Course Title

Blue Text provides instruction for Instructors

**[ADMXXXX Session | Year]**

| Professor |  |
| --- | --- |
| Office |  |
| E-mail |  |
| Office Hours |  |
| Class Location |  |
| Class Hours |  |
| Prerequisite(s) |  |
| Program of study  *Choose between:* | BCom mandatory course |
| Mandatory course of option \_\_\_\_\_\_\_\_ or specialization \_\_\_\_\_\_\_\_ |
| Optional course of option \_\_\_\_\_\_\_\_\_\_ or specialization \_\_\_\_\_\_\_\_\_\_ |

COURSE DESCRIPTION

|  |  |  |
| --- | --- | --- |
| Course Deliverable | Due Date | Weight on Final Grade |
| Assignments | *Date* | **X%** |
| Midterms | *Date, duration & time of the exam* | **X%** |
| Final Exam | *Date, duration & time of the exam* | **X%** |

*Please provide a brief explanation (e.g., one or two sentences) of the course’s central learning objective, the range of specific topics covered (with brief explanations for some if necessary), and the pedagogical methods to be used (e.g., student presentations, lectures, group discussions and/or case analyses, videos, guest speakers, etc.).*

COURSE CONTRIBUTION TO PROGRAM LEARNING GOALS

*In this section, please explain how your course contributes to the attainment of one or more of the following B.Com Learning Goals:*

LG1 Understand, Apply and Integrate Core Management Disciplines

LG2 Demonstrate Critical Thinking and Decision-making Skills

LG3 Demonstrate Leadership, Interpersonal and Communications Skills

LG4 Apply high standards of Integrity, Ethics and Social Responsibility

LG5 Unlock the value of globalization

LG6 Pursue Self-Development and Exhibit a Commitment for Life-long Learning

LG7 Provide Value to the Business Community in a chosen Area of Specialization

COURSE LEARNING OBJECTIVES

*In this section, please explain the specific learning objectives for your course (more specific than the program learning goal explained above).*

**SAMPLE TEXT**

By the end of this course, the student will be able to:

* Understand, integrate, and apply fundamentals of staffing organizations
* Demonstrate critical thinking and decision-making skills
* Demonstrate leadership, interpersonal and communications skills in a staffing context
* Pursue self-development and exhibit a commitment for life-long learning in staffing
* Provide value to the business community in staffing**.**

TEXTBOOK/COURSE PACKAGE

|  |  |
| --- | --- |
| COURSE MATERIALS | WHERE TO GET IT |
| SAMPLE TEXT  Course Pack (readings & cases): Includes readings/cases used throughout the course that could not be linked online for copyright reasons. Some cases may be used in the form of debates (Participation section provides more details). | **SAMPLE TEXT**  Purchase in Week 2 from DocUCentre  (in the basement of the University Centre, Room 0024) |
| SAMPLE TEXT  Readings from TEXT: Saks, A.M. & Haccoun, R.R. (2016). Managing Performance through Training and Development, 7th edition. Nelson Education Series in Human Resource Management. ISBN: 978-0-17-657029-3 | Campus & Agora bookstores  & on reserve at library |
| SAMPLE TEXT  Readings Online (Brightspace): Whenever article readings are referenced for sessions, references will be provided along with a link to the uOttawa library database. If link is broken, search using reference. | U Ottawa Library, use *Search+* (http://biblio.uottawa.ca/en) |
| Powerpoint slides | Posted in advance of class |

COURSE SCHEDULE

*At the very least, please list the date, topic(s), reading(s), and specific activities (e.g., case discussion, simulation, guest speaker, etc.) associated with each class period.*

**SAMPLE TEXT**

| **(Week) Class Date** | **Subject, Module or Unit** | **Required Readings & Deliverables** | **Activities / Assessment** |
| --- | --- | --- | --- |
| 1. 4-6 Sept | * Syllabus review * Approach to online delivery * Lecture #1: Introduction | Ch.1 (Reading links on our Brightspace page – to be allocated in class to the ‘expert’ groups | * Synchronous vs Asynchronous activities * A ‘symposium of experts’: * The Business Case for Sustainability * The Environmental case for it * The Social (institutional) case for it * Challenges in Greening the Multinational * What’s the Connection to T&D? |
| 1. 9-13 Sept | Lecture #2: Organizational level needs assessment | Ch.2 (Reading links on our Brightspace page – to be allocated in class to the ‘expert’ groups**]** | **GROUPS FINALIZED THIS WEEK:** Ideally max 5 per group, gender balanced, with a mix of HR & IM students.   * Focus on Project Part 1: Diagnosing training needs * (Supervised in-class group time to work on the *Org-Level & Job-Level* part of the needs assessment) |
| 1. 16-20 Sept | Etc.. |  |  |
|  |  |  |  |

**Instructional MethodS**

*Provide a brief description of how you will teach the course, including the instructional approaches you will use (e.g., lectures, seminars, group projects) and the technologies students will need to participate.*

*Indicate which activities and assessments will be* ***synchronous*** *(students participate together online at the same time) and which will be* ***asynchronous*** *(students participate online at any time of their choosing).*

*For students unable to attend synchronous sessions, describe alternative ways they can engage, such as by viewing videos and participating in Brightspace discussion forums.*

*Indicate which web conferencing tool (e.g.,MS Teams, Adobe Connect, Zoom) will be used and provide links and instructions on how to access the synchronous sessions.*

**SAMPLE TEXT**

This online course contains both synchronous and asynchronous activities, purposefully designed to provide flexibility in your learning process. The course is designed in a sequential module structure in Brightspace, with resources and complete assignment instructions to be provided for each topic and due dates noted. Synchronous activities will be completed during the scheduled Q&A online class sessions using MS Teams, while asynchronous activities can be completed online at any time once made available in Brightspace (Content modules and discussion forums).

**SAMPLE TEXT**

The course will be taught remotely and involves watching videos, readings, quizzes, problem sets (optional), Discussion Groups (DGDs), and classes. There will be synchronous and asynchronous activities.

**Recordings of sessions**

*The University strongly recommends that instructors record all synchronous sessions to accommodate students who are unable to participate in those sessions for reasons such as time zones, bandwidth, and other responsibilities. These recordings should be made available to students through Brightspace and MS Streams or Echo360, which limits access to students registered in the course.*

*Students* ***must*** *be informed that they will be recorded. Note that you may wish to pause the recording during student discussions if a student asks so to share some information or if you are concerned that the recording may inhibit participation. You can also limit the availability of a recorded session, but you need to acknowledge that in your course outline.*

* *Make sure students understand that they need to turn off their cameras and microphone if they do not want to be recorded.*
* *Encourage students who wish to protect their privacy to ask questions or share comments via the “Chat” function; they may want to do it as a private message as well.*
* *Make sure students know that they can temporarily request to pause the recording if they want to share something but are not comfortable with the recording.*

*The following statement may be added to your course outline if you will be recording any sessions with students:*

*Class sessions may be recorded, and your image, voice and name may be disclosed to classmates. Note that by remaining in sessions that are being recorded, you are agreeing to the recording.*

**Technical Requirements and Support**

The course requires that you to have a laptop or desktop computer with a reliable, high-speed Internet connection that allows you to watch videos, participate in discussion forums, upload images and use your uOttawa Google Drive.

Video conferencing software (MS Teams, Adobe Connect, Zoom ) is used for meeting with the instructor-- so you will need to have a webcam and audio/voice capabilities through your computer. MS Teams, Adobe Connect, and Zoom work on mobile/smart phones as well.

If you experience difficulties with Brightspace or with logins to any uOttawa systems, please **do not** contact the instructor or the course TA until you have tried to solve the problem through the IT supports in place at the University.

For all questions related to Brightspace, call the support line between 8 AM and 8 PM (Eastern) at 1-866-811-3201 OR submit an [online request using this form](https://tlss.uottawa.ca/site/support-form) 24 hours a day.

For any other IT related issues, please contact [IT services](https://it.uottawa.ca/). They have a helpdesk that you can call, or you can submit a service ticket with a specific request 24 hours a day.

For problems connecting to the library services, you can also contact the [Morisset Help Desk](https://biblio.uottawa.ca/en/technical-support).

**Use of respondus software for Online Exams**

The University of Ottawa will be implementing the use of software provided by Respondus exam proctoring services for the purposes of ensuring the integrity of online examinations. Respondus is just one means of ensuring academic integrity when conducting assessments. Please consult the TLSS [FAQ](http://trk.cp20.com/click/ch3x-24dxe1-ovibnh-5l2tbgw3/) for more information.

The Respondus software is comprised of two components – 1) LockDown Browser and 2) Monitor. Please watch this [short video](http://www.respondus.com/products/lockdown-browser/student-movie.shtml) to get a basic understanding of how the LockDown Browser and the Monitor software works.

Prior to taking an online test, you will be required to [download and install the LockDown Browser](https://uottawa.saea-tlss.ca/en/transition-to-remote-teaching/respondus-lockdown-browser-for-student). Start the LockDown Browser and navigate to the exam. For additional details on using this service, please review [this Student Quick Start Guide](https://uottawa.saea-tlss.ca/en/transition-to-remote-teaching/respondus-lockdown-browser-for-student).

When taking an online exam, note the following:

* Make sure to have access to a private and well-lit location with access to reliable internet.
* Turn off all mobile devices, phones, etc. and do not have them within reach.
* Clear your exam area of all external materials — books, papers, other computers, or devices.
* Know how much time is available for the exam, and that you have allotted sufficient time to complete it. LockDown Browser will prevent you from accessing other websites or applications, and you will be unable to exit the test until all questions are completed and submitted.
* Remain at your desk or workstation for the duration of the exam.

***Notice of Collection of Personal Information - Respondus***

In accordance with the Ontario Freedom of Information and Protection of Privacy Act (“FIPPA”) and with the University of Ottawa (the “University”) Policy 90, your personal information is collected under the authority of the University of Ottawa Act, 1965.

Your personal information collected for remote proctoring will be used by the University for the purposes of and those consistent with the fulfillment of the course learning activities, administering online exams and maintaining the academic integrity of the exam process. After each evaluation, the personal information collected during the remote proctoring session will be reviewed by your instructor (or their designate) for the purposes stated above. The personal information collected may be used where academic fraud is alleged as described in Academic regulation I-14 - Academic fraud.

The remote proctoring is supported by Respondus, an online proctoring tool integrated with and accessed through Brightspace. LockDown Browser is a customized browser that locks the testing environment and Respondus Monitor is a companion service for LockDown Browser that uses webcam technology to maintain the integrity of online evaluations. Consult the Respondus Privacy Policy and Terms of Use - LockDown Browser or Terms of Use - Respondus Monitor for information on how Respondus collects, uses and discloses information and its security measures for safeguarding the information maintained by it. The personal information may be stored outside Canada and subject to the laws of the jurisdiction where it is stored. The information collected in accordance with this notice will be retained for one year from the end of the semester.

If you have questions about the collection, use and disclosure of your personal information in this notice, please contact your instructor. Questions of a general nature regarding the collection, use and disclosure of information should be addressed to the Chief Privacy Officer of the University.

# Expectations for Communications

*Given that this course is delivered entirely online, it is essential to outline an explicit communications policy.*

**SAMPLE TEXT**

I prefer email for communications. Please use my email professor@telfer.uottawa.ca for all communications related to our course.

Please ensure that you have set up your Brightspace account to receive notifications of announcements to your uOttawa email address -- and please check your uOttawa email daily.

Likewise, I ask that you use your uOttawa.ca email address for sending messages.

**SAMPLE TEXT**

Students are asked to monitor their uOttawa.ca e-mail accounts regularly and carefully (**not** your personal email accounts such as Yahoo, Gmail or Hotmail) as this is the conduit through which the professor will communicate matters that concern the **entire** class.

Please ensure that you have set up your Brightspace account to receive notification of announcements to your uOttawa.ca email address.

**The professor will only respond to email message from registered students using their uOttawa.ca email account.**

# Methods Used to Evaluate Student Performance

*Please list the methods used to assess student performance and the weight (%) associated with each. For each method, provide instructions (if necessary, and in an appendix if need be) and explain the criteria you will use to assess student performance. Students need to know what they must do to earn a good grade. This is particularly important if you plan to grade students’ in-class participation. If peer assessments are to be used, specific guidelines should be provided on how such assessments will unfold. These guidelines and relevant tools (e.g., peer assessment form) can be provided in an appendix.*

**Please note that it is not possible to submit extra course work to improve your mark.**

# Expectations for Student Participation

*Be explicit about your expectations for students’ participation in your course. These expectations should address:*

* *appropriate conduct;*
* *guidelines for participation; and,*
* *other student responsibilities, such as how often students should check their email for announcements and course updates.*

**SAMPLE TEXT**

Your participation involves contributions during classes (synchronous online sessions), including discussions with classmates and answering questions with [MS Teams, channels, breakout rooms, forms, surveys]. The class recordings are posted in Brightspace as soon as possible after the course. ***How are you going to “measure” participation in online sessions? Particularly for those who choose to only watch the recordings?***

We will be using [MS Teams, Adobe Connect] to connect synchronously. As an essential aspect of academic integrity, do not share any of the details (i.e., link, sign-in information) with anyone outside this section of the course. If any issues with sharing such information arises (e.g., “zoombombing”, I will manage the issue, terminating our session if necessary. I hope not to have to do this, as these synchronous sessions are an essential part of building knowledge and skills in the course and help you prepare for the final exam. ***This paragraph infers that there are those who deliberately intend to make mischief; and while that may be the case, what about those who do not. If sessions are cancelled will all students be penalized? How will you measure this and/or compensate should this happen?***

# Other Information (optional)

*Other information as you may feel necessary to add.*

# Bibliography (optional)

COURSE POLICIES

**COURSE CONDUCT**

The Telfer School of Management prides itself on a strong sense of shared values drawing upon principles of respect, integrity, professionalism and inclusion to guide interactions inside and outside the classroom.  The Telfer School strives to provide a well-rounded and outstanding education enriched through experiential learning and a positive student experience. You are encouraged to familiarize yourself with our expectations related to course conduct at the Telfer School.  Please refer to our [Statement of Shared Rights and Responsibilities.](https://telfer.uottawa.ca/assets/bcom/documents/Statement-of-Shared-Rights-and-ResponsibilitiestV13.pdf)

**Prevention of Sexual Violence**

The University of Ottawa is committed to a safe and healthy campus for work, for study and for campus community life for all members of the University community. The University, as well as various employee and student groups, offer a variety of services and resources to ensure that all uOttawa community members have access to confidential support and information, and to procedures for reporting an incident or filing a complaint. For more information, please visit uOttawa [Sexual violence: support and prevention](http://www.uOttawa.ca/sexual-violence-support-and-prevention/).

**Class Attendance**

Class attendance is expected and is necessary to successfully complete this course.

Students are expected to write (or submit) all course deliverables as scheduled according to this Course Outline. Absences for reasons listed in [academic regulation 9.5](https://www.uottawa.ca/administration-and-governance/95-justification-absence-examination-or-late-submission-assignments) (with the appropriate documented justification) are the only acceptable reasons for failure to hand-in or complete a requirement of this course at the specified time. **THERE WILL BE NO EXCEPTIONS**. For a missed mid-term or final examination, documentation must be submitted along with a deferred exam application form to the Student Services Centre (DMS1100) of the Telfer School of Management.

**Please visit the** [**following webpage to download**](https://telfer.uottawa.ca/en/bcom/your-academic-world/exams/) **the form and carefully read the directives**.

For other missed deliverables, the appropriate documentation can be submitted directly to the Professor.

**Language & Writing**

You will be judged on your writing abilities on all written deliverables. It is recommended to take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, inappropriate use of terms, etc.

Professors show a marked bias for a movement from theory/definition (textbook, supplementary readings, class discussion) to your own words to a concrete example. In other words, make a clear reference to an accepted theoretical foundation, then explain it in your own words and then provide a concrete example to support your idea (from a case study, from a class discussion, from a real life situation that you have observed, from history,…).

In the event of poor language quality, you may be penalized up to 15% to the professor’s discretion. Please see the “Writing Resources”.

**Late Submissions**

Late submissions are not tolerated. Exceptions are made only for illness or other serious situations deemed as such by the professor.

**Absences from exams**

University regulations require all absences from exams/quizzes and all late submissions due to illness to be supported by a relevant documentation.

Absence for any reason must be justified in writing, to the Student Services Centre (undergraduate@telfer.uottawa.ca) within five business days following the date of the exam. **Please visit the** [**following webpage to download**](https://telfer.uottawa.ca/en/bcom/your-academic-world/exams/) **the deferral request form and carefully read the directives**. The Telfer School reserves the right to accept or refuse the reason.

*Religious absences:* If a religious holiday or a religious event will force you to be absent during an evaluation, it is your responsibility to inform your professor and the Student Services Centre as early as possible.

**intellectual property**

All forms (printed, digital, etc.) of course materials prepared by the instructor (including e-mailed or Brightspace content) are protected by copyright. This covers all files, assessments, solutions, cases, and other materials. Copying, scanning, photographing, posting, or sharing by any means is a violation of copyright and will be subject to appropriate penalty as prescribed by University of Ottawa regulation.

**ACADEMIC INTEGRITY**

Academic Regulation 14 defines academic fraud as “*any act by a student that may result in a distorted academic evaluation for that student or another student. Academic fraud includes but is not limited to activities such as:*

1. *Plagiarism or cheating in any way;*
2. *Submitting work not partially or fully the student’s own, excluding properly cited quotations and references. Such work includes assignments, essays, tests, exams, research reports and theses, regardless of whether the work is written, oral or another form;*
3. *Presenting research data that are forged, falsified or fabricated;*
4. *Attributing a statement of fact or reference to a fabricated source;*
5. *Submitting the same work or a large part of the same piece of work in more than one course, or a thesis or any other piece of work submitted elsewhere without the prior approval of the appropriate professors or academic units;*
6. *Falsifying or misrepresenting an academic evaluation, using a forged or altered supporting document or facilitating the use of such a document;*
7. *Taking any action aimed at falsifying an academic evaluation.*”1

*The Telfer School of Management does not tolerate academic fraud*. Please familiarize yourself with [this guidance](http://web5.uottawa.ca/mcs-smc/academicintegrity/home.php).

STUDENT SUPPORT SERVICES

**Academic GPS**

The Academic GPS hub is a one-stop shop for academic support. Whether you’re an experienced student or just starting out, you’ll find some great resources to help you succeed.

**With the Academic GPS, you can:**

* chat with a mentor seven days a week
* register for study groups
* take part in study methods workshops (note taking, time management, exam preparation, stress management, etc.)
* book an appointment with a mentor

For more information: [uOttawa.saea-tlss.ca/en/academic-gps](file:///C:\Users\Ouellet\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\6HJUH76J\uOttawa.saea-tlss.ca\en\academic-gps)

**Health and Wellness**

Your wellness is an integral part of your success. If you don’t feel well, it can be hard to focus on your studies. Dedicated professionals and fellow students who care about you are always ready to provide advice and support. Depending on your needs, many activities and services exist to accompany you during your academic journey. Services include:

* opportunities to connect;
* counselling sessions
* peer support;
* physical activity;
* wellness activities and workshops;
* spiritual guidance.

If you want to connect with a counsellor, you can book an appointment online or go to their walk-in clinic at 100 Marie-Curie, fourth floor. You can also drop-in to our wellness space, chat online with a peer helper, or access 24/7 professional help through the website.

For more information and to access these services, go to [uOttawa.ca/wellness](https://www.uottawa.ca/wellness/).

**Academic accommodations**

We try to make sure all students with disabilities have equal access to learning and research environments, the physical campus and University-related programs and activities. The Academic Accommodations service works with other campus services to create an accessible campus learning environment, where students with disabilities have an equal opportunity to flourish. We offer a wide range of services and resources, provided with expertise, professionalism and confidentiality.

**Some services we offer**

* Help for students with disabilities in making the transition
* Permanent and temporary accommodation measures
* Learning strategy development
* Adaptive exams
* Transcriptions of learning material
* Interpretation (ASL and LSQ)
* Assistive technologies

If you think that you might need any of our services or supports, [email the Academic Accommodations service](mailto:adapt@uottawa.ca) ([adapt@uOttawa.ca](mailto:adapt@uOttawa.ca)).

Other U Ottawa Services that you might find useful

* Career Services:
  + [Telfer Career Centre](http://www.telfer.uottawa.ca/careercentre/en)
  + [U Ottawa Career Services](http://www.sass.uottawa.ca/careers)
* [Counselling Service](http://www.sass.uottawa.ca/personal/)

Personal Ethics Statement Concerning Telfer School Assignments

**Group Assignment:**

By signing this Statement, I am attesting to the fact that I have reviewed not only my own work, but the work of my colleagues, in its entirety.

I attest to the fact that my own work in this project meets all of the rules of quotation and referencing in use at the Telfer School of Management at the University of Ottawa, as well as adheres to the fraud policies as outlined in the Academic Regulations in the University’s Undergraduate Studies Calendar [Academic Fraud Webpage](https://www.uottawa.ca/vice-president-academic/academic-integrity).

To the best of my knowledge, I also believe that each of my group colleagues has also met the rules of quotation and referencing in this Statement.

I understand that if my group assignment is submitted without a signed copy of this Personal Ethics Statement from each group member, it will be interpreted by the Telfer School that the missing student(s) signature is confirmation of non-participation of the aforementioned student(s) in the required work.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Date

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Last Name (print), First Name (print) Student Number

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Signature Date

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Last Name (print), First Name (print) Student Number

**Personal Ethics Statement**

**Individual Assignment:**

By signing this Statement, I am attesting to the fact that I have reviewed the entirety of my attached work and that I have applied all the appropriate rules of quotation and referencing in use at the Telfer School of Management at the University of Ottawa, as well as adhered to the fraud policies outlined in the Academic Regulations in the University’s Undergraduate Studies Calendar [Academic Fraud Webpage](https://www.uottawa.ca/vice-president-academic/academic-integrity).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Date

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Last Name (print), First Name (print) Student Number

**PARTICIPATION RUBRIC (OPTIONAL)**

|  |  |  |
| --- | --- | --- |
| **GRADE** | **CATEGORY** | **COMPONENTS OF IN-CLASS CONTRIBUTION (TO LECTURES/CASES/DEBATES/DISCUSSIONS)** |
| 9 - 10 | Outstanding | RARE & extremely valuable contributions that see beyond the point at hand   * Several times during the course, student makes truly theoretically grounded and ground-breaking contributions that lifts the learning experience to a new level of personal and professional meaning for all the participants * Memorable, one of a kind or in the moment “aha”s |
| 7 - 8 | Significant | Comments add value to discussion   * Insights go beyond case or pre-read facts, with insights included from other courses or current affairs * Evidence of analysis rather than just expression of opinion (although some expression of opinions is acceptable and even necessary at times) * Comments linked to those of others, facilitating flow of discussion * Student adds energy, demonstrated interest and enthusiasm to the class * Student demonstrates solid knowledge of readings and other course materials |
| 5 - 6 | Good | Comments support flow of discussion   * + respond to questions from the instructor   + represent relevant, individual contributions * Student demonstrates a good grasp of case and reading materials |
| 3- 4 | Adequate | Comments *somewhat* supportive of discussion   * *some* useful insights, but mostly statements of case or reading of facts; * relevance is not always made clear |
| 1- 2 | Minimal | Contribution redundant or non-existent   * Regurgitates what has already been said, adds no additional value * Present, listening but silent almost all the time |
| 0 | Unsatisfactory | \*\*Lack of preparation for class discussion\*\*  \*\*Absent from classes\*\* \*\* Disruptive\*\*   * + Failure to listen   + Criticisms directed at others versus at ideas; Disrespectful   + Defensive behaviour   + Inappropriate use of laptop, cell phone, iPad or other devices |