last Day of Class:**	Dec 7, 2023
Final Exam:	No final exam				

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at https://ambrose.edu/academic-calendar .

Course Description

This course exposes students to the research process related to marketing and consumer behaviour. Topics include defining the marketing problem, research design, focus group selection, market segmentation and target marketing, sample selection, instrument preparation, data collection and reduction, analysis, presentation, and follow-up.

Expected Learning Outcomes

Upon successful completion of this course, students will:

(1) Identify, define and discuss the principles, skills, and techniques of marketing research (i.e., the systematic process of planning, collecting, and analyzing data to improve marketing decisions).

(2) Apply the aforementioned principles, skills, and techniques (including the use of qualitative and quantitative data analysis) by designing questionnaires, collecting primary and secondary data, analyzing data, and drawing appropriate conclusions in the context of a chosen research opportunity.

(3) Present the research results in a professional verbal and written format through a well-crafted marketing research plan.

(4) Develop skills in managing and implementing group and individual projects, and practice oral communication, presentation, and facilitation skills.

Textbooks

Hair, J. F., Ortinau, D. J., Harrison, D. E. (2024). Essentials of marketing research (6th. ed.). New York: McGraw Hill Education. (ISBN 9781265787660 - Courseware Required).

Course Schedule

Week no./Class Dates	Topic	Chapter/s
1. 7th Sep	Marketing Research for Managerial Decision Making	1
2. 12th Sep – 14th Sep	The Marketing Research Process & Proposals	2
3. 19th Sep – 21st Sep	Secondary Data, Literature Reviews, & Hypotheses	3
4. 26th Sep – 28th Sep	Exploratory & Observational Research Designs & Data Collection Approaches	4
5. 3rd Oct – 5th Oct	Descriptive & Casual Research Designs	5
6. 10th Oct – 12th Oct	Sampling: Theory & Methods Measurement & Scaling	6 7
7. 17th Oct – 19th Oct	Designing the Questionnaire	8
8. 24th Oct – 26th Oct	Qualitative Data Analysis	9
9. 31st Oct – 2nd Nov	Preparing Data for Quantitative Analysis	10
10. 7th Nov – 9th Nov	Reading Week – No Classes	
11. 14th Nov – 16th Nov	Basic Data Analysis for Quantitative Research	11
12. 21st Nov – 23rd Nov	Examining Relationships in Quantitative Research Case Presentation	12
13. 28th Nov – 30th Nov	Communicating Marketing Research Findings In the News Presentations	13
14. 5th Dec – 7th Dec	Project Presentations	
No Final Examination		

Requirements:

Item	Modality	Weighting	Deadlines Date(s)
Class Participation	Individual/Group	5%	
Case	Group	10%	Week 12
Quizzes	Individual	15%	Nov 30, 2023
Mini Sim	Individual	10%	Nov 30, 2023
Marketing Simulation	Individual	10%	Nov 30, 2023
In the News	Group	20%	Week 13
Marketing Project	Group	30%	Week 14
Total		100%	

Class Participation
Activities performed in class.

Quizzes
The quizzes will encompass the material presented in the chapters. Each quiz will consist of 10 questions. These quizzes are designed to be self-paced, granting students the flexibility to finalize them according to their individual pace and timetable. Upon completion of a quiz, prompt feedback regarding your responses will be promptly provided within the McGraw Hill Connect platform.

Mini Sim
Mini Sims constitute assignments accessible within the McGraw Hill Connect platform. Engaging with a Mini Sim entails encountering a business scenario or dilemma, and subsequently being tasked with a sequence of decisions. Each Marketing Mini Sim is comprised of two parts, each worth 50% of your grade: (1) accomplishing a goal or set of goals associated with the simulation topic, and (2) answering a series of questions to demonstrate your understanding of the topic. Each Mini Sims session is designed to be completed within 30 minutes, so plan your time accordingly.

Marketing Simulation
In this mode of play, students (individually) act as companies which compete against computer-controlled companies. Each turn represents one business quarter. Practice Marketing puts players in the role of a marketing decision maker for a small backpack company. Players research the market for backpacks and choose a promising market segment to target. Then they design a backpack with the goal of matching its style, attributes and special features to the preferences of that market segment. After setting an initial price for their backpacks, players select distribution channels, and coordinate an integrated communications strategy to build awareness for their products. Players analyze sales results, collect competitive information and then refine their product, price, place and promotional strategies in order to maximize results and become a market leader. The assessment is based on results presented for Net Profit (40%), Market Share (20%), Return on Marketing (20%), and Customer Satisfaction Score (20%).

Case
The case "J.Crew: Are Americans Ready to Dress Down?" will be presented in class by the groups. Additional details will be provided at the beginning of the classes. Please find the case at:
https://www.iveypublishing.ca/s/ivey-coursepack/a1R5c00000FvW4cEAF

Rubric Case

Traits	Below Expectations (0-50)	Meets Expectations (51-80)	Above Expectations (81-100)	Weight
Knowledge of the case This trait assesses how well a student comprehends and recalls the details presented within the case study. It emphasizes the depth of understanding and the thoroughness with which the case was read.	Incomplete coverage of key points, suggesting inadequate reading or comprehension.	Adequate coverage of most case key points, reflecting an understanding of the majority of the case.	Comprehensive coverage of all case key points, indicating deep understanding and thorough reading.	10%
Application of concepts and theories This assesses the ability of a student to connect specific details from the case study to broader strategic concepts and theories discussed in the course. It evaluates both the identification of relevant concepts and the correct application of these concepts to the case details.	Weak linkage to course concepts and theories with major errors in identification or application.	Adequate linkage of case points to course concepts and theories with minor discrepancies in identification or application.	Outstanding linkage of case points to course's strategic concepts and theories. Accurate identification and application of all relevant analytical tools.	20%

Synthesis / Creation This focuses on the student's ability to consolidate and interpret information, facts, and analytical results from the case. Beyond just repetition, it evaluates how well the student can combine different elements to produce something new, like insightful conclusions or innovative recommendations.	Insufficient consolidation and interpretation of facts and results. Conclusions and recommendations are missing or lack foundation.	Adequate consolidation of facts and results with some gaps in interpretation. Conclusions and recommendations reflect good synthesis.	Exceptional consolidation and interpretation of facts and analytical results. Conclusions and recommendations are holistic, creative, and show excellent synthesis.	25%
Justification: Completeness and Strength This trait gauges the depth, coherence, and comprehensiveness of the arguments presented by the student. It examines both the breadth (covering all relevant aspects, such as pros and cons) and the depth (the quality and strength) of the justification provided.	Predominantly weak or arbitrary arguments that are underdeveloped.	Some arguments are slightly underdeveloped or lack coherence.	Comprehensive and coherent arguments. Both pros and cons are effectively discussed and compared.	20%
Delivery This assesses the presentation quality of the students' answers. It focuses on the clarity of expression, logical flow of ideas, and language proficiency, ensuring the response is easily understood and free from distracting errors.	Predominant clarity issues, disrupted by numerous language/grammar mistakes. Poor flow.	Mostly well-drafted with occasional clarity or flow issues.	Exemplary drafting with clear, logically flowing statements. No language/grammar errors that detract from the meaning.	10%
Case presentation/discussion Evaluates the organization and clarity of the project presentation and the degree of critical thinking involved. A top score would imply an engaging presentation underpinned by profound analytical skills.	The presentation is disorganized, lacking logical flow. Critical analysis is minimal, with many complexities unaddressed or misunderstood. The group did not promote any discussion or engage the audience to discuss the case.	The presentation is well-structured with a logical progression. There's evidence of solid analytical skills, addressing most research complexities. The group interacted with the audience regarding the topics discussed in the presentation.	The presentation is not just organized but captivating. The group promoted an insightful discussion about the problems and topics presented engaging the audience and promoting a reflexive analysis of the case.	15%

In the News - Bringing Marketing Research to Life

1. Assignment Goal

As a team, your mission is to explore and interpret the world of marketing research in action. We're looking for you to find recent news articles where marketing research concepts are being applied or discussed and then bring these concepts to life in a unique group presentation. This group assignment will encourage you to look beyond the textbook, see how course concepts play out in real-world scenarios, and learn from each other's perspectives.

2. Instructions

(i) As a team, students delve into reputable news sources like The Wall Street Journal, Financial Times, Bloomberg, Forbes, and Harvard Business Review. Also, consider local and regional business publications relevant to businesses in Calgary. Remember, your articles should be recent (published within the last three months).

(ii) Each team member should choose one article and analyze it in the context of the course material. How does the news story relate to the concepts we've covered in class? Discuss your findings with your group.

(iii) Identify common themes, theories, or frameworks across your chosen articles. How do these real-world examples enhance your understanding of the course material?

(iv) Create a multimedia presentation summarizing your articles and how they relate to our course content. Your work should be presented in a format such as a short video, an infographic series, or a podcast-style recording, but not in an essay or writing report. Make sure to include the following in your presentation:

- The title and source of each article.
- The date of publication for each article.

- The main points or key messages of the articles (remember to prioritize ideas rather than listing details).
- The connection to the course material (specific theories, terms, or frameworks).
- Any additional insights or takeaways the team has.

(v) Share: Submit your team's summary presentation and links to the articles. Each group will be asked to present their findings to the class. The time allocated for each presentation will depend on number of groups.

3. Assessment Rubric

Traits	Below Expectations (0-50)	Meets Expectations (51-80)	Above Expectations (81-100)	Weight
Research Quality This evaluates the caliber and relevance of the news articles selected, ensuring they are from credible sources and align with the assignment's objectives.	Sources selected are not reputable or the articles are older than three months. Selection lacks clear connection with marketing concepts discussed in the course.	Sources are reputable and articles are recent. Articles provide some insights into marketing concepts, though connections might be somewhat superficial or obvious.	Chosen articles are highly relevant, recent, and sourced from top-tier publications. Selection offers deep, insightful examples of marketing concepts, and the team can explain why each article was chosen.	10%
Content Quality This criterion measures the depth, accuracy, and clarity of the information from the articles and how they were synthesized for the assignment.	Summary is vague, misses key points, or has factual inaccuracies. Little to no effort to prioritize ideas or draw meaningful insights.	Summary covers major points of the articles and presents some connections to course content. Some effort is evident in prioritizing information and drawing insights.	Summary is thorough and insightful, capturing the essence and nuances of the articles. Clear effort in weaving a narrative that ties articles together, identifying common themes and drawing out compelling insights.	30%
Understanding and Analysis Assesses the team's ability to not only summarize but also interpret the articles in light of course concepts, drawing clear and insightful connections.	Minimal effort in relating articles to course material. Analyses lack depth or show fundamental misunderstandings of the course concepts.	Articles are linked to relevant course concepts with moderate depth. Some level of analysis and interpretation is evident but might lack complexity.	Sophisticated analysis that seamlessly integrates course material. Demonstrates a comprehensive understanding of course concepts and their application in real-world contexts.	30%
Presentation Quality Evaluates the effectiveness, creativity, and professionalism of the multimedia presentation in communicating the team's findings.	Presentation lacks structure, clarity, or coherence. Fails to include essential components such as article titles, sources, or publication dates. The chosen multimedia format (video, infographic, podcast, etc.) is not used effectively.	Presentation is clear, structured, and covers all required elements. Makes decent use of the multimedia format but may lack polish or creativity.	Presentation is highly engaging, innovative, and effectively communicates complex ideas. Expertly leverages the strengths of the chosen multimedia format, with clear attention to detail and creativity.	30%

Mareketing Research Project
Each student or group of students will have the opportunity to select from a range of project topics. These projects are designed not only to provide a robust learning experience but also to yield practical, actionable insights in the field of marketing.

In an effort to enhance the experiential learning component of these projects, we are actively considering the possibility of partnering with local businesses. Such collaborations could provide an authentic, real-world context to student research, thereby enriching their learning experience.

While these partnerships are currently prospective, we believe they offer an exciting opportunity for mutual growth. For students, they present a chance to see how their research can directly impact a business's marketing strategy and decision-making process. For businesses, it's an opportunity to gain fresh, research-driven insights from the next generation of marketing professionals.

The following outlines several potential project topics from which students may choose. We envision that these projects, or others proposed by potential business partners, could form the basis of productive collaborations, benefiting students' learning experience and contributing to local business success.

Each of these projects would involve the formulation of research questions or hypotheses, collection of primary or secondary data, analysis of data using appropriate statistical methods, and presentation of the findings in a written report. The specific methods and tools used would depend on the nature of the project and the resources available.

Project Ideas

Project Title	Description	Data Collection	Goals	Possible Conclusion
Market Segmentation and Target Market Identification for a Local Business	Understand target market characteristics and behaviors for local business strategies.	Surveys, interviews, focus groups, customer data analysis	Provide actionable insights for improved marketing.	Identification of untapped market segments for increased customer base.
Social Media Marketing Effectiveness	Evaluate effectiveness of social media marketing strategies.	Follower counts, engagement metrics data collection	Identify best social media marketing practices.	Certain strategies yield higher engagement and conversion rates.
Consumer Behavior and Brand Loyalty	Study factors influencing brand loyalty in a specific industry.	Surveys, interviews for consumer data collection	Improve customer loyalty in the industry.	Quality, customer service, and value significantly impact brand loyalty.
Impact of CSR on Brand Image	Examine the impact of CSR initiatives on a company's brand image.	Surveys, interviews for consumer perceptions	Determine effects of CSR on brand image.	Effective CSR initiatives can enhance a company's brand image.
Online Reviews and Sales	Analyze the correlation between online reviews and sales.	Online reviews, sales data collection	Understand impact of online reviews on sales.	Positive online reviews can substantially boost sales.
Effectiveness of Influencer Marketing	Assess the impact of influencer marketing on consumer behavior.	Reach, engagement, conversion data collection	Understand influencer marketing impact.	Influencer marketing can increase brand awareness and sales.
Role of Packaging in Consumer Choice	Study the influence of packaging on consumer choice at the point of sale.	Eye-tracking, surveys, focus groups	Optimize packaging design for consumer appeal.	Packaging elements like color and design significantly impact consumer choice.
COVID-19 Impact on Consumer Buying Habits	Investigate changes in consumer buying habits due to the COVID-19 pandemic.	Surveys, interviews for pandemic-related changes	Provide insights for adapting to pandemic changes.	COVID-19 may have shifted consumer habits, leading to changes in shopping and preferences.
Effect of Emotional Marketing on Consumer Decisions	Explore the impact of emotional marketing techniques on consumer decisions.	Surveys, experiments using mock advertisements	Understand effectiveness of emotional marketing.	Emotional marketing can strongly influence consumer decisions in advertising.
Impact of Green Marketing on Brand Perception	Examine how green marketing strategies affect brand perception.	Surveys, interviews on consumer attitudes	Determine if green marketing improves brand image.	Green marketing initiatives can enhance brand image among eco-conscious consumers.
Influence of Pricing Strategies on Consumer Perceived Value	Investigate how different pricing strategies affect consumer perceived value.	Surveys, experiments for pricing impact data	Identify effective pricing strategies.	Certain pricing strategies enhance consumer perception of product value.
Impact of Economic Crisis on Moral Consumerism	Explore the influence of economic crisis on ethical consumer buying behaviors.	Surveys, interviews for economic crisis effects	Understand how crisis affects ethical consumption	Economic crisis may strengthen or hinder ethical consumer commitment due to various factors.

Please note that the "Possible Conclusion" column provides general insights that could emerge from each project, but actual conclusions would depend on the specific findings and analysis conducted during the projects.

Assessment Rubric

Traits	Below Expectations (0-50)	Meets Expectations (51-80)	Above Expectations (81-100)	Weight
Research Clarity & Originality Evaluates the sharpness of the project's objectives and the degree of innovation in the approach. It gauges whether the project stands out in terms of its design, objectives, and distinctiveness.	The project lacks a clear focus, with muddled objectives and no distinctive features. It heavily relies on conventional methodologies, showing no attempt at innovation.	The project has clearly defined objectives. It showcases some attempts at introducing fresh perspectives or methodologies, even if they remain within industry norms.	The project stands out with razor-sharp focus and unique objectives. It pioneers groundbreaking innovations, setting new industry standards.	10%
Data Collection & Analysis Considers the robustness and relevance of data gathering techniques and how well the collected data is deciphered. This includes assessing the methods employed to uncover insights, patterns, and implications from the data.	Data collection methods seem arbitrary with little justification. The subsequent analysis only skims the surface, missing key insights or misinterpreting data.	Techniques for data collection are well chosen and apt for the research objectives. Analysis is thorough and provides meaningful insights but may not uncover all underlying patterns.	Data is sourced innovatively, ensuring maximum relevance and comprehensiveness. Analysis is exhaustive, revealing hidden patterns and providing deeply insightful interpretations.	30%
Relevance & Impact Assesses the significance of the project in relation to organizational goals and the broader field of study. A high score suggests the project could bring about transformative changes or offer groundbreaking insights.	The project struggles to relate to core business goals or the broader research community. It lacks the depth to make a meaningful impact or stimulate further studies.	The project's findings and methodologies are aligned with business goals, promising some level of meaningful impact. It provides a useful contribution to the existing body of knowledge.	The project tightly aligns with business goals and stands out in the broader field of study. It is poised to make a transformative impact and become a cornerstone for future research.	20%
Ethics & Methodological Rigor Scrutinizes the depth of the methodology's solidity and the ethical considerations. High scores are reserved for research that is both methodologically impeccable and ethically beyond reproach.	The way the project is being carried out isn't very strong, and there are big problems with how they're making sure it's right and fair. Results may be questionable due to methodological flaws or ethical concerns.	The methodology is sound, and ethical considerations are addressed. While the approach is standard, it ensures reliability and fairness in results.	The project is a paragon of methodological excellence, with deep ethical introspection. It ensures not just result reliability, but also sets new standards for research ethics.	15%
Conclusions & Recommendations Measures the depth, relevance, and actionable quality of the project's findings. Looks for well-justified conclusions and how effectively they lead to recommendations that can be applied to address business challenges.	Conclusions seem speculative, not well grounded in the research. Recommendations are generic, offering little practical utility.	Conclusions are drawn directly from research findings, forming a logical narrative. Recommendations are actionable, offering a strategic direction, though may lack deep foresight.	Conclusions deeply resonate with the research, offering profound insights. Recommendations are not only actionable but visionary, promising long-term strategic advantages.	15%
Presentation & Critical Thinking Evaluates the organization and clarity of the project presentation and the degree of critical thinking involved. A top score would imply an engaging presentation underpinned by profound analytical skills.	The presentation is disorganized, lacking logical flow. Critical analysis is minimal, with many complexities unaddressed or misunderstood.	The presentation is well-structured with a logical progression. There's evidence of solid analytical skills, addressing most research complexities.	The presentation is not just organized but captivating. It's underpinned by stellar analytical skills, ensuring every complexity is not just addressed but dissected for maximum clarity.	10%

Attendance:

A key component of your grade is participation during class time. Each student is expected to regularly attend and actively participate in classroom discussions and any on-line discussion forums assigned. Group discussions and analysis of course topics will be a key component of learning throughout the term. Students are expected to attend all classes, having prepared for class by reading the assigned readings ahead of time and actively participate in group discussions. The skills needed to participate effectively in class and present your ideas are the same skills required to be effective in the business world. If external circumstances or illness prevent you from attending or adequately preparing for a class, please let the professor know.

Grade Summary:

The available letters for course grades are as follows:

Grade	Interpretation	% Grade	Grade Points
A+	Excellent	95% to 100%	4.00
A		90% to 94%	4.00
A-		85% to 89%	3.70
B+	Good	80% to 84%	3.30
B		76% to 79%	3.00
B-		72% to 75%	2.70
C+	Satisfactory	68% to 71%	2.30
C		64% to 67%	2.00
C-		60% to 63%	1.70
D+	Poor	55% to 59%	1.30
D	Minimal Pass	50% to 54%	1.0
F	Failure	0% to 49%	0.00
P	Pass		No Grade Points

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.

Ambrose University Important Information:

Ambrose University Important Policies & Procedures:

Registration
Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

Withdrawal From A Course
Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See ambrose.edu/registrar/request-forms.) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

Coursework Extensions
Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. More conditions apply.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class.

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. 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.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at https://ambrose.edu/academics/academic-calendar

Privacy

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.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to

biology and from theatre to theology. To learn more, please visit https://ambrose.edu/sas/writing-services

Ambrose Tutoring Services
Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit https://ambrose.edu/tutoring.

Mental Health Support
All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:
- Counselling Services: ambrose.edu/counselling
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See https://ambrose.edu/student-life/crisissupport for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: https://ambrose.edu/wellness

Off Campus:
- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support
We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website– ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:
- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

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