
MOS 3321G Consumer Behavior Course Outline: Winter 2021

1. Basic Course Information:

- 1.1 Scheduled Class Location and Time: Mondays 9:30am - 12:30pm EST, online
- 1.2 Contact Information:
Instructor: [Matthew Maxwell-Smith](#), PhD
Office Hours: TBD
Phone: n/a; e-mail is the best way to contact me
Email: mmaxweluwo@gmail.com
Website Address: <http://owl.uwo.ca/portal>

2. Calendar Description

- 2.1 Course Description:
This course focuses on understanding and predicting consumer behavior by integrating theories from psychology, sociology, anthropology and economics. Emphasis will be on how behavior is shaped by internal and external influences.
- 3 lecture hours, 0.5 course
- Prerequisite(s): MOS 2320A/B or MOS 3320A/B and enrollment in 3rd or 4th year of BMOS
- 2.2 Senate Regulations
Senate Regulations state, "*Students are responsible for ensuring that they have successfully completed all course prerequisites. If you do not have the prerequisites for this course, and you do not have written special permission from your Dean to enroll in this course, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.*"

3. Course Learning Objectives

Consumer decision-making is often complex and far from rational. This course focuses on understanding and predicting consumer behavior by integrating theories from psychology, sociology, anthropology and economics. Topics include the importance of consumer behaviour and research; internal influences such as motivation and involvement, personality, self-image,

lifestyle, perception, learning, attitude formation and change, and communication; external influences such as culture, subculture, social class, reference groups and family, and the diffusion of innovations; and consumer decision making.

3.1 Learning Outcomes

By the end of this course, students should be able to:

- Identify the key terms, concepts, and theories of consumer behaviour
- Evaluate the principal theories of consumer behaviour; critically assess strengths, limitations, and applications
- Apply consumer behaviour concepts to real world marketing problems and develop better marketing programs and strategies to influence those behaviours
- Analyze the current trends in consumer behaviour; and apply them to the marketing of an actual product or service.
- Use consumer behaviour methods and basic data-analytic tools to inform decision-making within the context of real-world marketing problems

4. Course Plan and Format

4.1 Course Plan

Welcome to Consumer Behaviour!

Successful marketing begins and ends with understanding consumers—from determining their needs and wants to delivering consumer satisfaction. Marketing would be relatively easy if all consumers responded the same way. However, this is far from being the case. In fact, even the same individual consumer can behave in an inconsistent manner. Consumer behaviour is complex and predicting consumer behaviour is rather difficult.



The course begins by investigating internal influences on consumer behaviours. Drawing from psychology, we look at perception, theories of learning and motivation, self-concept and values, as well as personality and lifestyles. We then consider the key roles played by attitudes on consumer behaviour, how attitudes are formed, and how attitudes can be changed. Next, we examine individual decision-making, including the decision-making process, and how other individuals, groups, families, as well as situational factors combine to influence the consumer. In the latter part of the course, we shift our focus to understanding consumer behaviour at the group level. Here we consider socio-demographic predictors of behaviour, various subcultures of consumers residing within and outside of Canada, and the critical roles played by culture on consumer behaviour. We conclude with special topics that have received a lot of recent attention in consumer behaviour, such as political ideology, big data, and environmentally-sustainable consumption. The course will also touch upon the research methods and critical thinking skills used to study consumer behaviour.

4.2 Course format

This online course will be offered in both a SYNCHRONOUS and ASYNCHRONOUS delivery style. This means that some components of the course will be delivered in real time (e.g., live videoconferencing discussions), and other components of the course will be posted on OWL and you will be expected to work on the material on your own (e.g., viewing video lectures) to meet the posted timelines and due dates for your assignments, term project, and quizzes.

This course organized into 5 modules that each last two to three weeks. You will be required to complete the activities for each module during its respective time span. The required activities of each module will involve reading the assigned chapters from our textbook, participating in live, “synchronous” lectures, labs, and discussions or presentations (i.e., screen to screen) via Zoom. Students are expected to keep up with each module throughout the term and participate in the required number of lectures, labs, and discussions. Students are also expected to have completed the assigned readings in preparation for the corresponding discussions.

In our lectures we will cover concepts, and theories of consumer behaviour. Roughly half of our course lectures will be delivered synchronously over Zoom, the other half will be pre-recorded and posted on our OWL site. This course also has a Consumer Insights Lab component, where the focus will be on enhancing your critical thinking and knowledge-creation skills in the context of making real-world marketing decisions. Together, these tasks are designed to provide students the opportunity to learn the fundamentals of consumer behaviour and to practically apply this knowledge to managerial contexts. All of our labs will be offered synchronously. I anticipate that all synchronous lectures and labs last no longer than an hour each.

Students are expected to attend all lectures and labs, and to remain in attendance throughout the entire session. Because we will be applying, extending and critiquing the material in the assigned readings, it is very important that students are prepared to talk about the material under consideration. Thus, it is expected that you will read and critically think about the assigned materials **before** coming to class. Outline versions of lecture notes will be made available to students as a courtesy, and it is expected that students download and use them to maintain the pace of lectures. Moreover, the outline notes contain learning objectives that illustrate what each student should grasp from the lecture and readings, and how they should prepare for the quizzes. Full versions of notes will NOT be provided to students under ANY circumstances. All students are responsible for all course material and should contact their peers for notes of missed classes. Lecture notes may not be available for guest speakers.

Beyond the modules, students will also be required to participate in a group project, described in detail below. Groups will be formed during the second week of classes.

© Instructor generated course materials (e.g., lecture videos, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

4.3 Student Time and Technology Expectations

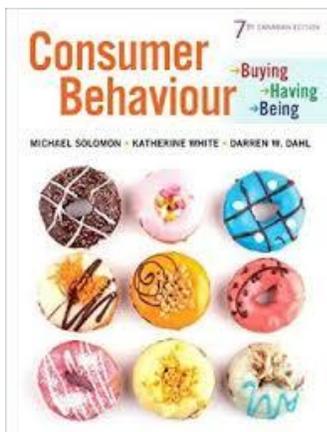
To succeed in this course, it is very important to consistently stay up-to-date and current with your modules. You should plan on spending between 8 and 10 hours each week on this course. The bulk of your weekly workload will consist of reading the textbook and reviewing the posted lecture materials in the module. However, you should also be devoting time each week to participating in discussion activities and working with your groups to complete your term project. I recommend completing the assigned readings then viewing the corresponding video lectures earlier in the week to facilitate your participation in any discussion activities.

This course will require the following technological capabilities throughout the term:

- Stable high-speed internet connection
- Microphone
- A quiet space to take part in synchronous learning (i.e., videoconferencing discussions)
- Webcam is optional but strongly recommended

Virtual office hours and live, videoconferencing discussions will be accessible via Zoom, a videoconferencing application that is supported by Western. **Each student is expected to download the Zoom application onto their computers or phones** (download from this web site: https://wts.uwo.ca/zoom/getting_started.html). For security and privacy reasons, students are required to access zoom videoconferencing sessions via their UWO logins (login access from this web site: <https://westernuniversity.zoom.us/>).

5. Textbook



Required (digital access to the following text): Solomon, Michael R., Katherine White & Darren W. Dahl (2015). Consumer Behaviour: Buying, Having, and Being (7th Canadian Edition). Pearson Education Canada. ISBN: 9780134386164. Clicking on this link will help you access it from the UWO bookstore:

<https://bookstore.uwo.ca/product/cebcodeid19723>. Our OWL web site contains additional instructions on how students can access and navigate the textbook online.

Additional readings from academic journals, practitioners' journals and the popular press may be assigned periodically, to illustrate and expand upon the concepts covered in the text.

Material covered in lectures and labs will not always be the same as material covered in the textbook. These two sources should be viewed as complimentary and not redundant. As such, students who want to do well in this course are **strongly encouraged** to attend lectures on a regular basis.

6. Evaluation

Summary of Evaluation Components	
Components	Points/Percentage of Course Grade
Quizzes (10% each)	50
Live Videoconferencing Attendance & Participation	20
Term Project	30

Students are **REQUIRED TO COMPLETE ALL COMPONENTS** of this course. There are no exceptions to this. Extra assignments to improve grades **will NOT** be allowed. Grades will **not** be adjusted on the basis of need. It is important to monitor your performance in the course.

Below is an abbreviated summary of the evaluation components, which will be described in more detail as the course progresses.

6.1 Quizzes (50pts):

Students must complete 5 quizzes, one for each module, administered online only via our OWL course web site. Quizzes will be 30-40 minutes in length and will consist of multiple-choice questions. Quizzes are not cumulative. Please see Section 7.0 of this outline for the schedule and the list of topics and readings covered on each quiz.

Quiz questions will be based on information from both the textbook and video-lectures or labs. Because a significant number of exam questions will come from material that is covered only during lectures, viewing them is important for obtaining a good grade in this course.

In most cases, quizzes will be open only on the second Friday of the scheduled module.

For example, you will be able to access and begin the Quiz for Module 1 on Friday Jan 22 from 12:00am – 11:55pm EST. Once you begin the quiz, you will only have 30-40 minutes to complete it, and your answers will be automatically submitted if the time has elapsed. Quizzes cannot be paused once started or retaken for any reason. Each quiz is worth 10% of your final grade; quizzes will not be dropped from the course evaluation or reweighed under any circumstances. Students should test their internet connection before starting a quiz and use minimal bandwidth (i.e., have no other programs open) during their quiz.

If you miss a quiz, you must obtain documentation from an academic counsellor that supports your reason for accommodation, otherwise you will automatically receive a zero for that missed quiz. If you are granted an accommodation, notify me immediately. You will automatically be assigned to take the quiz you missed on the next Friday that a subsequent quiz is made available, and complete both (or more) quizzes on that day. **Forgetting, unstable internet**

connections (see Section 4.3), or having multiple course commitments in the current week cannot be accepted as reasons for missing a quiz.

If you write with Accessible Education and Accommodated Exams, please e-mail me as soon as you can, or well before our first quiz is administered. To retain your privacy, you do NOT need to tell me the nature of your accommodation. However, you do need to let me know how your exams are administered so I can ensure these protocols are implemented.

6.2 Term Project (30pts):

This project involves applying the lessons from our Consumer Insights Labs to conduct a basic test marketing study. The objectives of this project are to have you apply the course material and develop an appreciation for the process of gathering evidence to support critical marketing decisions. The project is to be done in teams (4-6 members), and all members will receive the same mark given to the team (except if there are issues indicated by peer evaluations explained below). More specific grading rubrics will be made available later in the term.

There are seven events/deadlines; please mark them down in your agendas.

1. **Teams will be formed by your instructor on Week 2**, upon which you will want to meet with your team as soon as possible to identify a peer-reviewed journal article on consumer behaviour for the article review assignment and prepare your team memo (items 2 and 3 below).
2. The first team task is to create a team memo that contains your original team name, logo, scheduling details on regular meeting times and key deliverables/events in the term. In your memo you must also identify the article that your team reviewed and discuss the industries and companies for which this article is most relevant, followed by a short describing how your team believes it can use insights from the article to address real-world marketing problems and consumer-behaviour questions for specific industries or companies. Your team will expand on this idea during the article review assignment (item 3 below). **The TEAM MEMO is due by 9:30am on Week 3 (Jan 25).** Note: **Your team cannot begin or submit any other project components before completing this important stage and receiving approval from me to proceed.**
3. **On Week 3 (Jan 25) teams will present and discuss the findings from their peer-reviewed journal article** on consumer behaviour to the class. Teams will also discuss and invite ideas from the class on how they can use insights from the article to address real-world marketing problems and consumer-behaviour questions for specific industries or companies. Teams' discussion of their article should be 10 minutes long or less, followed by 5 minutes of question and answers; all team members must participate. This assignment is worth 5% of your course grade. The feedback from me and the class will form the basis of the test marketing study materials your team will create (items 4 and 5 below).

4. **During Week 5** teams will finalize your study materials and jointly distribute the final survey. First, your team must **submit the materials to be used in your test marketing study by 9:30 am EST Monday Feb. 8**. Teams will use Qualtrics (<https://mysurveys.uwo.ca/>) to create the online survey materials that will be presented to your control group and experimental group, as well as the wording of dependent variable questions that relate to key marketing outcomes of your chosen company. I will provide feedback immediately if your team needs to make changes to their materials. **Your team may not be able to complete your project without finishing this important, timely step. The survey containing all teams' study materials will be compiled by me and distributed by each of you on Friday Feb 12.**

5. The **WRITTEN REPORT is due during Week 10 by 5pm on Monday March 22**. Your report should summarize information about your company, its industry, and relevant marketing environment. Most critically, it should also describe the analyses and findings of study, and the implications from the marketing problems and research questions your team identified back in Weeks 3 and 4. To help teams prepare, I will provide step-by-step guidance on how to use Microsoft Excel to perform the basic data analyses needed and format your report accordingly during Weeks 6-8. Your paper must adhere to the following: Double-spaced, 12-point font, Times New Roman, correct grammar and spelling, date and class in upper left-hand corner, title centered and bolded, reference list at end, and using APA-style citations and bibliography, maximum of 15 pages not counting title page, table of contents, executive summary, references or required appendices. An electronic copy should be submitted to the Turnitin plagiarism detection system via our OWL web site by one member of your group. There are no exceptions to this requirement, and no late submissions will be accepted. This term project component is worth 15% of your course grade.

6. **A PRESENTATION** summarizing the purpose of your team's study, findings, and potential marketing implications for your company will occur over Zoom **during Week 11 during class time on Monday March 29**. Each team member must participate in the creation and delivery of this presentation, which must be between ten and fifteen minutes long. In addition, an electronic copy of your slide deck must also be submitted to our course web site by the deadline. This term project component is worth 10% of your course grade.

7. **PEER EVALUATIONS are due by 11:55pm on Monday April 5**. Working collaboratively in groups is still a very important part of the business world in general. All team members should participate equally; you will have the opportunity to confidentially evaluate the contributions made (or lack thereof) of fellow team members, with a peer-evaluation. If there are large discrepancies indicating there were issues relating to one or more group members not pulling their weight or participating at all, I may pursue this further. Ideally you will be able to provide e-mails and other correspondence showing that there were efforts to include all group members in the completion of the project. This feedback will be incorporated in assigning the grade for each student in the group. **Lack**

of participation by one or more group members will not affect the final mark of the project itself, but it can lead to less than full marks being awarded to the group member(s) who have not participated fully. If your peers have evaluated you between 5/10 to 7/10, your individual grade on the project will be reduced by at least 10%. If your peer evaluation shows your contribution to be 5/10 or less from your group members, your individual grade on the project will be reduced by at least 20%. In the case where a group member has literally not participated at all (zero), that group member will receive a grade of zero on the project. If you are having issues relating to group participation with one or more group members, please notify me by email by Week 5.

Evaluation: In grading your project, I will pay close attention to the supporting research, clarity, originality, and overall rigor of your test marketing study. More details on the requirements of each component will be posted on our course web site; each team member is expected to know these details.

Plagiarism is an academic offense and will be treated as such. Students who are in doubt as to the nature of this offence should consult their instructor, Department Chair, or Dean's Office, as well as the Huron University College Statement on Plagiarism, available at the Reference Desk in the Huron University College Library and at www.huronuc.on.ca. In addition, students may seek guidance from a variety of current style manuals available at the Reference Desk in the Huron University College Library. Information about these resources can be found at www.huronuc.on.ca/library&computing~styleguides. **Plagiarism detection software will be used in this course. Students will be required to submit their work in electronic form.**

6.3 Attendance (5 pts) & Participation Mark (15pts):

Live, "synchronous" participation is a very important component of this course. Students are expected to regularly attend our lectures and consumer insights labs and participate by making regular contributions to discussions. Merely attending is not considered sufficient for "participating" in class. Weak contributions reflect poor classroom etiquette, or little effort to contribute to the discussion. Adequate contributions consist of responding to questions. Strong contributions are those which reflect that the student has read the assigned materials before class and has an accurate understanding of the content.

During the term there will be a total of 6 synchronous lectures; you are only required to participate in 4, and I will count the marks of your best 4 toward your course grade. There will be a total of 7 synchronous labs; you are only required to participate in 6 and I will count the marks of your best 6 toward your course grade. Each synchronous lab or lecture carries 2 available marks such that there are up to 0.5 marks for attendance, up to an additional 1.5 marks for participation. Thus, your final course grade will reflect your 4 best lectures and 6 best labs, worth up to 20% of your course grade in total.

Completing fewer than the required lectures or labs will result in an automatic 0/2 applied to each missed component. **There will be no alternate assignments made available for missed lectures or labs.** Videoconferencing labs and lectures may be recorded for grading purposes.

7. Lecture and Examination Schedule

The schedule and assigned readings are subject to change at the discretion of the course instructor.

Week	Date	Lecture topics & readings	Lab topics & readings
Module 1: Introduction to Consumer Behaviour and Cognition			
1	Jan 11	<ul style="list-style-type: none"> • Topics: Introduction to Consumer Behaviour (CB) • Readings: Ch. 1 	<ul style="list-style-type: none"> • Topics: CB methods; causality in CB research • Readings: Ch. 1
2	Jan 18	<ul style="list-style-type: none"> • Topics: The Cognitive Consumer— Perception, Learning and Memory • Readings: Ch. 2, Ch. 3 • MODULE 1 QUIZ: Friday Jan. 22 	<ul style="list-style-type: none"> • Topics: Critical thinking in CB research, guidance on CB literature search • Readings: TBD • TERM PROJECT: Formation of teams
Module 2: Motivation and the Self			
3	Jan 25	<ul style="list-style-type: none"> • Topics: Motivation and Affect • Readings: Ch. 4 	<ul style="list-style-type: none"> • Topics: Applying CB literature to real-world marketing problems • Readings: None • TERM PROJECT: Team Memo due, discussion of peer-reviewed article
4	Feb 1	<ul style="list-style-type: none"> • Topics: The Self, Personality, Values and Lifestyles • Readings: Ch. 5, Ch. 6 • MODULE 2 QUIZ: Friday Feb 5 	<ul style="list-style-type: none"> • Topics: Research Ethics, Guidance on survey design and creation through Qualtrics • Readings: None
Module 3: Attitudes & Decision-Making			
5	Feb 8	<ul style="list-style-type: none"> • Topics: Attitudes—Formation, Change, and Persuasion • Readings: Ch. 7, Ch. 8 	<ul style="list-style-type: none"> • Topics: (No lab) • Readings: None • TERM PROJECT: Test marketing study materials due Feb 8; final online survey compiled and distributed on Feb. 12
6	Feb. 15	<ul style="list-style-type: none"> • <i>Winter reading week – no class</i> 	<ul style="list-style-type: none"> • Topics: (No lab) • TERM PROJECT: online survey data collection during Reading Week
7	Feb. 22	<ul style="list-style-type: none"> • Topics: Decision-Making—Individuals and Situations • Readings: Ch. 9, Ch. 10 • MODULE 3 QUIZ: Friday Feb. 26 	<ul style="list-style-type: none"> • Topics: Guidance on orientation to data file, basic descriptive data analysis • Readings: None
Module 4: The Social Consumer			
8	Mar. 1	<ul style="list-style-type: none"> • Topics: Group and Family Influences • Readings: Ch. 11, Ch. 12 	<ul style="list-style-type: none"> • Topics: Guidance on inferential data analysis to test hypotheses • Readings: None

Week	Date	Lecture topics & readings	Lab topics & readings
9	Mar. 8	<ul style="list-style-type: none"> • Topics: Cultural and Subcultural Influences on CB • Readings: Ch. 13, Ch. 14 • MODULE 4 QUIZ: Friday Mar. 12 	<ul style="list-style-type: none"> • Topics: Guidance on preparing final report • Readings: None
<i>Module 5: Special Topics</i>			
10	Mar. 15	<ul style="list-style-type: none"> • Topics: Creation & diffusion of culture; guest lecture on Political Ideology and CB • Readings: Ch. 15 	<ul style="list-style-type: none"> • Topics: (No lab) • Readings: None
11	Mar. 22	<ul style="list-style-type: none"> • Topics: Prosocial Consumption; Big Data and CB • Readings: TBD 	<ul style="list-style-type: none"> • Topics: (No lab) • Readings: None • TERM PROJECT: Final Report due by 5pm Mar. 22
12	Mar. 29	<ul style="list-style-type: none"> • Topics: (no lecture) • Readings: None 	<ul style="list-style-type: none"> • Topics: class project presentations • Readings: None • TERM PROJECT: Team Presentations
13	Apr. 5	<ul style="list-style-type: none"> • Topics: (no lecture) • Readings: None • MODULE 5 QUIZ: Monday Apr. 5 	<ul style="list-style-type: none"> • Topics: (No lab) • Readings: None

8. FASS APPENDIX



Appendix to Course Outlines: Academic Policies & Regulations 2020 - 2021

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

While in the physical classroom or online classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: enter and leave quietly. Please see the Code of Student Conduct at:

www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf.

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Adding / Dropping Courses

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Huron website, <https://huronatwestern.ca/academic-advising> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post all relevant information on the OWL class site and on the Huron website at, <https://huronatwestern.ca/about/accessibility>.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Please see the policy on Attendance Regulations for Examinations here:
https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Academic Student Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/academic-advising>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/contact-directory>.

Copyright Regarding Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course website he/she should ask for the student's written permission.

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars, it is also an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction, to failure in the course, to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as per the Academic Calendar: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading_189 .

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<https://www.turnitin.com/>).

Computer-Marked Tests/exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Clickers

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Accommodation for Students With Disabilities

Students who require **special** accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Please review the full policy at,

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is 48 hours or less and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf are met.

Students whose absences are expected to last longer than 48 hours, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation.

Requests for Academic Consideration Using the Self-Reported Absence Form

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

Please note the following conditions that are in place for self-reporting or medical of extenuating circumstances:

- Students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- Any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a [Student Medical Certificate \(SMC\)](#), signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities.

- Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term.
- Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- Students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Please review the full policy at,

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf.

Policy on “Academic” Accommodation - Medical / Non-Medical Grounds

- (a) **Medical Grounds for assignments worth 10% or more of final grade: Go directly to Huron Support Services/ Academic Advising, or email huronsss@uwo.ca.**

University Senate policy, which can be found at,

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf, requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

- (b) **Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

(c) Non-Medical Grounds: Consult Huron Support Services/ Academic Advising

Where the grounds for seeking accommodation are not medical (e.g. varsity sports, religious, compassionate, bereavement) the student should contact an academic advisor directly. All accommodation requests must include a completed [Accommodation Request Form](#). Late penalties may apply at the discretion of the instructor.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca

Community Safety Office: safety@huron.uwo.ca

Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, www.uwo.ca/uwocom/mentalhealth/.

Important Dates & Directory

For a current and up-to-date list of important dates and campus directories, please visit:

- **Huron – Important Dates:** <https://huronuc.ca/important-dates-and-deadlines>
- **Academic Calendar & Sessional Dates:** <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>
- **Huron Directory – Faculty, Staff and Administration:** <https://huronuc.ca/index.php/contact/contact-directory>
- **Western Directory – Faculty, Staff and Administration:** <https://www.uwo.ca/directory.html>