



Rotman Commerce UNIVERSITY OF TORONTO

Course Outline

RSM 462H1F
Managing People in the Context of Globalization
Fall 2015

Course Meets: Wednesday 4 pm – 6 pm (WO 25)

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(unless otherwise stated on Blackboard)
Teaching Assistant: TBA

Course Scope and Mission

Large markets for products and services are not the only things enticing companies to seek globalization. Foreign labor markets also attract interest. At the same time, companies that establish subsidiaries abroad or work in alliances with foreign partners face some liabilities of foreignness when utilizing labour force across geographic boundaries. Companies that succeed in the global arena are those whose human capital from home can understand and adapt to the demands of foreign partners and markets. With global supply chains becoming more ubiquitous across various industries, organizational structures that reflect and support globalization are becoming a necessity. Effective managers need to develop skills to aid their organization's transition into the arena of more intense worldwide competition as well as domestic competition.

This course introduces you to the impact of global conditions on the management of human resources at home and abroad. It considers globalization and multinational human resource management *issues* in the context of overseas subsidiaries, domestic locations and their use of immigrants, international joint ventures, international mergers and acquisitions and the multinational enterprise itself. As we explore these *issues*, country differences due to factors as cultural variation, socio-political differences, legal regulations, economic and educational levels, and business customs are addressed. There are many opportunities to learn about all these aspects of international (global) human resource management. Indeed, the first part of the course (up to Lecture 4) focuses on issues pertaining to global human resources management and less on the HR functionalities.

After the first four lectures, the course will then look at the techniques used in HR policies and practices such as staffing, training, performance management, compensation etc. from an international perspective.

Overall this course is about: 1) Global strategy/structure and the HR linkage; 2) modes of entry and expansion; and 3) the HR function/structure/professionals.

Our learning objectives will be to:

- 1) Analyze the impact and consequences of globalization on mobilizing talent.
- 2) Develop an understanding as to how human resource practices can facilitate business success in a global context.
- 3) Strengthen your research, analysis, and communication skills.
- 4) Develop skills to communicate with peers from different cultures, especially as we move to a more “virtual” World. Part of your evaluation will include a group project where you will be working in virtual teams on a project with students around the World.

Expectations for Success

- 1) Always finish assigned readings before each class.
- 2) Actively participate in class discussions, group work, in-class activities and exercises.
- 3) Complete and submit all graded assignments before the deadline.
- 4) Stay engaged and informed! Think deeply about the material!

Course Prerequisites

Prerequisite: [RSM260H1](#);

Exclusion: RSM 410H1 - Managing Human Resources in Context of Globalization

Required Readings

Dowling, P. J., Festing, M., Engle Sr., A. D.,(2013) *International Human Resource Management (6th Edition)*, Cengage Learning EMEA.

Evaluation and Grades

Grades are a measure of the performance of a student in individual courses. Each student shall be judged on the basis of how well he or she has command of the course materials.

Course Requirement	Marks	Due Dates
Participation and social learning	10%	Ongoing
Weekly learning reflection	10%	Ongoing
Group presentation (5/6-person groups, within our class)	15%	Sept. 23 – Oct. 14
Individual case write-up	15%	Oct,28
X-culture group report (includes some individual components and some group work where you will be working with students from around the World)	25%	Oct, 4-Nov, 29
Final Examination	25%	Final Exam Period

COURSE FORMAT AND EXPECTATIONS

Participation and Social Learning (10%)

Students are expected to attend, prepare for each class and participate fully. High levels of participation include consistent and active contribution in class discussions and activities. Each student must take an active role in creating a collaborative learning environment. Students are expected to demonstrate leadership skills with thoughtful contributions that support their own learning process, along with those of their peers. One of the particulars of this course is that we will be discussing cases with regards to IHRM. Students will be randomly chosen to discuss/analyze and answer questions pertaining to the cases that are part of this syllabus.

Students are also expected to lead a discussion of one news article that relates to the topic being discussed in class that week. Beginning the second class, five students will be selected randomly each week to briefly discuss their chosen event.

Weekly Learning Reflection (10%)

Throughout the semester, students are encouraged to reflect on their own personal experiences related to the topics covered. The reflection should be no longer than 1 page, double spaced, Times New Roman, size 12 font. Papers longer than 2 pages will receive a 0.5 point deduction. Reflection papers are due at the beginning of class each week. Students will receive either 1 or 0.5 based on the level of critical thinking and quality of writing.

Individual Case Write-up (15%)

This case can be purchased from Harvard Business Publishing. When writing your assignment, you are expected to specifically use and cite material in the related readings/lectures that would help you answer questions for this particular case. [The assignment questions will be posted on Blackboard as an announcement as the term progresses]. Use (and properly cite) alternative sources such as books, websites, articles etc. Page 5 on this course outline has the link to a course guide, which will give links to some data as well as other useful websites.

Each assignment is a maximum of 8 pages of text (double-spaced with 1-inch margins on all sides, written in 12-point Times New Roman font). In addition to the 8 pages, you have to include an Executive Summary at the beginning of the assignment and also add a bibliography section at the end along with proper in-text citations (all in APA-style – for a guide on APA, click <https://owl.english.purdue.edu/owl/section/2/10/>). You are expected to locate your supporting documents such as charts, diagrams etc. in an appendix section. All assignments must be submitted to Turnitin.com.

Typically this assignment will consist of 3 questions worth 75 points, and 25 points will be for quality of writing, grammar/spelling, and proper APA citations.

You must submit the assignment by 11:59pm on Oct, 28th, 2015. To submit:

- Go to www.turnitin.com and create an account if you do not already have one. Enrol in the class by using the course ID and password which will be provided two weeks before the due day.
- Upload a single document (Rotman individual cover sheet and your full written work)
- Click “Submit” and wait a few minutes to confirm a successful upload and also to confirm that your work is indeed original.

For Written Assignments:

Please note that clear, concise, and correct writing will be considered in the evaluation of learning reflection. That is, you may lose points for writing that impedes communication: poor organization, weak

paragraph development, excessive wordiness, hard-to-follow sentence structure, spelling mistakes and grammatical errors. Students who require additional support and/or tutoring with respect to their writing skills are encouraged to visit the Academic Success Centre (www.asc.utoronto.ca) or one of the College Writing Centres (www.writing.utoronto.ca/writing-centres). These centres are teaching facilities – not editing services, where trained staff can assist students in developing their academic writing skills. There is no charge for the instruction and support.

Group Work:

There are two distinct group projects for this class.

1. Group presentation (5/6-person groups, within our class – 15%)

Students will self-assign into groups of 5/6 (flexible depending on final course enrolment) to give a 15-min presentation, including Q&A from the audience. The objective of these presentations is to give an overview of international business and to go over cultural differences that affect management and employees around the World. These presentations should also help students for the X-Culture project report which is described further on the next page.

The presentations should focus on the following:

- **Geography and demographics:** location, climate, size, age distribution, education levels, etc.
- **Economic environment:** Income levels, unemployment, infrastructure development, ease of doing business, etc.
- **Political and legal environment:** political and legal systems, political risk, government policy toward trade and foreign direct investment, property rights and intellectual property right protection, corruption, political freedom, etc.
- **Cultural environment:** cultural values, predominant religion(s), language(s), social class structure, customer preferences and tastes etc.

Each presentation/week will focus on one particular region of the World. For example, the first presentation will focus on North America (Canada, US); the second on the Caribbean States & Latin America and so on until we will have hopefully covered the whole World. These regions have been selected more or less in accordance with the World Bank's Regional "Doing Business" reports. As such, you are encouraged to consult the latest reports and to also read some books and web reports that talk about Country/Cultural differences. Students would be expected to refer to **Hofstede's cultural dimensions** to conduct your analysis.

The presentations should be done on PowerPoint or Prezi and should contain meaningful charts/diagrams/tables with proper sources in the respective captions. One student from each group needs to email me the file by 11 am the day that particular group is presenting. I also need a hard copy so I can easily annotate.

To assist you, the Rotman Business Information Centre (BIC) has created a guide for this course. You may access it by clicking on

<https://www.rotman.utoronto.ca/FacultyAndResearch/BIC/Research/CourseGuides/RSM462.aspx>

The "Country Information" tab should be particularly helpful.

In terms of grading, a detailed rubric is provided on Blackboard under Course Materials.

2. X-Culture Group Project and Report (usually 6 to 7-person groups, with students enrolled in International Business/Management classes around the World – 25%)

This may be the most fun and yet the most career-defining project you will ever do in your undergraduate experience. It will require a great deal of commitment on your part and students who do not participate fully may be excluded from the project.

X-Culture (www.x-culture.org) is an endeavour to get students from around the World to participate in a real international business/management/marketing challenge. The X-culture group of instructors will put you in groups (close enough to a random selection) where you will be working to advise a company on a potential global expansion. The crux of the project involves picking one of the following business problems <http://www.x-culture.org/challenges.html> and providing an analysis on how the company could enter a foreign country, staff its foreign operations, and market a new product or existing product with perhaps some tweaks.

This course is all about managing talent in a globalized World. This project will hopefully be that learning experience that you will need before embarking on your immediate and future career. Most importantly, this project will enable you to interact with students from around the World in that you will be working with them on a real business challenge and will be proposing your analysis and solutions via a group report. Think of yourself as a consultant working on a global project! There would probably be two students from this course in each group and the rest of the group will be comprised of students from around the World who are studying international business/management/marketing.

Since you will be collaborating with international “co-workers”, you will be using tools such as Skype, Dropbox, Google+, and Facebook in addition to emails. My general recommendation is to use your U of T email accounts for email communication, Dropbox sharing, and Skype.

More details are in the pdf files within the X-culture folder on Blackboard and you have to read the Student Instructions Manual and pass a pre-project readiness test to be considered a participant in X-Culture. For those of you who do not wish to work in groups for various reasons, you will be able to carry out the whole project individually. Note, however, that this is heavily discouraged because it would stray away from one of the objectives of this course and also it would be very taxing on your time.

From the pdf documents in the X-Culture folder on Blackboard, you will read in more detail the requirements for the X-Culture project and group report but the table below gives an indication of the requirements and deadlines for this group work which is worth 25% of your course grade.

Milestones	Deadline Date
1. Pre-project Readiness Test (check your emails for personalized link)	Oct,4
2. Establish Contact and Meet your Teammates	Oct,9
3. Select Client Organization and Product	Oct,13
4. Identify Market Success Factors	Oct,16
5. Select a New Market	Oct,23
6. Entry mode and Staffing	Oct,30
7. Product and pricing	Nov,6
8. Distribution and promotion	Nov,13
9. Team Report DRAFT and Progress Survey	Nov,20
10. FINAL Team Report (Hardcopy and turnitin)	Nov,27
11. Post-project survey	Nov,29

If you are the student who is responsible to submit the Draft (Milestone 9) and Final Report (Milestone 10) on behalf of your group, log in to turnitin.com using your email address and use the following Class IDs and the password is *xculture*

Instructions:	Class ID:
To submit the preliminary draft (Milestone 9):	10343022
To submit the final report (Milestone 10):	10343042

The final report will be graded in terms of Accuracy and thoroughness of the company analysis; Quality of the market opportunity analysis, including the feasibility of the success criteria; Accuracy and thoroughness of the market analysis; Feasibility of the product choice, its suitability for the suggested new market; Feasibility of the suggested market entry mode and staffing policies; Feasibility and creativity of the marketing strategy; Quality of the arguments in support of the recommendations provided in the report (clarify, strength and feasibility of the arguments – essentially how well you explain your decisions); Proper use of external sources and references; Clarity of presentation, formatting quality, readability, visual appeal, grammar.

For both group projects:

Learning to work together in teams is an important aspect of your education and preparation for your future careers. That said, project-based teamwork is often new to students and you are therefore reminded of the following expectations with respect to behaviour and contributions to your team project.

1. Read the document entitled, “Working in Teams: Guidelines for Rotman Commerce Students” which is available on the RC portal under the Academic Services tab.

2. When working in a team, Rotman Commerce students are expected to:

- Treat other members with courtesy and respect;
- Honour the ground rules established by the team;
- Contribute substantially and proportionally to the final project;
- Ensure enough familiarity with the entire contents of the group project/assignment so as to be able to sign off on it as original work;
- Meet the project timeline as established by the team.

3. Resolving conflicts:

Conflicts are part of the team’s process of learning how to work together effectively and when handled well can generate creativity and bring-multiple perspectives to the solution.

Student teams are collectively expected to work through their misunderstandings as soon as they arise (and prior to submission of the final project). In cases where teams are unable to arrive at a solution that works for all members, the team must meet with the Rotman Commerce Team Coach** as soon as possible. The Coach will listen to the team and help develop options for improving the team process. All members of the project team must commit to, and, utilize their action plans.

** For an appointment with a Rotman Commerce Team Coach, please contact Nikoleta Vlamis at nikoleta@nikoletaandassociates.com or Elaine Zapotoczny at elaine@nikoletaandassociates.com. Nikoleta and Elaine are highly skilled at facilitating team dynamics and collaboration. Note that the Team Coach's role is to provide guidance, support and advice on team matters – not to formally evaluate or assess teamwork for academic purposes.

Weekly Schedule (*Tentative*)

Date	
Sept 16	<p>Syllabus overview + National cultural context and management</p> <p>1. Chapter 1</p> <p>2. Thomas, D. C., & Lazarova, M. B. (2014). Cultural and Institutional Context of Global Human Resource Management. In <i>Essentials of international human resource management: managing people globally</i> (pp. 23-36). Los Angeles: Sage Publications.</p> <p>3. Cross-Border Transfer of Knowledge: Cultural Lessons from Project GLOBE. Mansour Javidan, Gunter K. Stahl, Felix Brodbeck and Celeste P. M. Wilderom. <i>The Academy of Management Executive</i> (1993-2005) , Vol. 19, No. 2 (May, 2005), pp. 59-76 http://simplelink.library.utoronto.ca/url.cfm/441686</p> <p>Deliverables: (None)</p>
Sept 23	<p>Institutional and legal context of international operations + Ethics in International Business</p> <p>1. Thomas, D. C., & Lazarova, M. B. (2014). Cultural and Institutional Context of Global Human Resource Management. In <i>Essentials of international human resource management: managing people globally</i> (pp. 36-46). Los Angeles: Sage Publications.</p> <p>2. Locke, R. M., & Romis, M. (2007). Improving work conditions in a global supply chain. <i>MIT Sloan Management Review</i>, 48(2), 54-62. http://simplelink.library.utoronto.ca/url.cfm/403132</p> <p>3. Festing (2012). Retaining Talent in times of crisis: Opportunities for the Robert Bosch Group in the context of the German Industrial Relations System. In James Hayton; Michal Biron; Liza Castro Christiansen; Bard Kuvaas (Eds.), <i>Global Human Resource Management Casebook</i>, (pp. 12-21). New York: Routledge</p> <p>Deliverables: (Within-class group presentation: Region 1 - North America 2 - Australasia) (Weekly Learning Journal 1)</p>

<p>Sept 30</p>	<p>International expansion and strategic context of international human resource management (IHRM)</p> <ol style="list-style-type: none"> 1. Briscoe, D., Schuler, R., & Tarique, I. (2012). Strategic International Human Resource Management. In <i>International human resource management: Policies and practices for Multinational Enterprises</i> (pp. 29-57). 4th ed. New York: Routledge. 2. Kuemmerle, W. (2005). The entrepreneur's path to global expansion. <i>MIT Sloan Management Review</i>, 46(2), pp. 42 - 49 http://simplelink.library.utoronto.ca/url.cfm/317931 	<p>Deliverables:</p> <p>(Within-class group presentation: Region 3 - Western Europe 4 - Nordic Europe 5 - Eastern Europe and Central Asia)</p> <p>(Weekly Learning Journal 2)</p>
<p>Oct 7</p>	<p>Design, structure, and strategy of a Multinational Enterprise (MNE)</p> <ol style="list-style-type: none"> 1. Hill, C. W. L. (2013). The organization of international business. In <i>International Business: Competing in the global marketplace</i> (pp. 446–483). 9th ed. New York: McGraw-Hill Irwin 2. HBS Coursepack: Kent Chemical <p>Recommended reading: Ghemawat, P. (2007). Managing Differences: The Central Challenge of Global Strategy. (Cover story). <i>Harvard Business Review</i>, 85(3), 58-68.</p>	<p>Deliverables:</p> <p>(Within-class group presentation: Region 6 - South Asia 7 - East Asia 8 - Middle East and North Africa)</p> <p>(Weekly Learning Journal 3)</p>
<p>Oct 14</p>	<p>Overview of dimensions of human resource management Managing human resources in mergers and acquisitions (M&A) and international joint ventures (IJV)</p> <ol style="list-style-type: none"> 1. Randall S Schuler, Ibraiz Tarique, Susan E Jackson (2004), Managing Human Resources in Cross-Border Alliances, in (ed.) 3 (Advances in Mergers & Acquisitions, Volume 3), Emerald Group Publishing Limited, pp.103-129. http://dx.doi.org.myaccess.library.utoronto.ca/10.1016/S1479-361X(04)03005-4 2. Schuler, R. & Tarique, I. (2005). International Joint Venture system complexity and Human Resource management. Retrieved from http://smlr.rutgers.edu/schuler-selected-publications-international-joint-venture-system-complexity <p>HBS Coursepack: Lincoln Electric</p> <p>(Watch Silvio Napoli video in class)</p>	<p>Deliverables:</p> <p>(Within-class group presentation: Region 9- Sub-Saharan Africa 10 - Caribbean States & Latin America)</p> <p>(Weekly Learning Journal 4)</p>

Oct 21	<p>Managing Virtual Team</p> <ol style="list-style-type: none"> 1. Johns, T., & Gratton, L. (2013). The Third Wave of Virtual Work. <i>Harvard Business Review</i>, 91(1/2), 66-73. 2. Siebdrat, F., Hoegl, M., & Ernst, H. (2009). How to manage virtual teams. <i>MIT Sloan Management Review</i>, 50(4), 63-68. http://simplelink.library.utoronto.ca/url.cfm/479995 <p>(In-class role play) (X-Culture project well underway by now. Let's talk about some challenges)</p>	<p>Deliverables:</p> <p>(Weekly Learning Journal 5)</p>
Oct 28	<p>Staffing international operations</p> <ol style="list-style-type: none"> 1. Dowling, P.J., Festing, M. & Engle, A.D. (2013). Sourcing human resources for global markets – staffing, recruitment and selection. In <i>International human resource management</i> (pp. 109-141). 6th ed. Andover : Cengage Learning 2. Collings, D. G., Scullion, H., & Dowling, P. J. (2009). Global staffing: a review and thematic research agenda. <i>International Journal of Human Resource Management</i>, 20(6), 1253-1272. <p>(Guest lecture)</p>	<p>Deliverables</p> <p>(Weekly Learning Journal 6)</p>
Nov 4	<p>Expatriate failure, career issues, and repatriation</p> <ol style="list-style-type: none"> 1. Case Centre: Jaguar or Bluebird? Mark Chan's decision to stay overseas or return home <p>Recommended reading: Groysberg, B., Nohria, N., & Herman, K. (2011). The Expatriate Dilemma. <i>Harvard Business Review</i>, 89(11), 150-153.</p>	<p>Deliverables:</p> <p>(Silvio Napoli case assignment due - submit to Turnitin.com. Instructions on page 4)</p>
Nov 11	<p>Global Training and Development</p> <ol style="list-style-type: none"> 1. Caligiuri, P. M. & Tarique, I. (2005). International Assignee selection and Cross-cultural training. Retrieved from http://smlr.rutgers.edu/international-assignee-selection-and-cross-cultural-training-and-development 2. HBS Coursepack: A. P. Moller – Maersk Group <p>Recommended Reading: Earley, P., & Mosakowski, E. (2004). Cultural Intelligence. <i>Harvard Business Review</i>, 82(10), 139-146.</p>	<p>Deliverables:</p> <p>(Weekly Learning Journal 7)</p>
Nov 18	<p>Performance appraisal of employees in an MNE</p> <ol style="list-style-type: none"> 1. Caligiuri, P. M. (2006). Performance management in a cross-national context. Retrieved from 	<p>Deliverables:</p> <p>(Weekly Learning</p>

	http://smlr.rutgers.edu/performance-measurement-in-cross-national-context	Journal 8)
	HBS Coursepack: Global Talent Management at Novartis	
Nov 25	International compensation and benefits	
	<p>1. McFarlin, D. B. & Sweeney, P. (2013). Rewarding and Compensating International Employees. In <i>International organizational behavior: Transcending borders and cultures</i> (pp. 321-358). New York, NY: Routledge.</p> <p>Case Centre: Maria Mancini</p>	<p>Deliverables:</p> <p>(Weekly Learning Journal 9)</p>
Dec 2	Global leadership + Final Exam Review	
	<p>1. Recommended reading: Goleman, D. (2004). What makes a leader? <i>Harvard Business Review</i>, 82(1), 82-91.</p> <p>2. Recommended reading: Hae-Jung, H., & Doz, Y. (2013). L'Oréal Masters Multiculturalism. <i>Harvard Business Review</i>, 91(6), 114-119.</p> <p>Recommended reading: Moments of truth: Global Executives talk about challenges that shaped them as leaders (2007). <i>Harvard Business Review</i>, 85(1), 15.</p>	<p>Deliverables:</p> <p>(Weekly Learning Journal 10)</p>
TBA	Final Exam	3 hours, cumulative exam

POLICY AND PROCEDURE

Missed Tests and Assignments (including midterm examinations)

Students who miss a test or assignment for reasons entirely beyond their control (e.g. illness) may submit a request for special consideration. Provided that notification and documentation are provided in a timely manner, and that the request is subsequently approved, no academic penalty will be applied.

In such cases, students must notify Rotman Commerce on the date of the missed test (or due date in the case of course work) and submit supporting documentation (e.g. [Verification of Student Illness or Injury form](#)) to the Rotman Commerce Program Office within **48 hours** of the originally scheduled test or due date. Students who do not provide Rotman Commerce or the instructor with appropriate or sufficient supporting documentation will be given a grade of 0 (zero) for the missed test or course deliverable.

Note that the physician's report must establish that the patient was examined and diagnosed at the time of illness, not after the fact. Rotman Commerce will not accept a statement that merely confirms a report of illness made by the student and documented by the physician.

Late Assignments

All assignments are due at the time on the date specified in the course outline. Late submissions will normally be penalized by **5%** if the assignment is not received on the specified date, at the specified time. A further penalty of **5%** will be applied to each subsequent day.

Students who, for reasons beyond their control, are unable to submit an assignment by its deadline must obtain approval from the instructor for an extension. Supporting documentation will be required as per the policy on missed tests and assignments.

Accessibility Needs

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: accessibility.services@utoronto.ca or <http://www.accessibility.utoronto.ca/>

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarships at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the UofT degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

The University of Toronto's Code of Behaviour on Academic Matters

<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm> outlines the behaviours that constitute academic misconduct, the process for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On test and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to), medical notes.

All suspected cases of academic dishonesty will be investigated by the following procedures outlined in the *Code of Behaviour on Academic Matters*. If you have any question about what is or is not permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other UofT resources such as College Writing Centres or the Academic Success Centre.

Email

At times, the course instructor may decide to communicate important course information by email. As such, all UofT students are required to have a valid UTMail+ email address. You are responsible for ensuring that your UTMail+ email address is set up AND properly entered on the ROSI system. For more information please visit <http://help.ic.utoronto.ca/category/3/utmail.html>

Forwarding your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

Blackboard and the Course Page

The online course page for this course is accessed through Blackboard. To access the course page, go to the UofT Portal login at <https://portal.utoronto.ca/> and log in using your UTORid and password. Once you have logged in, look for the My Courses module where you'll find the link to all your course websites. If you don't see the course listed here but you are properly registered for the course in ROSI, wait 48 hours. If the course does not appear, go to the Information Commons Help Desk in Robarts Library, 1st floor, for help, or explore the Portal Information and Help at <http://www.portalinfo.utoronto.ca/content/information-students> and review the Frequently Asked Questions.

Recording Lectures

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission, and may not do so unless permission is granted (note: students who have been previously granted permission to record lectures as an accommodation for a disability are, of course, excepted). This includes tape recording, filming, photographing PowerPoint slides, Blackboard materials, etc.

If permission is granted by the instructor (or via Accessibility Services), it is intended for the individual student's own study purposes and does not include permission to "publish" them in anyway. It is absolutely forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.