MNG-1103: Organizational Behaviour  
Autumn 2012

Professor: Dr. Olen Gunnlaugson

Timeframe for the Course:

Course Venue:
Section A  
Thursday 8 h 30 to 11 h 20  
Local 3313 PAP  
September 6th - December 13th 2012

Course Homepage:  http://www.portaildescours.ulaval.ca

Contact Details & Availability

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Course Description

Introduction

Today's organizations are under great pressure to evolve and thrive in the face of emerging complex challenges and unforeseen opportunities. Beyond technical and scientific skills, business leaders and managers in today's organization are becoming aware of the importance of learning skill sets and approaches to innovation to drive leadership and high performance objectives that were unthinkable to mainstream business culture even a decade ago. To thrive in today's workplace under such conditions, this course takes seriously the goal of helping each of you become the next generation of leaders and managers who are well equipped for this challenge.

Each week, in Organizational Behaviour MNG-1103 we will survey both traditional and progressive approaches, theories and best practices concerning individual and group communications, teamwork, leadership and organizational processes as well as organizational culture. MNG-1103 addresses current issues that organizations face in optimizing their performance including: ethics and values, social responsibility, diversity, sustainability, and globalization. Additionally MNG-1103 covers the role of emotions and perception as managers, leading approaches to motivation, communication and teamwork performance, decision-making and negotiation, collaborative communication, leadership and organizational culture, and other key areas.

By introducing a broad range of practices, theories and models within the field of organizational behaviour, this survey course introduces important knowledge across leadership, management and entrepreneurial contexts in the contemporary organization.

Finally, this course focuses on valuable soft skills of personal and professional development in organizational and professional contexts. As such, this course is designed to introduce students who may not have a business background to the world of organizational behaviour. Overall, the course is also designed to inspire new learning about the kinds of leadership, management and organizational knowledge that will serve your most meaningful career and organizational goals.

Remarks concerning the course workload: This course generally requires on average 9 hours per week.
General Course Objectives

MNG 1103 familiarizes students with basic concepts of organizational behaviour and organizational culture. The course has been designed with a multidisciplinary perspective and highlights several levels of analysis concerning the individual, group and organization as a whole.

Overall the course aims to:

- Develop a sound grasp of the fundamental concepts of organizational behaviour;
- Introduce effective approaches to interpersonal communication, coaching and teamwork skills
- Enable students to integrate and apply perspectives derived from various human sciences, social sciences and the humanities in order to achieve a better understanding of human behaviour, development and potential in organizations;
- Introduce emerging trends in new work environments and organizational forms;
- Introduce issues of sustainability, ethics and corporate social responsibility;
- Sensitize students to international and intercultural dimensions of the new workplace;
- Equip students to critically and creatively analyze workplace situations and their consequences for individuals and groups
- Support students in discovering useful and creative solutions to organizational learning challenges;
- Give students a richer understanding of their potential as future managers, leaders and employees

Specific Objectives

MNG 1103 is based on several specific objectives in three categories:

1. Acquire a sound understanding of organizational behaviour knowledge

Upon completion of this course, students should be able to:

a) Identify and explain the basic principles and concepts of organizational behaviour;
b) Skillfully interpret human behaviour and group communications within organizations;
c) Identify trends in the workplace and to understand the management implications;
d) Demonstrate an understanding of the effects of information technology and communications, diversity of workforce and globalization on various aspects of organizational behaviour;
e) Understand the ethical challenges of conducting business in our time;
f) Interpret the influence of structures, systems and organizational performance and job satisfaction;
g) Recognize the potential applications of concepts and theories of organizational behaviour to the different functions of the organization.

2. Develop the ability to apply this knowledge to practical situations

Upon completion of this course, students should be able to:

a) Work both individually and collaboratively towards solving organizational-based problems based on their knowledge and understanding of organizational behaviour;
b) Make critical, creative and effective judgments in every day organizational situations;
c) Apply the means for bringing about transformation and positive changes within one’s self, one’s colleagues and the organizational culture as a whole
  d) Identify ways to participate in a more engaging and high performance organizational work environment.

3. The development of personal and professional skills

Upon completion of this course, students should be able to:

a) Work effectively in teams to solve typical organizational problems;
b) Prepare a term assignment following a rigorous analysis and design of a plan of action;
c) Demonstrate a professional understanding of one’s self and others in the workplace;
d) Communicate with others more effectively and skillfully.
e) Prepare, organize and deliver a strong team presentation
Course Methods of Assessment

<table>
<thead>
<tr>
<th>Extent of Achievement</th>
<th>Method of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Solve complex problems in various organizational contexts</td>
<td>Developing case studies</td>
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<tr>
<td></td>
<td>• Case analysis in class; case analysis and synthesis of exam questions</td>
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<tr>
<td>2. Communicate Effectively</td>
<td>Integration</td>
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<td></td>
<td>• Writing reports on case studies in English</td>
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<td></td>
<td>• Write a final report and oral presentation on a summary book</td>
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<td></td>
<td>• Self-Assessment Questionnaire</td>
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<tr>
<td>3. Manage &amp; participate in work teams</td>
<td>Integration of Work Team</td>
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<tr>
<td></td>
<td>• Case Studies and a summary book</td>
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<tr>
<td>4. Recognize key organizational behaviour issues locally and internationally</td>
<td>Primer</td>
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<tr>
<td></td>
<td>• Case Study</td>
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<tr>
<td></td>
<td>• Self-Assessment Questionnaire</td>
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<tr>
<td>5. Demonstrate leadership skills</td>
<td>Work in Team Development</td>
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<tr>
<td></td>
<td>• Case Study</td>
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<tr>
<td></td>
<td>• Summary Book</td>
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<tr>
<td>6. Apply information technology and communication in the conception, design, development and management organizations</td>
<td>Primer</td>
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<tr>
<td></td>
<td>• Oral Presentation with computer support</td>
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<td></td>
<td>• Formative Evaluations Online</td>
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<td></td>
<td>• Forums for discussion (General forum and private forum for each team)</td>
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</tbody>
</table>

Instructional Approach

This course includes lectures on major themes in the study and issues raised, discussions of readings, case studies, exercises, simulations, self-assessments and audio-visual materials.

In this course, all the weekly readings are mandatory. You’ll also apply your knowledge through case studies and by collaborating with your colleagues.

Here is the list of learning activities that will be used during the semester:

Readings

A series of readings from the course text and case studies will be offered to enable you to assimilate the concepts related to the material for each week. You are required to do the readings listed in syllabus to be able to participate actively in class discussions.

PowerPoint Presentations

A series of PowerPoint presentations will be prepared for each class and uploaded online prior to each course.

Self Assessment Tests

Throughout the course, self-assessment tests will be offered to allow you to know yourself better, especially with regard to your communication skills, your leadership style, your individual profile and your personality type.

Case Studies

The case studies conducted in the course will allow you to apply existing knowledge to a concrete organizational situation, helping you identify management and leadership approaches that are most appropriate. For each class, a case study will be investigated. Generally the case will be discussed as a team, and where time permits—with the entire class as a whole. Finally, there will be an individual case study assignment at mid term.
Each case study will have a situation to analyze, identifying issues and problems with the objective being to work towards an appropriate solution, strengthen one's ability to consider a management situation based on the concepts studied and to apply this knowledge in identifying management approaches that are most appropriate.

**Team Work**

Team-based work sessions will work primarily with business cases. See reviews for more details.

**Exam**

At the end of the course, you will have a final exam. The examination will draw upon the topics of the course.

**Course Calendar**

<table>
<thead>
<tr>
<th>No</th>
<th>Title</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introducing Organizational Behaviour Today</td>
<td>Week of September 10, 2012</td>
</tr>
<tr>
<td>2</td>
<td>Individual Characteristics</td>
<td>Week of September 17, 2012</td>
</tr>
<tr>
<td>3</td>
<td>Perception, Attribution and Learning</td>
<td>Week of September 24, 2012</td>
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<tr>
<td>4</td>
<td>Motivation Theories</td>
<td>Week of October 1, 2012</td>
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<tr>
<td>5</td>
<td>Motivation &amp; Performance</td>
<td>Week of October 8, 2012</td>
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<tr>
<td>6</td>
<td>Groupwork</td>
<td>Week of October 15, 2012</td>
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<td>7</td>
<td>Teamwork and Team Performance</td>
<td>Week of October 22, 2012</td>
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<tr>
<td>8</td>
<td><strong>Reading Week</strong></td>
<td><strong>Week of October 29, 2012</strong></td>
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<tr>
<td>9</td>
<td>Decision Making and Creativity</td>
<td>Week of November 5, 2012</td>
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<tr>
<td>10</td>
<td>Conflict and Negotiation</td>
<td>Week of November 12, 2012</td>
</tr>
<tr>
<td>11</td>
<td>Communication &amp; Collaboration</td>
<td>Week of November 19, 2012</td>
</tr>
<tr>
<td>12</td>
<td>Leadership Essentials</td>
<td>Week of November 26, 2012</td>
</tr>
<tr>
<td>13</td>
<td>Leadership Challenges and Organizational Change</td>
<td>Week of December 3, 2012</td>
</tr>
<tr>
<td>14</td>
<td>Final Exam</td>
<td>Week of December 10, 2012</td>
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</tbody>
</table>

**Note:** Please refer to the section meetings of your course site for more details.
### Content & Activities

The semester is divided into 13 weeks. The course content is divided by the number of weeks. At each meeting a specific topic is discussed. For a complete description of activities, see your course site.

#### Week 1 - Introducing Organizational Behaviour Today

**Introduction to Class**

**Organizing & Training the Teams**

**Exercise: Graffiti Needs Assessment**

#### Week 2 – Individual Characteristics

**Readings:**
- *Chapter 1*: Introducing Organizational Behaviour, Schermerhorn et al., pp. 3-24.
- *Chapter 2*: Individual Differences, Values and Diversity, pp. 25-52

**Case Study:** Xerox, Schermerhorn et al., W-101-102

#### Week 3 – Perception, Attribution and Learning

**Readings:**
- *Chapter 3*: Emotions, Attitudes and Job Satisfaction, Schermerhorn et al., pp. 53-74.
- *Chapter 4*: Perception, Attribution and Learning, Schermerhorn et al., pp. 75-100

**Team Book Presentation:** CHRISTENSEN, Clayton. *How Will You Measure Your Life?* 2012.

**Case Study:** Hiring based on body art (available online on course homepage in week 3 folder)

#### Week 4 – Motivation Theories

**Reading:** *Chapter 5*: Motivation Theories, Schermerhorn et al., pp. 101-120;

**Team Book Presentation:** PATTERSON, Kerry; et. al; Influencer: The Power to Change Anything, MacGraw-Hill, 2007

**Case Study:** It isn’t Fair, Schermerhorn et al., W-107-109.

#### Week 5 – Motivation and Performance

**Reading:** *Chapter 6*: Motivation and Performance, pp. 121-144;


**Case Study:** Bullying Bosses (available online on course homepage in week 5 folder)

#### Week 6 – Teamwork

**Reading:** *Chapter 7*: Teams in Organizations, Schermerhorn et al., pp. 145-168.


**Case Study:** Work Team Dynamics, Schermerhorn et al., W-78. <<no case this week>>
**Week 7 – Team Performance**

**Readings:** Chapter 8: Teamwork and Team Performance, Schermerhorn et al., pp. 169-194;


**Case Study:** Dangers of groupthink (available online on course homepage in week 7 folder)

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**Week 8 – Reading Week**

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**Week 9 – Decision Making and Creativity**

**Readings:** Chapter 9: Decision Making and Creativity, Schermerhorn et al., pp. 195-218;


**Case Study:** Path to Fraud (available online on course homepage in week 8 folder)

**Midterm Case Assignment** is introduced.

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**Week 10 – Conflict and Negotiation**

**Reading:** Chapter 10: Conflict and Negotiation, Schermerhorn et al., pp. 219-240.

**Team Book Presentation:** URY, William. *The Power of a Positive No: How to Say No and Still get to Yes*; Bantam, 2007

**Midterm Case Assignment due:** Individual Case-Study

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**Week 11 – Communication & Collaboration**

**Readings:** Chapter 11: Communication, Schermerhorn et al., pp. 241-262;


**Case Study:** The Poorly Informed Walrus, Schermerhorn et al., W-118;

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**Week 12 – Leadership Essentials**

**Reading:** Chapter 13: Leadership Essentials, Schermerhorn et al., pp. 291-318.

**Team Book Presentation:** Book: KING, Sarah; Altman, David; Lee, Robert. *Discovering the Leader in You: How to Realize Your Leadership Potential*. 2011

**Case Study:** Kinder, Gentler Leader (available online on course homepage in week 12 folder)

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**Week 13 – Leadership Challenges and Organizational Change**

**Reading:** Chapter 14: Leadership Challenges and Organizational Change, pp. 319-346.

**Team Book Presentation:** ARBINGER INSTITUTE. *Leadership and Self-Deception: Getting out of the Box*. Berrett-Koehler Publishers, 2010

**Case Study:** Reflective Leadership Exercise <<no case study>>
Team Book Presentations

<table>
<thead>
<tr>
<th>Team</th>
<th>Book Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3</td>
<td><strong>Book:</strong> CHRISTENSEN, Clayton. <em>How Will You Measure Your Life?</em> 2012.</td>
</tr>
<tr>
<td>Week 4</td>
<td><strong>Book:</strong> PATTERSON, Kerry; et. al; <em>Influencer: The Power to Change Anything</em>, MacGraw-Hill, 2007</td>
</tr>
<tr>
<td>Week 12</td>
<td><strong>Book:</strong> KING, Sarah; Altman, David; Lee, Robert. <em>Discovering the Leader in You: How to Realize Your Leadership Potential</em>. 2011</td>
</tr>
<tr>
<td>Week 13</td>
<td><strong>Book:</strong> ARBINGER INSTITUTE. <em>Leadership and Self-Deception: Getting out of the Box</em>. Berrett-Koehler Publishers, 2010</td>
</tr>
</tbody>
</table>

Case Studies

<table>
<thead>
<tr>
<th>Week</th>
<th>Week Theme</th>
<th>Case Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Individual Characteristics</td>
<td>Xerox</td>
</tr>
<tr>
<td>3</td>
<td>Perception, attribution and learning</td>
<td>Hiring based on body art (online)</td>
</tr>
<tr>
<td>4</td>
<td>Motivation Theories</td>
<td>It isn’t Fair</td>
</tr>
<tr>
<td>5</td>
<td>Motivation and Performance</td>
<td>Bullying Bosses (online)</td>
</tr>
<tr>
<td>7</td>
<td>Team performance</td>
<td>Dangers of Groupthink (online)</td>
</tr>
<tr>
<td>9</td>
<td>Decision Making and Creativity</td>
<td>Path to Fraud (online)</td>
</tr>
<tr>
<td>11</td>
<td>Communication and Collaboration</td>
<td>The Poorly Informed Walrus</td>
</tr>
<tr>
<td>12</td>
<td>Leadership Essentials</td>
<td>Kinder, Gentler Leader (online)</td>
</tr>
</tbody>
</table>
Evaluations and Results

List of Evaluations

Summative

<table>
<thead>
<tr>
<th>Title</th>
<th>Date delivered</th>
<th>Delivery Method</th>
<th>Work Mode</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Case Studies in Class</td>
<td>From week 2</td>
<td>In class</td>
<td>Team + Individual Contribution Assessed</td>
<td>20% (2 team written case reports)</td>
</tr>
<tr>
<td>Individual Case Study Analysis</td>
<td>Week 8</td>
<td>Take Home</td>
<td>Individual</td>
<td>20% (Written report)</td>
</tr>
<tr>
<td>Self and Team Evaluation</td>
<td>Week 15</td>
<td>Take Home</td>
<td>Individual</td>
<td>15 %</td>
</tr>
<tr>
<td>Team Book Presentation</td>
<td>Determined first class</td>
<td>In class</td>
<td>Team</td>
<td>15 %</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Week 15</td>
<td>In class</td>
<td>Individual</td>
<td>30 %</td>
</tr>
</tbody>
</table>

* Students have the possibility of handing in their papers, answering their exams, or presenting orally in French with no consequences on their grade. However, course materials, instructions and exams will not be translated and will be available in English only.

Additional Information about Summative Assessment

Weekly Case Analysis in Class (20%)

For most classes, you will meet as a team and make a brief analysis of a weekly assigned case study.

1) Independent preparation
Before each class, I ask that you individually working through next week’s case study, analyzing the situation and developing your own ideas so you can formulate your position in response to the questions before meeting with your assigned team.

2) Team work
During each week, you will meet with your team to discuss and debate each case in depth, in turn deepening your appreciation and understanding of the issues and potential actions. As your assumptions are challenged, new ways of thinking about issues will be stimulated.

3) Class discussion
Facilitated by the professor and a designated team each week, class discussions will explore multiple points of view and alternatives. It is in class that participants are encouraged to generalize concepts beyond the case and apply them to their own situations, in turn reflecting on how your initial ideas, opinions and position may have changed.

Case Study Submission Instructions:

Each team will submit to me via email at the end of each class, a report of approximately 2-3 pages (12 point Times New Roman Font, double spaced, proper title page and format) demonstrating their ability to establish links between the situation under review and the relevant concepts of organizational behaviour covered in the lecture and course as a whole.

**NOTE:** 1) At the end of class, you will be asked to email your team case study to: olen.gunnlaugson@fsa.ulaval.ca 2) In your email subject heading, write the name of your team. 3) In your submitted case study file, name the title of the case & your team name. **Example: Week 4 Case Study (Team Panda).pdf**

Among all of the case studies submitted, **I will choose two case studies at random points in the semester that will be evaluated and will account for 20% of your final grade.**
Group Case Study Facilitation Requirement:

Each team will be assigned to facilitate the discussion of one of the assigned cases during the semester. As apart of this exercise, you should prepare in advance a set of discussion questions that will generate provocative case discussion. You should also prepare a strategy for how you will facilitate the group. This exercise will take 15 minutes at the end of each case study session. Where appropriate, I will support the teams in facilitating the group learning experience.

Case Evaluation Criteria:

Furthermore, in regard to case studies in class, I ask that you assess your own contributions to the team and that of your teammates (self and team evaluation section below). This approach, in addition to ensuring fairness in relation to results obtained by each team member, aims to develop skills sets that are necessary in the performance of the role of managers, who are often required to assess their staffs performance and provide feedback to the organization, as well as assess their own performance.

Each case analysis is evaluated in light of the following criteria:

a) The rigor of the analysis;
b) Sufficient evidence presented;
c) Adequate understanding of concepts;
d) The quality of ideas and communication.

Individual Case Study Analysis (20%)

Overview

In week 8, you will be asked to perform an individual case analysis of a case study. The assignment is due in week 10. Each individual will submit a 8 page (points will be deducted for cases that are more or less than 8 pages) case report demonstrating their ability to establish links between the situation under review and relevant concepts of organizational behaviour studied in the course.

I will ask you to perform a case analysis of a particular scenario that gives you the opportunity to identify key problems and recommend a constructive course of action. This will be an individual take-home assignment, where I expect you will identify the key organizational behaviour issues in the case, analyze these issues from the perspectives explored in the course, develop a compelling solution to the issue at stake and make general recommendations for an intervention. This analysis will be written up in a case analysis report and handed in to me in class on week 10. As such, you will have 1 week to work on this at home.

Ideally, you should paraphrase your sources to develop a clear argument and demonstrate your understanding of the key issues. You should minimise the use of direct quotes.

Structure of your Case Analysis

In your 8 page case report I expect you to summarize your case analysis in five main sections:

1) Title Page: the first page should be a formal title page according to Université Laval standards
2) Introduction: Summarize the situation and identify the main issues to be resolved.
3) Body: Analyze the deeper issues underlying the problem, drawing on our learning in the course.
4) Possible Solutions: Present and analyze alternative approaches to resolving the problem.
5) Conclusion & Recommendations: Identify what you perceive to be the optimal solution & the specific course of action for implementing the best solution.

Assignment Requirements:

I require that students use section headings above in bold in their writing of their cases. The cases should be typed in 12 point Times New Roman Font with double spaced. Further instructions will be shared in class prior to the assignment being due.

Evaluation Criteria

The analysis of the case summary is evaluated in light of the following criteria:

a) consistency and logic of the analysis;
b) the relevance of linkages between the situation under review and the theoretical concepts;
c) understanding of concepts;
d) the quality of ideas and communication.
Self and Team Evaluation (15%) 

Individual Participation (5%)
I ask that you come to each class on time. I begin each class at **8.30pm sharp**. I ask that you come well-prepared (having completed each weekly reading and prepared for your team case analysis) and ready to share your self-reflective insights about the course. Each of you has an important perspective to bring. If you are shy or reluctant to share with the class, this will be a great opportunity for you to practice being more assertive. If you are someone who likes to participate and does it easily and frequently, I will ask that you also ask others what they may think about the topic under consideration and to share the speaking time.

Teamwork (10%)
Teamwork is an important component of this course. Each team must establish the operating conditions that ensure effective and equitable participation. To encourage participation, a formal evaluation of the contribution of each member to their team’s work will be performed by team members at the end of the course. Your team members will be evaluating you for this 10% grade, so your weekly team performance and contributions are essential.

It is strongly suggested to start the team discussions at this first meeting to organize and coordinate the participation of each member. To facilitate exchanges between team members, students are also invited to explore and use various technological tools that are available to them. Thus, discussion forums for members of the team and the virtual office can help you connect and share files easily.

Computer Use
Class participation is critical to your demonstrating that you understand what each day’s lessons are about. You cannot be an active participant in class if you are searching the web or answering email. Nor is it polite to go onto your computer when others are doing team book presentations in class. Thus while computers may be open during class for the purposes of taking notes, from time to time, you may be asked to close them. And if it is detected that someone is spending too much time on the computer, an email will be sent to that person, so indicating. If overuse continues, then the student’s class participation grade will be lowered at an increasing rate from class to class.

Evaluation Criteria during week 15

Overall self contributions will be assessed against the following criteria
- quality of listening and speaking during the lectures and to other students
- showing up to class each morning on time*

*Note: participation grades will be deducted for students who show up after lecture at break

Contributions to team work will be assessed against the following criteria
- preparation for each weekly case study
- leadership and communication skills with the team each week

Team Book Presentation (15%)

With your team, you will make a 30-minute presentation in which a book you sign up for as a team will be presented and summarized. The objective of this work is to inform & inspire other students in the class of a recent book on an organizational behaviour topic covered in the course.

For your book presentation, the objective is for your team to provide an engaging review of a specific organizational behaviour book that you sign up for. I recommend that each member of the team order the book in advance. I expect every member of your team will all have read the book and attempt to understand the topics you choose to present from different perspectives in relation to the theories, approaches and frameworks we will be discussing during the week and course as a whole.

Dynamic Powerpoint Presentation
For the purpose of your in class team presentation, you will be asked to introduce the book and present the key perspectives, findings, and arguments. I then ask that your team introduce the most inspiring and useful aspects of the book. Please identify and focus on the ideas that your team feels are the most worthwhile, relevant, transformative and that you would be most willing to share with your colleagues and friends if you had read the book on your own in your free time. Further instructions will be given online in week 1.

Finally, I expect that each team will place your presentation in context. In other words, you need to let us know why you believe this book will help the class with organizational behaviour situations in the future.
Final Exam (30%)

The final examination under supervision for a period of 3 hours will focus on material covered during the entire course. The final examination will assess your knowledge on key themes covered as well as your ability to apply that knowledge to practical organizational contexts. It will consist of essay questions and a main case study to analyze. It will be a closed book exam.

Grade Conversion

<table>
<thead>
<tr>
<th>Interval</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90 - 100</td>
<td>A +</td>
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<tr>
<td>87 - 89.9</td>
<td>A</td>
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<tr>
<td>84 - 86.9</td>
<td>A -</td>
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<tr>
<td>81 - 83.9</td>
<td>B +</td>
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<tr>
<td>78 - 80.9</td>
<td>B</td>
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<td>75 - 77.9</td>
<td>B -</td>
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<tr>
<td>72 - 74.9</td>
<td>C+</td>
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<tr>
<td>69 - 71.9</td>
<td>C</td>
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<td>63 - 65.9</td>
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<td>60 - 62.9</td>
<td>D</td>
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<td>0 - 59.9</td>
<td>E (Fail)</td>
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</tbody>
</table>

Results

Your results will be available in the course website

Plagiarism

The FSA does not tolerate unethical conduct. Disciplinary regulations for students from Laval University reported nearly two-dozen studies that related offenses punishable. To avoid exposure to consequences ranging from failure in a course to dismissal from the University, visit the following website: www.fsa.ulaval.ca/plagiarism.

Late Coursework

Extensions will only be granted on medical or compassionate grounds and will not be granted because of work or other commitments. Requests for extensions should be made in writing to the lecturer-in-charge prior to the due date. Medical certificates or other evidence must be attached and must contain information which justifies the extension sought.

Late assignments which have not been granted an extension will, at the lecturer’s discretion, be penalised by deducting ten per cent of total marks for each full day overdue.

Assignments submitted more than six days late will normally not be accepted.

Disciplinary Rules

Any student who commits a breach of disciplinary regulations, especially with regard to plagiarism, is subject to the penalties in that regulation. It is very important for every student to read the articles 28 to 32 of the Disciplinary Regulations. This can be accessed at the following address:


Policy if no exams

You must ensure at the outset of the session you have no scheduling conflicts with exams since no accommodation will be accepted.

For more details: http://www5.fsa.ulaval.ca/sgc/formation/baalaval/pid/12720
Course Evaluation

During the 4th week, a formative evaluation of the course will be conducted. This confidential assessment will only be accessed by your professor to determine what, if any, adjustments are needed in the delivery of the course.

At the end of this course, the summative evaluation of the course will be conducted. During the session, a hyperlink will be added on the homepage of the course website. This link takes you to an evaluation questionnaire that will improve the course. This last step is very important. I thank you in advance for your cooperation.

Educational Materials

As part of the activities of this course, you will need to obtain the following educational materials.

Required Textbook


Note: This semester’s textbook will be available online to purchase from the publisher as an online book for a reduced cost.

List of Computer hardware

Course Website
The course site is located in the platform WebCT course at Laval University. The address to access the platform courses: http://www.webct.ulaval.ca.

If you have not accessed the platform of courses, please consult the Student Guide WebCT at the following address: http://www.fsa.ulaval.ca/apti/guide_webct/guide_etudiant_webct_distance.pdf.

If you are enrolled in courses but do not have access to the site, please check your entry into the system "Self-Service Web studies. The address to access this system: http://www.capsule.ulaval.ca/.

Computer Hardware and Software
To follow this course, it is essential to have access to a computer with the latest technology ideally a broadband Internet connection. A grid of hardware and software is available at the following address: http://www.fsa.ulaval.ca/APTI/guide_webct/considerations_techniques.pdf