HROB*3100; Developing Managerial and Leadership Competencies
Winter 2019
Credit weight: 0.50

General Course Information

Instructor: Dr. Jamie Gruman
Email: jgruman@uoguelph.ca
Office Location: MAC 226
Office Hours: Monday, 5:45 - 6:45 pm; Appointments required.
Department/School: Department of Management

TA’s: Ethan Sheehy, Kristian Benjamin
Email: esheehy@uoguelph.ca, benjamik@uoguelph.ca
Office Location: MAC 217, TBA
Office Hours: TBA, TBA

Class Schedule: Section 01: Monday, 7:00 pm – 9:50 pm, MAC 149

Pre-requisites: 9.00 credits including (1 of BUS*3000, HROB*2100, PSYC*3070). Restrictions: BUS*4000, HTM*4100

Course Description

This course is designed to help students develop critical managerial skills such as self-awareness, managing conflict and stress, communicating effectively, and interviewing.

These skills are important not only for management and leadership effectiveness, but are also fundamental for the successful management of one’s life and career. Learning these skills will enable students to behave more effectively not only in their working lives, but also in their personal lives. The course includes group work.

Course Learning Outcomes

By the end of the course students should have developed a sensitivity to how their current levels of knowledge, skill, and ability influence their managerial and leadership behaviour, and learned in which areas they require improvement. They should also be better able to manage stress, solve complex problems, communicate effectively, be influential, motivate and empower other people, manage conflict, and run effective teams. Specifically, upon completion of the course students should:

Knowledge and Understanding:

1. Demonstrate familiarity with some of the concepts, principles, and research findings related to managerial and leadership competencies
2. Describe the role of managerial and leadership competencies in fostering individual, group and organizational success
3. Analyse and evaluate information about managerial and leadership competencies.
Discipline/Professional and Transferable Skills:

4. Diagnose work situations in which specific managerial and leadership competencies might prove beneficial and demonstrate an ability to apply knowledge of such competencies to foster individual, group and/or organizational effectiveness.

5. Implement managerial and leadership skills more effectively than before the course was taken.

Attitudes and Values:

6. Demonstrate the professionalism and commitment to excellence that is characteristic of the best managers and leaders.

Indicative Content

Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 7</td>
<td>Introduction to course</td>
<td>No readings</td>
</tr>
<tr>
<td>Feb 11</td>
<td>Test 1</td>
<td>Covers all material up to this point in the course</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
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<td>------------</td>
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<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>March 18</td>
<td>Spring Break – No Class</td>
<td></td>
</tr>
</tbody>
</table>

*Skimming the readings and getting the 'gist' of the material will not be sufficient for earning a good grade. Hint: try to apply the ideas you read about to personal experiences you have had or stories you have heard/read in the news. This course is designed to require 10-12 student effort hours per week, as suggested of .5 credit courses in the U of G undergraduate calendar. Learning doesn’t happen to you. You must make learning happen.

Note: This schedule and syllabus is subject to change. Students are responsible for staying informed about any and all changes. Any changes will be announced in class and/or on the Courselink site. Grades in the course will follow the grading procedures outlined in the U of G undergraduate calendar. It is expected that the average grade in the course will be in the C range.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>80-100</td>
<td>Excellent. Outstanding performance.</td>
</tr>
<tr>
<td>B</td>
<td>70-79</td>
<td>Good. More than adequate performance.</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>Failing grade. Inadequate performance.</td>
</tr>
</tbody>
</table>

Exams
The non-cumulative exams will be comprised of short essay questions, roughly half of which will be written by the students in the course. Each week students are required to write an essay question on that week’s course material and post it to the appropriate discussion group on the course website (there is a different discussion group for each week of class. See “Discussions” tab on course website). A comprehensive answer to the question must also be posted. As such, roughly half of the questions will be known in advance of the exam. Students cannot post a question that has already been posted or is highly similar to one that has already been posted. Such questions will be deleted and won’t earn points. Trivial, thoughtless questions will similarly not earn points. Exams will include a sampling of the posted questions in addition to questions written by the professor.

Exam questions can cover the lectures, readings, videos, and any other material that is included as course content. Note that not all assigned material will be covered in class. Students are nonetheless expected to understand all of the assigned material and come to class prepared to ask questions about anything they do not understand fully. The date of the make-up exam is available in the course policies section below. You must receive prior permission from the instructor to write the make-up exam. Proper documentation will be required in all cases.

Weekly Questions and Answers

Each week’s question and answer combination, which must be posted before the start of each corresponding class, is worth 1 point towards your final grade. Note that this procedure awards you automatic points towards your final grade as long as you keep up with the material. One week after each lecture, points for the prior week can no longer be adjusted. Please be sure to check your grades on a regular basis and report any errors to the TA as soon as they are noticed.

The Company Project

Ultimately management and leadership competencies can’t be learned in a classroom. They grow from experience. Therefore, the class will be randomly divided into groups (companies) of approximately 10 students each, further subdivided into two sub-groups. The purpose of this project is to personally experience and develop some of the competencies to be discussed throughout the course and promote your development as a team member/manager/leader. As a function of this project, two written reports are required.

In the first few weeks of the term, each company will decide upon a project that will have an entrepreneurial or altruistic impact. The project will culminate in a real financial gain or loss to the company, or will produce a cultural, political or social service impact in the community. The project must be made up of at least two significant sub-projects (e.g., a hockey tournament, and an ice-sculpture competition) all organized around a theme (e.g., Canadian winter) and held preferably on the same day at the same time. You will divide your group into subgroups each of which will design and run one of the sub-projects. A leader will be nominated in each subgroup and those people will comprise the executive committee. One of those people will be the official spokesperson for the entire group. The projects chosen must be substantial enough to last for the entire semester.

Formal approval of your project concept must be obtained prior to submitting the Project Selection Report. The project must meet the following criteria for approval.

a) All encumbrances and potential consequences (financial or otherwise) shall be willingly assumed by each company member

b) The project must be legal and must meet the highest standards of conduct, ethics, etc.

c) All project related activities must be fully completed by course end.

d) The project must be sufficiently interactive such that group members are required to work together throughout the majority of the project.

A spokesperson or official contact person for the instructor will be identified by each company. This person must be listed on the Project Selection Report. The spokesperson fulfills a communication role. This person
may or may not be the “leader” or “manager” of the company. Please notify the instructor if the spokesperson is changed.

| The primary goal of the company project is to provide you with the experience of managing a substantial project so that you are in a position to truly appreciate the importance of the management and leadership competencies discussed in the course. You must exert considerable effort towards the task itself (your product or service). Sustained, well-directed effort will be a vital ingredient in the overall success of your company’s performance and will be reflected in your grade on the Group Report (see below). Five of the 20 points for the Group Report will reflect whether the group achieved up to 49% (0), between 50% to 59% (1), between 60% to 69% (2), between 70% to 79% (3), between 80% to 89% (4), or over 90% (5) of the objective success target that you will establish for your sub-group’s part of the company project. Extenuating circumstances may be taken into account in determining this grade. |

| Firing Group Members. Group members who do not pull their weight will be allowed to be fired by the group. This must be done in consultation with the professor and evidence of the member’s repeated failure to participate adequately must be provided. For example, two unanswered emails to a non-participating group member, or two “reprimanding” emails to a group member who fails to honour their project-related obligations, will suffice. In lieu of participating in the company project, fired members will be required to write a 20-page paper on a topic determined by the professor. The paper automatically receives a penalty of 25%, thus the maximum grade attainable on the paper is 75% which will be awarded in place of a company presentation grade (this is the same grading procedure to be used for members of groups who perform inadequately in completing their Risk Assessment – see below). This is a very serious issue. Groups dealing with lazy, unreliable, uncooperative or otherwise difficult or unprofessional group members are advised to speak with the professor as soon as possible so that more constructive options can be considered. |

| A Note on Unprofessional Charges: As part of your project you may decide to do things like book tables in the University Centre. Booking tables is free but there are charges levied for exploiting the service by, for example, failing to show up at the time of your booking. The Department of Business will be billed if you incur these sorts of charges. All charges levied upon the Department of Business as a result of unprofessional behaviour will be billed back to the group. |

| The CBE Bank. To support the execution of their company projects, each sub-group will have access to small loans from the CBE Bank. Loans must be repaid in full by the end of the semester and a small (3%) interest rate will be charged. Just like a real business, an inability to pay back the loan in full, with interest, reflects a failure to achieve the project objectives and will be reflected in the sub-group’s grade on the Group Report. The loan application form can be found at the CBE Conference and Competition Funding site: https://www.uoguelph.ca/business/current-students/conferences-competitions |

| Please note that the professor must be cc’d on all communication with the charitable organization that is the beneficiary of your project. |

| Company Reports |

| Each company will submit two reports during the semester: |

| 1. The PROJECT SELECTION REPORT will consist of two typed pages containing the group number, name of the company, the names of the company members in alphabetical order by last name (separated into the sub-groups), the spokesperson’s phone number and e-mail address, a brief summary of your business plan ie; identify your product or service and sub-group activities, and a numerical success targets (goals) for each sub-group, to be handed in after you have received verbal approval. Note: In the event two groups choose the same project, the group who obtains instructor approval first will receive permission to proceed. Therefore, feel free to seek verbal approval of the project idea as soon as possible (No grade allocated). In the interest of being efficient, when seeking approval for your project please present at least three ideas. The deadline for the Project Selection Reports is available in the course schedule. |
2. After receiving approval for your project, groups will submit a RISK ASSESSMENT FORM outlining all of the foreseeable risks involved in the project and sub-group projects and measures that will be taken to mitigate, and respond to, these risks (No grade). The deadline for this is available in the course schedule and a sample form is available on the course website. It is VERY important that you think through these risks carefully and thoroughly. Groups that do an inadequate job of considering risks, or that do not subsequently take the steps necessary to mitigate/address risks will not be permitted to carry out their projects. In lieu of the Company Project, each group member will be required to write a 20-page paper which will be subject to the grading guidelines for fired group members as discussed above.

Individual Assignment

Management and Leadership Self-Assessment Reports (“Self-assessment”)

One purpose of the company project is to give you an opportunity to practice implementing the competencies discussed in the course. In the self-assessment students are required to demonstrate how the course material has helped them improve their management and leadership competencies.

Students are required to complete three entries in their Management and Leadership Self-Assessment Reports. In each entry, which can be no more than two pages long, students will identify a management and leadership competency in which they believe their skill can be improved. They will then explain how they have used course material while working on their company project to improve their skills. Put another way, students must demonstrate how they have used course material in executing their company projects and how the course material has improved their management and leadership effectiveness.

Each entry in the Management and Leadership Self-Assessment Report must include the following sections (include these subsection headings in each of your three entries):

1. Competency (identify the competency you are discussing (e.g., communication))
2. Developmental Need (explain why you think you are weak in this area or could stand to improve. Actual examples must be provided, not general descriptions).
3. Course material (identify the course material you experimented with to improve in this area).
4. Application (explain clearly how you actually implemented the course material. Always provide details of concrete examples).
5. Outcome (explain the positive or unintended negative outcomes associated with your implementation of the course material. Negative outcomes are fine because they represent learning on the path to success. Again, provide concrete examples).
6. Implications (outline briefly what you believe are the specific implications of improving in this competency)

You’ll find the grading form for the Management and Leadership Self-Assessment Report on the course website along with a sample report. Important: Although this assignment is due towards the end of the course, do not begin working on it then or you’ll find the end of the course overwhelming and you won’t learn much. It is recommended that you write one entry every few weeks as you learn about the relevance of the course material while executing your project. Summary: this assignment includes three, two-page entries, so the total assignment will be no more than six pages long. The deadline for the assignment is indicated in the course schedule. The assignment should be uploaded to the appropriate dropbox on our course site as a single file.

To encourage you to not wait too long before working on them, I will be happy to review one point-form entry (not all three entries) or discuss your self-assessment assignment until two weeks before they are due. I won’t discuss or review self-assessments within two weeks of the due date. All reviews or discussions must take place during office hours.

Save your document with a filename that includes your name – e.g., HROB3100_SelfAssessment_Jim_Black

Group Assignment
**Group Report**

The group report is a summary of each sub-group’s success in running their part of the company with an emphasis on how group member differences impacted the sub-group’s experiences in terms of group dynamics and task accomplishment. One report is required per sub-group and each report can be a maximum of 7 pages, excluding references and title page. The report will include a discussion of 1) two significant experiences in running the project that were affected by specific individual differences (characteristics that make people unique), 2) lessons learned about these specific individual differences and their consequences with respect to the experiences noted in step 1, 3) independent research that is relevant to understanding their sub-group's experience with these individual differences, and 4) insights about how to manage these differences effectively. Each of the two experiences that comprise the group report should be broken down into the 4 sections outlined above, with corresponding headings, including an overall heading noting the specific individual difference you are discussing.

In the opening paragraph that briefly describes the sub-group’s project, the report must explicitly note the sub-group’s objective that was approved in the project selection report (i.e., your goal) - money earned, attendance, etc. - and indicate what percentage of the goal you achieved. The percentage of target achieved will be factored into the grade for the report and represent 5 of the 20 points students can earn. Do not include an introduction or conclusion in your report.

The focus of the report is on describing how individual differences (things about people that make them different) impacted group dynamics and task accomplishment. For example, you could discuss how different types of personalities created conflict and what effect this had on the project, how a certain group member’s set of values facilitated negotiations and explain the advantages for getting work done, or how a particular group member’s level of motivation led her to get fired. In explaining the impact of individual differences, specific incidents, situations, or experiences that occurred while running your company must be discussed (no hypotheticals). For each of the two incidents you must do literary research on the relevant individual differences (one individual difference per incident) to provide insight into how or why the individual difference manifested itself in your group and influenced group dynamics and/or task accomplishment. For example, why did differences in people’s level of risk tolerance (an aspect of personality) create tension when trying to select a project idea, and what effect did this have?

You must use peer-reviewed, academic journal articles in the psychology, management and/or organizational behavior literature – not magazines, newspapers, blogs, etc. For example, if one of the incidents you discuss is about how different personalities clashed in your group and caused conflict, you could do additional research on the topic of individual differences and conflict to find at least one journal article that very effectively sheds light on your specific experience. It is very important that you present pertinent material from a journal article that effectively addresses the specific dynamics related to your experience with the individual difference you are discussing, and not simply present material you happened to come across when doing a casual literature search on the general topic! Your analysis should be detailed and sophisticated and shed light on the individual difference and experience you discuss, not just add general information. The report should present a fine-grained analysis of individual differences (e.g., a focus on the specific personality variable “risk tolerance”) as opposed to a broad-stroke analysis (a focus on the general concept of “personality”). You need to “dig” to do this effectively. Grades will reflect the quality of your research and analysis, and I caution you that this part of the paper is often done inadequately.

To begin the process of finding relevant material from the literature, think about what individual differences best help to explain specific incidents or situations you experience while running your project and then target your literature search around those ideas. Preliminary research on more general organizational behavior topics (i.e., conflict) may help you narrow down the specific individual differences you’ll choose to consider. Note that these tasks provide opportunities for many group members to participate – group discussion of incidents and individual differences to focus on, general literature searches by a number of people, targeted literature searches by the same or different people, analyses of incidents, more group discussion on the quality of the analyses, writing a draft of the report or sections of the report, reviewing the report, editing the report, etc. Assign tasks accordingly. Be sure to edit your work carefully and repeatedly. And note that although this assignment is due at the end of the term you are strongly encouraged to work on it throughout the term, as potentially relevant incidents occur.
To know the criteria that will be used in evaluating the reports, you will find a Group Report Evaluation Form on the course website.

Save your document with a filename that fully identifies your group – e.g., HROB3100 Group Analysis_Group 3_MarioKart Tournament

**Peer Evaluations.** Students will have the opportunity to evaluate the professionalism demonstrated by each member of their subgroup. This evaluation will play a role in determining the final mark assigned to particular students for the Group Report. You can download the evaluation form from the course website and upload it to the dropbox on our course site. Further details regarding the peer evaluation will be provided in class.

Peer evaluation scores will also reflect the management and leadership competencies displayed in your interactions with the professor and TA throughout the course (e.g., quality of email correspondence, following instructions, overall professionalism). This is a course on managerial and leadership competencies and you are expected to *demonstrate* these competencies (e.g., effective communication, professionalism) in your interactions once these topics have been covered in the course. Students who fail to demonstrate competencies that have been covered in the course will have their peer evaluation scores adjusted by the professor, which will affect their grade on the Group Report. For example, students who make an appointment to meet with the professor or TA and fail to show up on time, or email the professor or TA to ask a question about material that was available in the syllabus, or who send an unprofessionally composed email, will lose one point on their peer evaluation each time this happens. Remember, in this course you are not supposed to just learn *about* competencies, you are expected to integrate the competencies into your repertoire of skills and *demonstrate* the competencies in your behaviour! This represents learning outcome #6 noted above.

Keep a copy of all of your graded work until final marks have been recorded. You may be asked to resubmit your work at any time.

**Course Assessment**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
<th>Description</th>
<th>Associated Learning Outcomes</th>
<th>Due Date*/ location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1:</td>
<td>20%</td>
<td>Test 1</td>
<td>1,2,3,4,6</td>
<td>In class</td>
</tr>
<tr>
<td>Assessment 2:</td>
<td>28%</td>
<td>Final exam</td>
<td>1,2,3,4,6</td>
<td>TBD</td>
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<td>Self-assessment</td>
<td>1,2,3,4,5,6</td>
<td></td>
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<tr>
<td>Assessment 4:</td>
<td>20%</td>
<td>Group Report</td>
<td>1,2,3,4,5,6</td>
<td>In class</td>
</tr>
<tr>
<td>Assessment 5:</td>
<td>10%</td>
<td>Weekly Questions &amp; Answers</td>
<td>1,2,3,4,5,6</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

**Total** 100%

*The due dates for each assignment are available in the course schedule

Note: Students must earn an overall minimum grade of 50% on the combined individual assignments (test 1, final exam, and self-assessment) to receive a passing grade in the course (i.e., 35 out of 70 points).

**Course Resources**

**Required Texts:**

N/A

**Recommended Texts:**
Other Resources:
This course uses a variety of materials and resources. One of your primary resources will be the course website (http://courselink.uoguelph.ca). Course announcements and updates will be posted here. You will also be able to access any handouts you may have missed through this site. You are expected to check this site on a regular basis.

Course Policies

General Policy
If you are experiencing difficulties that may interfere with your studies speak with the professor immediately so that possible solutions can be considered. Do not, for example, wait until a deadline has passed and then ask for accommodation. Accommodation will not be considered for difficulties that arose with enough time to be handled but were not discussed with the professor until time had expired.

Grading Policies

Policy on Exams: The test dates given in this course outline will not be changed except under exceptional circumstances. The only valid reasons for missing a test involve uncontrollable circumstances. Scheduling conflicts that are/were foreseeable and/or which merely create inconveniences for students (i.e., vacation plans, dinner reservations, etc.) do not qualify as valid reasons to write the make-up test. Supportive documentation will be required in all cases. If you must miss the mid-term test, at the professor’s discretion you may be allowed to write the make-up exam scheduled for Tuesday, February 19th at 10:00 am (please meet at the instructor’s office at 9:45 pm). If you can’t write the make-up exam, at the professor’s discretion you may write an 8-page paper on a topic determined by the professor. No other arrangements will be made.

If you do not have a valid, documented reason for missing a test, you will be assigned a 0 (zero) for that test, and it will be averaged into your final mark.

Because they can be used to cheat in numerous ways, cell phones and other electronic devices are not permitted during exams. If you display or use a cell phone or other electronic device in any way during an exam you will earn 0 on that test. Note that failure to properly identify yourself on your exams (e.g., name, email id, student number) may result in forfeiture of exam grades, in part or in whole.

Policy on Format and Length of Assignments: All assignments must adhere to APA style. Assignments be typed, double-spaced, have standard kerning, a minimum of 1-inch margins all around the page, use 12-point Times New Roman font, and be stapled. Assignments should be uploaded to the appropriate dropbox on the course website. A 15% penalty will be assigned automatically to assignments that do not conform to these formatting requirements. We stop reading papers when we reach the assignment length limit. For example, if an assignment page limit is 12 pages, and someone has submitted 15 pages, we stop reading at the end of page 12 and grade the assignment accordingly.

Policy on Late Assignments: All assignments must be submitted on the due date unless otherwise specified. No extensions will be offered and no exceptions will be made. If assignments are handed in late, 20% of the total marks will be deducted for every day they are late (including weekends). The end of the day is 5:00 pm. Assignments handed in after 5:00 on any given day will be considered to be another day late.

Re-Grading Policy: I am happy to answer any questions you have about your grades. However, to avoid frivolous questions, all questions about grades must be posed during office hours. No questions about grades or grading will be answered over email or by phone. If you are dissatisfied with a mark you earn on a paper or exam you have the option of having your work re-graded. However, the following procedure must be followed: Within 7 working days of the marks being posted or handed back, submit to the professor a one-page written document explaining exactly why you think your work should be re-graded. The document must include a very detailed argument outlining why you think your grade should be higher and include all
pertinent information that you believe bears on your case. Only pursue this course of action if you are certain that your grade should be higher. If you decide to submit your exam/assignment for re-grading, the entire document will be re-evaluated. This means that it is possible to lose points as well as gain points through re-grading. Therefore, be very confident that an error in grading has occurred before submitting a request for re-grading. Keep in mind that the re-grade is meant for mistakes in grading. Re-grading will not be conducted for exams and/or assignments that are written in pencil or that have been altered with liquid paper or drycorrect. If you do so, it will be considered a violation of the Academic Honour Principle.

**Course Policy on Group Work**

N/A

**Course Policy Regarding Use of Electronic Devices and Recording of Lectures**

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

**University Policies**

**Academic Consideration**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for Academic Consideration:

[http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml](http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml)

**Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml](https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml)

**Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services (SAS) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email accessibility@uoguelph.ca or see the website: [http://www.uoguelph.ca/csd](http://www.uoguelph.ca/csd)
Course Evaluation Information
Please refer to the Course and Instructor Evaluation Website (https://courseeval.uoguelph.ca/)

Drop date
The last date to drop one-semester courses, without academic penalty, is available in the Academic Calendar. For regulations and procedures for Dropping Courses, see the Academic Calendar:
https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml

Disruption in class
As noted in the undergraduate calendar, “you have the RIGHT to an environment that, while safeguarding dissent, is free from interference and disruption. You have the RESPONSIBILITY not to interfere with the normal functioning of the University …including classes”.

Intellectual Property
The material covered in class, such as lecture content and powerpoint slides, is the intellectual property of the instructor. This material may only be used by students currently enrolled in the course. None of this material may be broadcast, posted, shared, circulated, or otherwise disseminated beyond the confines of the course. For example, students are not permitted to post the course powerpoint slides online. Doing so is considered a form of academic misconduct and will results in administrative action.