



# Rotman Commerce UNIVERSITY OF TORONTO

## Course Outline

**RSM 462H1F**  
**Managing People in the Context of Globalization**  
**Fall 2016**

**Course Meets: Wednesday 4 pm – 6 pm (NF 119)**

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## 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. 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. (DFE for the following discussion)

**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	15%	Ongoing
Group presentation (5/6-person groups, within our class)	15%	Ongoing
Individual case write-up	20%	Oct 26th
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 3 – Nov 30
Final Examination	25%	Final Exam Period

## **COURSE FORMAT AND EXPECTATIONS**

### **Participation and Social Learning (15%)**

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 expected to complete participation cards when in class and must share two worth news stories with the class the forum for this will be discussed in the first lecture. Each valid story shared will contribute 2.5% to the students participation grade, to a maximum of 5%.

### **Individual Case Write-up (20%)**

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 7 pages of text (double-spaced with 1-inch margins on all sides, written in 12-point Times New Roman font). In addition to the 7 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, and your work will also be assessed based on quality of writing, grammar/spelling, and proper APA citations.

You must submit the assignment before the start of class **3:59pm on Oct 26<sup>th</sup>**

- Go to [www.turnitin.com](http://www.turnitin.com) and create an account if you do not already have one. Enrol in the class by using the course ID (TBA) and password (TBA).
- 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.

In addition, please bring a hard copy to class as well.

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](http://www.asc.utoronto.ca)) or one of the College Writing Centres ([www.writing.utoronto.ca/writing-centres](http://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 10-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 country/region of the World (**other than Canada**). For example, the first presentation will focus on North America; 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. In terms of grading, a detailed rubric is provided on Blackboard under Course Materials.

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.

### 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](http://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	TENTITIVE Deadline Dates
1. Pre-project Readiness Test (check your emails for personalized link)	Oct 3
2. Establish Contact and Meet your Teammates	Oct 6
3. Analysis of the Company	Oct 9
4. Identify Market Success Factors	Oct 14
5. Market Analysis and Selection	Oct 21
6. Entry Mode	Oct 28
7. Distribution and Pricing	Nov 3
8. Branding, Promotion and Advertising	Nov 10
9. Staffing	Nov 17
10. Complete Preliminary Draft	Nov 23
11. FINAL Team Report (Hardcopy and turnitin)	Nov 26
12. Post-project Survey	Nov 27

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

<b>Instructions:</b>	<b>Class ID:</b>
To submit the <b>preliminary draft</b> (Milestone 9):	12345678
To submit the <b>final</b> report (Milestone 10):	12345678

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; to work well in teams, it helps to follow a set of core expectations to best succeed at your team projects.

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. When handled well, it can generate creativity and bring-multiple perspectives to the solution.

Student teams are expected to work through their misunderstandings as soon as they arise (and prior to submission of the final project). When 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 Nouman Ashraf at nouman.ashraf@rotman.utoronto.ca Nouman is 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)

<b>Date</b>		
Sept. 14	<b>Syllabus overview + National cultural context and management</b>	Deliverables:
	<ol style="list-style-type: none"> <li>1. DFE Ch 2</li> <li>2. Thomas, D. C., &amp; 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.</li> <li>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 <a href="http://simplelink.library.utoronto.ca/url.cfm/441686">http://simplelink.library.utoronto.ca/url.cfm/441686</a></li> </ol>	(None)
Sept. 21	<b>Institutional and legal context of international operations + Ethics in International Business</b>	
	<ol style="list-style-type: none"> <li>1. Thomas, D. C., &amp; 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.</li> <li>2. Locke, R. M., &amp; Romis, M. (2007). Improving work conditions in a global supply chain. <i>MIT Sloan Management Review</i>, 48(2), 54-62. <a href="http://simplelink.library.utoronto.ca/url.cfm/403132">http://simplelink.library.utoronto.ca/url.cfm/403132</a></li> </ol> <p>*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>	Deliverables:  (Within-class group presentation: Region 1 - North America 2 - Australasia)
Sept. 28	<b>International expansion and strategic context of international human resource management (IHRM)</b>	
	<ol style="list-style-type: none"> <li>1. DFE Ch 3</li> <li>2. Briscoe, D., Schuler, R., &amp; Tarique, I. (2012). Strategic International Human Resource Management. In <i>International human resource management: Policies and practices for Multinational Enterprises</i> (pp. 29-57). 4<sup>th</sup> ed. New York: Routledge.</li> </ol>	Deliverables:  (Within-class group presentation: Region 3 - Western Europe 4 - Nordic Europe)



	<p>3. Kuemmerle, W. (2005). The entrepreneur's path to global expansion. <i>MIT Sloan Management Review</i>, 46(2), pp. 42 - 49  <a href="http://simplelink.library.utoronto.ca/url.cfm/317931">http://simplelink.library.utoronto.ca/url.cfm/317931</a></p>	
Oct. 5	<p><b>Design, structure, and strategy of a Multinational Enterprise (MNE)</b></p> <p>1. DFE Ch 3</p> <p>2. Hill, C. W. L. (2013). The organization of international business. In <i>International Business: Competing in the global marketplace</i> (pp. 446–483). 9<sup>th</sup> ed. New York: McGraw-Hill Irwin</p> <p>*HBS Coursepack: Kent Chemical</p> <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 5 - Eastern Europe and Central Asia  6 - Middle East and North Africa)</p>
Oct. 12	<p><b>Overview of dimensions of human resource management  Managing human resources in mergers and acquisitions (M&amp;A) and international joint ventures (IJV)</b></p> <p>1. DFE Ch 4</p> <p>2. Randall S Schuler, Ibraiz Tarique, Susan E Jackson (2004), Managing Human Resources in Cross-Border Alliances, in (ed.) 3 (Advances in Mergers &amp; Acquisitions, Volume 3), Emerald Group Publishing Limited, pp.103-129.  <a href="http://dx.doi.org.myaccess.library.utoronto.ca/10.1016/S1479-361X(04)03005-4">http://dx.doi.org.myaccess.library.utoronto.ca/10.1016/S1479-361X(04)03005-4</a></p> <p>3. Schuler, R. &amp; Tarique, I. (2005). International Joint Venture system complexity and Human Resource management. Retrieved from <a href="http://smlr.rutgers.edu/schuler-selected-publications-international-joint-venture-system-complexity">http://smlr.rutgers.edu/schuler-selected-publications-international-joint-venture-system-complexity</a></p> <p>*HBS Coursepack: Lincoln Electric</p> <p>(Watch Silvio Napoli video in class)</p>	<p>Deliverables:</p> <p>(Within-class group presentation: Region 7- Sub-Saharan Africa  8 - Caribbean States &amp; Latin America)</p>
Oct. 19	<p><b>Managing Virtual Team</b></p> <p>1. Johns, T., &amp; Gratton, L. (2013). The Third Wave of Virtual Work. <i>Harvard Business Review</i>, 91(1/2), 66-73.</p> <p>2. Siebdrat, F., Hoegl, M., &amp; Ernst, H. (2009). How to manage virtual teams. <i>MIT Sloan Management Review</i>, 50(4), 63-68.  <a href="http://simplelink.library.utoronto.ca/url.cfm/479995">http://simplelink.library.utoronto.ca/url.cfm/479995</a></p> <p>(X-Culture project well underway by now. Let's talk about some</p>	<p>Deliverables:</p> <p>(Within-class group presentation: Region 9 - South Asia  10- East Asia)</p>



	challenges)	
Oct. 26	<b>Staffing international operations</b> <ol style="list-style-type: none"> <li>DFE Ch 5</li> <li>Collings, D. G., Scullion, H., &amp; Dowling, P. J. (2009). Global staffing: a review and thematic research agenda. <i>International Journal of Human Resource Management</i>, 20(6), 1253-1272.</li> </ol>	<b>Deliverables:</b> <i>(case assignment due - submit to Turnitin.com. Instructions on page 4)</i>
Nov. 2	<b>Expatriate failure, career issues, and repatriation</b> <p>*Case Centre: Jaguar or Bluebird? Mark Chan's decision to stay overseas or return home</p> <p>Recommended reading: Groysberg, B., Nohria, N., &amp; Herman, K. (2011). The Expatriate Dilemma. <i>Harvard Business Review</i>, 89(11), 150-153.</p>	<b>Deliverables:</b> <i>(None)</i>
Nov. 9	<b>Global Training and Development</b> <ol style="list-style-type: none"> <li>DFE Ch 7</li> <li>Caligiuri, P. M. &amp; Tarique, I. (2005). International Assignee selection and Cross-cultural training. Retrieved from <a href="http://smlr.rutgers.edu/international-assignee-selection-and-cross-cultural-training-and-development">http://smlr.rutgers.edu/international-assignee-selection-and-cross-cultural-training-and-development</a></li> </ol> <p>*HBS Coursepack: A. P. Moller – Maersk Group</p> <p>Recommended Reading: Earley, P., &amp; Mosakowski, E. (2004). Cultural Intelligence. <i>Harvard Business Review</i>, 82(10), 139-146.</p>	<b>Deliverables:</b> <i>(None)</i>
Nov. 16	<b>Performance appraisal of employees in an MNE</b> <ol style="list-style-type: none"> <li>DFE Ch 6</li> <li>Caligiuri, P. M. (2006). Performance management in a cross-national context. Retrieved from <a href="http://smlr.rutgers.edu/performance-measurement-in-cross-national-context">http://smlr.rutgers.edu/performance-measurement-in-cross-national-context</a></li> </ol> <p>*HBS Coursepack: Global Talent Management at Novartis</p>	<b>Deliverables:</b> <i>X-culture project preliminary draft and final report due this week</i>
Nov. 23	<b>International compensation and benefits</b> <ol style="list-style-type: none"> <li>DFE Ch 8</li> <li>McFarlin, D. B. &amp; Sweeney, P. (2013). Rewarding and Compensating International Employees. In <i>International</i></li> </ol>	<b>Deliverables:</b> <i>Hard copy of the X-culture project final report due</i>

	<p><i>organizational behavior: Transcending borders and cultures</i> (pp. 321-358). New York, NY: Routledge.</p> <p>*Case Centre: Maria Mancini</p>	
Nov. 30	<p><b>Global leadership + Final Exam Review</b></p> <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., &amp; 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>(None)</p>
TBA	Final Exam	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 **2%** 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.

### **Regarding Request for Term work**

Students have up to 5 business days after written work has been graded and returned to them to submit it for re-grading. Submissions for re-grading must be made in writing, with the student outlining the specific areas of the work that he or she feels were incorrectly graded. All submissions should be signed and dated by the student. Your TA will handle the regrading and will return a written response explaining the results of the review and indicating whether the student's grade has changed. If a student remains dissatisfied with the grading process, he or she will have up to five business days after receiving the re-graded work to submit it a second time for re-grading. Course instructor will handle the second round of re-grading and the mark will be final.

### **SONA Research Credit**

This course is listed on the Rotman School of Management Course Credit Research Participation System. Each student can earn up to 3% course grades by participating research through the system. The participation is voluntary. **The course grades earned via SONA will be considered as a "top-up" to class participation marks.** Students will receive up to 3 points participation marks conditional on the full participation marks do not exceed 15 points.

### **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](mailto: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.