



MOS2181A 571
Organizational Behavior
Fall 2026

Instructor: Jeannette Eberhard, PhD
Email: jeberhar@uwo.ca

Course Information

Mode of Instruction: In-Person

Calendar Description:

A multidisciplinary approach to the study of human behavior in organizations from the individual, group and organizational levels of explanation.

Pre-requisite(s): Enrolment in BMOS or Music Administrative Studies (MAS).

Anti-requisite(s): MOS 2180.

Extra Information: 3 lecture hours.

Course Weight: 0.50

Breadth: Category A

Subject Code: MOS

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enrol in it, you may 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.

MOS 2181A
King's University College
Fall 2026 Course Outline
Dr. Jeannette Eberhard

Be sure to check our OWL Web Site and course announcements for updates.

Instructor Contact Information

Contact me (Jeannette Eberhard) via email at jeberhar@uwo.ca. To help me respond efficiently to your request, please include the course number, your section, and a brief statement of the topic in the Subject line. I will try to respond within 24 business hours (Monday to Friday, 9 am to 5 pm).

Office Hours

My regularly scheduled drop-in office hours are **Mondays and Wednesdays from 2:30 – 3:30**. As unexpected events may arise, I encourage you to make an appointment, but it is not necessary. See contact information above if you need to book a meeting outside these hours.

Course Description

Individuals spend a significant portion of their lives working with others in organizations. The goal of this course is to provide students with knowledge and skills to effectively manage themselves and others in organizational settings. To that end, students learn theories that explain and predict human behaviour, in the context of organizations, and apply these theories through individual, group, and class activities.

Course Objectives

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

1. Understand and explain organizational behaviour theories related to individuals and groups.
2. Apply these concepts by identifying problems, evaluating alternatives, and implementing solutions to situations drawn from case studies, their own experience, and events in the news.
3. Identify and evaluate people management and leadership responsibilities and behaviours.
4. Lead and participate in group projects in a way that ensures all members respect and value diversity and engage collaboratively with each other to accomplish the required task.
5. Explain and defend situational analysis, supporting evidence, arguments, and recommendations via clearly written reports and presentations.
6. Reflect upon their own behaviour, and that of others, in a manner consistent with ethically, culturally, and socially responsible decision making.

Antirequisite(s): MOS2180

Prerequisite(s): Enrolment in BMOS or Music Administrative Studies (MAS)

Mode of Instruction

All classes, tests and group presentations will be conducted in person unless weather conditions or other reasons require us to divert to synchronous on-line instruction.

Course Materials

Text: Johns, G., & Saks, A. M. (2026). *Organizational Behaviour: Understanding and Managing Life at Work (13th Edition)*. Pearson Education Canada, Inc: Toronto, ON. Available through UWO

Bookstore or directly from Pearson Revel: ISBN 9780138341985; <https://www.pearson.com/en-ca/subject-catalog/p/organizational-behaviour-understanding-and-managing-life-at-work/P200000012254/9780138341985>. A copy of the text is also available for limited time use in the King's library.

Other non-copyright materials, readings, and reference materials will be provided by the instructor on OWL as the course progresses.

Teaching Methodology and Classroom Expectations

I look forward to exploring the topic of organizational behaviour (OB) with you. To bring OB concepts to life I will augment lectures and readings with case study discussions, presentations, role playing, and the sharing of personal experience. The topic of organizational behaviour provides an opportunity to stretch your interpretive and creative skills, and to deal with situational as well as individual and group level dynamics. To engage in this level of conversation using your own cognitive abilities, and to create a positive, fun, and productive learning experience for everyone, **I prohibit the use of technology (phones, computers, tablets, etc.) in class unless permission is given to do otherwise. Students who violate this rule will be asked to leave the classroom. Please be prepared with note paper and pens/pencils to take notes in class and participate in group exercises.**

I expect the following of myself and you as students.

1. to prepare effectively by reading, thinking, and writing about the assigned readings, case studies, or other assigned homework BEFORE coming to class;
2. to participate actively in the learning process by sharing ideas, experiences, and questions;
3. to demonstrate respect for the ideas, experiences, and perspectives of others; and
4. to set and live up to high – rather than minimal – standards in all the above.

Note that students who use AI tools to prepare answers to classroom homework are only cheating themselves on the chance to practice skills that will be needed during in-class tests and exams. Practice good analysis and writing on your own to prepare for these evaluations.

I encourage your feedback regarding the course content and learning experience as the term progresses and will periodically encourage a discussion of same when we meet.

OWL Brightspace Site and Course Schedule

An OWL Brightspace (OWL) site for MOS2181 will be available once the semester begins. Note that weekly assignments may be adjusted slightly as the term progresses. Any changes will be posted on the OWL site and communicated in class. Be sure to double-check the weekly assignments before preparing for class.

Evaluation

Your evaluation will be based on class participation, two in-class tests, a group project, and final exam. All written work will be subject to review by Turnitin to confirm that you have not plagiarized other sources. Also see the Academic Integrity and AI usage statement below. **Note that I am required to report any suspicion of plagiarism or other academic misconduct and have done so in the past.**

All the required evaluation components noted below must be completed for you to pass the course. Students must attend at least 75% (18 of 24 classes) to be eligible to write the final exam. Students

must also pass the individual components of the course (earn a total of 35 out of 70 possible marks for individual participation + 2 tests + final exam).

Class participation	20%
In-class test 1 (date TBD)	10%
In-class test 2 (date TBD)	15%
Group project (last 3 classes)	30%
Final Exam (date TBD)	25%

As per university requirements, one make-up test or exam will be provided for students who have a valid reason for missing the original test or exam. Be sure to take all assignments seriously – **there are no make ups if you are simply dissatisfied with your grade on earlier work.** To be clear, reweighting, substitution of other work, or additional bonus assignments will not be permitted. **See the detailed schedule of class assignments and evaluation points that are provided in draft form below so you can plan your time accordingly. A final version of the schedule will be provided on our OWL site once the course begins.**

I encourage you to ask questions in class or meet with me whenever you have questions or concerns about the assigned course work, your progress in the course, or to share early ideas for your group assignment. If my regularly scheduled office hours conflict with other courses or you have a more urgent question, I'm happy to arrange another time to meet in person or via Zoom. **Do not leave it to the end of the course to realize that you are not performing as well as you would like. I'm always happy to speak with students seeking further explanation or who wish to improve their performance.**

Class Participation (20%) (Assessed in every class, interim grade provided.)

The proportion of your grade assigned to active in-class participation reflects the importance of discussion and debate to learning and applying the concepts of this course. Specifically, you are expected to:

- attend all classes with your name plate clearly visible,
- be prepared to contribute to your own learning and that of your fellow students by completing the assigned readings and questions before class,
- actively participating in group break-out exercises,
- asking questions during class for clarification, and
- volunteering your opinions, reasoned arguments, and clarifying questions for clarification during class discussions.

This allows for a three-step learning process – thinking about issues and answers on your own, assessing your ideas with fellow students in small groups, and discussing ideas with the entire class under the guidance of the instructor.

You can find the weekly homework and class assignments posted on our OWL site under the tab “Weekly Assignments.” I encourage you to review my slide deck before class, as I embed additional questions for discussion. This gives you the chance to think about these questions before class in case you are less confident in raising your hand in response to questions posed on the spot. In addition to

voluntary participation, I reserve the right to call on you to answer assigned questions at any time.

Note that attendance is required to earn participation marks. However, marks for participation are not awarded for attendance alone, you must actively participate in class discussions and group breakout sessions during class. I will explain more in our opening class.

In-class tests (10% + 15%) (See course schedule posted on OWL for test dates and content)

Final exam (25%) (Date to be determined by the university.)

There are NO multiple-choice questions in the tests or the exam. In-class tests and the final exam will include short answer questions based on news items, hypothetical situations, and case studies that are like the weekly class assignments. The best way to prepare for these evaluations is to practice by doing the assigned readings and homework on your own and taking good notes for each class. You will be expected to use the concepts learned in the course – not just common sense – to answer the assigned questions. You will be allowed to bring a study sheet of your own design to the in-class tests and exam. Further detail regarding the study sheets and chapters covered will be available as the semester progresses.

Group Project (30%) (See course schedule posted on OWL for due dates)

The assignment: The goal of this project is for you to apply the concepts we've learned to a situation or event of your group's choosing, to develop your group work skills, to learn how to invite and accept feedback on your early ideas, and to apply that feedback as your project progresses from early ideas to final presentation.

Within this assignment, generative AI tools such as ChatGPT are permitted exclusively for information-gathering and preliminary research purposes. Students will be required to submit a signed information sheet with their group project deliverable that includes a disclosure of how AI was used. Unauthorized use of AI will be subject to academic discipline.

Your group assignment is to find an incident or event or topic – found in the news, through personal experience, or from a relevant movie or TV episode (to be approved by me) – to which you can apply two or three of the major topics that we cover in the course. For instance, you might choose to apply the concepts of leadership, decision making, and communication or the concepts of attitude toward work and diversity. The topics you choose will depend on the incident / issue / topic you decide to study. The goal for the project is to go deep on a few concepts, not to just breeze through a superficial application of too many concepts. You must get approval from me for the incident / issue / topic and concepts you will use to analyze it. Please contact me in class or via email if you would like early, informal feedback about the topic you have in mind.

You will use concepts from our course:

- (i) to explain what happened or is happening, how or why the incident / issue / topic was handled well or poorly, and
- (ii) to explain what actions leaders or other individuals involved in the incident / issue / topic could have done to deliver a better process or achieve a better outcome, or what they should do now to improve the process or outcome going forward. How you address this part of the assignment will depend on the incident / issue / topic and concepts you choose.

Groups: I will assign you to a group early in the semester. You will be given the opportunity to meet

and work with your group members during in-class exercises. **However, most of your work on the group project will be done outside of class.** The most successful groups are those that find ways to develop a positive working relationship, an effective way to communicate with each other, a solid outline, and a step-by-step plan to keep up with their responsibilities throughout the project.

NOTE: All members of the group will receive the same grade on the course outline and final presentation components of the project. It is your job to work respectfully and collaboratively on the required tasks. Groups should try to address conflicts and concerns internally. However, should problems arise that cannot be resolved by the group, I am more than willing to mediate a discussion among group members if these issues are raised at least two weeks before your project outline is due or before your final presentation date, so problems can be resolved. **Please note that I reserve the right to remove group members who, in the opinion of all other group members, have not contributed to the project outline and / or final presentation.** While I appreciate that you may hesitate to draw attention to internal conflicts or underperforming group members, experience suggests that early intervention can avoid bigger problems and frustration in the longer term. Failing to contribute to either stage of this project will be subject to penalties determined by me based on the context of the case at hand. I can assure you that your best choice is to be an active participant yourself and to identify and remove any barriers that keep other members from doing the same.

Deliverables:

1. **Project outline (5%):** You must submit an outline (by the due date on our class schedule) that includes:
 - a. A title page with your project title, section number, group number and the names of all your group members.
 - b. A maximum of two pages that include a description of the incident / issue / topic of interest, the organizational concepts you will apply and why they are appropriate. Bullet points are fine.
 - c. A page with a table summarizing the tasks assigned to each group member. Note that all students should be involved in all phases of the project including idea generation, research, analysis, presentation creation and delivery. For instance, I will not accept tasks in which the only task for a group member is to 'design the slide deck' or 'research topic x' or 'present topic y'.
 - d. Include a bibliography (no page limit) of the references you have identified to date. I will explain more about the references you should have when we discuss the project in class.
 - e. Complete the disclosure about if or how you used AI in the research for your presentation. (See further notes on the use of AI below.)

I will provide a template for the outline on OWL. As always, use Times New Roman, 12-point font, double spaced, with 2.54 cm (1-inch margins).

I will provide written feedback on your outline and provide a sign-up sheet of dates and times for your group to meet with me to review my feedback, answer questions, and help you to plot a productive path forward. All members are expected to attend. The purpose of this meeting is to make sure you're on track to do the best job you can do. Some projects take quite a different turn after this consultation and that is fine! Please consult OWL for more detailed tips and suggestions on issues to consider when preparing your outline and final presentation.

2. **Participation in classroom group project activities and meetings with me (5%):** I will periodically provide time in class to work on your group projects. Participation in these sessions and the feedback session with me will be used to assign this grading component.
3. **Final Presentation (20%):** Each group will make an in-person 15-minute presentation to the class, followed by a brief question period. This is an opportunity to practice these skills early in your career at King's. All group members must participate in the presentation and question period. **Note: Students who are absent for their group presentation will not share in their group's grade and will receive a zero grade on the presentation. Academic consideration for absence based on self-attestation will not be accepted for an absence on the day of your presentation.**

I will randomly draw group numbers in advance so you know which groups will present on which date. On the day that your group is NOT presenting, you will earn participation marks by providing brief, written feedback on the presentations by other groups. This is also a valuable part of your learning experience.

You must submit your Power Point slides and speaking notes (including your final list of references) **by NOON on the day BEFORE your presentation.** Submit your speaking notes in the notes section of your PPT slides. Bullet point speaking notes are fine, the goal is to give me a more fulsome idea of your analysis and recommendations without requiring you to clutter up your presentation slides with too many words. You do not need to read these notes verbatim during your presentation. In fact, reading from a script can be a detriment to your presentation if it keeps you from engaging with your audience. I will use your slides and notes to prepare questions for your presentation. Include the names and student numbers, in alphabetical order by last name, for all group members, on the opening slide of your presentation.

Evaluation: I will evaluate your final presentation as an employer would evaluate a report from an employee or consultant, based on the following points.

- A brief, clear description of the incident and actors involved. This is like a mini case with facts that you will use to frame your subsequent analysis and recommendations. (I suggest one or two slides maximum in your presentation.) (2 / 20 marks)
- The appropriate choice and application of course topics to explain the incident and your recommendations to move forward or to have managed it differently. (10 / 20 marks)
- Your presentation style and skills (clarity of speaking, posture, visual/audio aids, pace, etc.) and how well you manage the question period. (8 / 20 marks)

Draft Schedule of Weekly Assignments and Evaluations

Class	Topic(s)	Preparation for Class
1 Wed Sep 9	Introduction to OB	-Read Johns & Saks, Chapter 1. -Review slide deck posted on OWL. Be prepared to discuss highlighted questions. -Read Course Outline posted on OWL and bring any questions to class about the course outline and expectations for this class. -Read the course contract before coming to class and be prepared to sign a hard copy that I will bring for you.
2 Mon Sep 14	Personality	-Read Johns & Saks, Chapter 2, sections related to Personality. -Review slide deck posted on OWL. Be prepared to discuss highlighted questions. -Prepare the assigned case study
3 Wed Sep 16	Learning	-Read Johns & Saks, Chapter 2, sections related to Learning. -Review slide deck posted on OWL. Be prepared to discuss highlighted questions. -Prepare the assigned case study
4 Mon Sep 21	Perception, Attribution, and Diversity	-Read Johns & Saks, Chapter 3 -Review slide deck posted on OWL. Be prepared to discuss highlighted questions. -Read the assigned case background. I will hand out mini cases in class for us to discuss.
5 Wed Sep 23	Values, Attitudes & Work Behaviour	-Read Johns & Saks Chapter 4 -Review slide deck posted on OWL. Be prepared to discuss highlighted questions. -Case study TBD.
6 Mon Sep 28	Workplace Motivation – Theory	-Read Johns & Saks, Chapters 5 -Review slide deck posted on OWL. Be prepared to discuss highlighted questions.
Wed Sep 30	NO CLASS	National Day for Truth and Reconciliation
7 Mon Oct 5	Workplace Motivation – In Practice	-Read Johns & Saks, Chapters 6 -Review slide deck posted on OWL. Be prepared to discuss highlighted questions. - We'll do a group exercise in class.
8 Wed Oct 7	In class test (10%)	Chapters 1 – 5 plus anything else assigned or discussed in class before today.
Oct 12 – 18	University break week, no classes.	
9 Mon Oct 19	Groups & Teamwork / Project groups announced	-Read Johns & Saks, Chapter 7 -Review slide deck posted on OWL. Be prepared to discuss questions in slides. -We'll do a group exercise in class with your assigned project groups.
10 Wed Oct 21	Negotiation (Part 1)	-No advance reading (woo hoo!). -We'll do a paired negotiation exercise provided in class. -I'll share my slide deck after the exercise, then post it on OWL for the next class and your future reference. There will be time at the end of class to work on group projects
11 Mon Oct 26	Negotiation (Part 2)	-Review the slide deck from Negotiation 1 now posted on OWL. -We'll do a paired negotiation exercise provided in class.

		-I'll share a second slide deck in class, then post it on OWL for your future reference. There will be time at the end of class to work on group projects
Tues Oct 28	Group Project Outline Due by 11:55 pm	Submit by Friday, October 30 th at 11:55 pm to avoid late penalty. Dates for group feedback meetings with me will be posted on OWL.
12 Wed Oct 28	Decision making – in practice	-Read Johns & Saks, Chapter 9 -Case study TBD.
13 Mon Nov 2	Leadership I	-Read Johns & Saks, Chapter 9 -Review slide deck on Leadership posted on OWL. Be prepared to discuss highlighted questions.
14 Wed Nov 4	Leadership II	-Two mini cases will be distributed in class to read and discuss.
15 Mon Nov 9	Organizational Culture	-Read Johns & Saks, Chapter 8 (Sections on Organizational Culture) -Review slide deck posted on OWL. Be prepared to discuss highlighted questions. -Case or exercise TBD.
16 Wed Nov 11	In Class Test (15%)	In class test will cover Chapters plus anything assigned or discussed in class from October 19 to November 9.
17 Mon Nov 16	Communication	-Read Johns & Saks, Chapter 10 -Review slide deck posted on OWL. Be prepared to discuss highlighted questions. -Case TBD.
18 Wed Nov 18	Organizational Change	-Read Johns & Saks, Chapter 15 -Review slide deck posted on OWL. Be prepared to discuss highlighted questions. -Case TBD
19 Mon Nov 23	Ethics	-Read Johns & Saks, Chapter 12 (Sections on Ethics) -Review slide deck and be prepared to discuss highlighted questions. -Case TBD.
20 Wed Nov 25	Power and Influence	-Read Johns & Saks, Chapter 12 (Sections on Power and Influence) -Review slide deck and be prepared to discuss highlighted questions. -Case TBD.
21 Mon Nov 30	Closing remarks	-Review of tips and tricks for exam and final presentations.
22 Wed Dec 2	Group presentations	-Order of presentations TBD. -Students not presenting today will provide written peer feedback.
23 Mon Dec 7	Group presentations	-Order of presentations TBD. -Students not presenting today will provide written peer feedback
24 Wed Dec 9	Group presentations	-Order of presentations TBD. -Students not presenting today will provide written peer feedback
Date TBD	Final Exam (25%)	Topics covered in final exam TBD and shared in November 30 review class. Scheduled by university during the exam period Dec 11 – 22.

KING'S UNIVERSITY COLLEGE

GENERAL COURSE POLICIES

2026-2027

1. Academic Accommodations, Consideration for Absences

Academic Accommodation (Accessibility)

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found [here](#) Academic Accommodation for Students with Disabilities. Information on Accessibility Services at King's can be found [here](#).

Academic Consideration for Student Absence

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at <https://registrar.uwo.ca/academics/pdfs/student-medical-certificate.pdf>

Students are permitted one academic consideration request without supporting documentation per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course.

For further information, please see:

https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

Absences from Final Examinations

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under Special Examinations).

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

2. Support Services

Accessibility, Counselling and Student Development at King's University College:

<https://kings.uwo.ca/community/library/services/accessibility/>

Students experiencing emotional or mental health distress can access services at King's University College: <https://kings.uwo.ca/campus-life/student-supports/>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help:

<https://www.uwo.ca/health/mental-health/index.html>

Academic Support Services at King's University College:

<https://www.kings.uwo.ca/current-students/academic-resources/>

GBSV Support:

King's (Western) is committed to reducing incidents of gender-based sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website:

Mental Health and Wellness at King's - King's University College

You can reach someone supports at Kings by emailing Care@kings.uwo.ca or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by email or by calling 519-661-3568.

You can reach someone supports at Kings by emailing Care@kings.uwo.ca or calling 519-930-4640 to reach a social worker who can offer help.

3. Statement on Use of Electronic Devices

Use of Electronic Devices: Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

Use of Laptops, Tablets, and Smartphones in the Classroom: King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see https://kings.uwo.ca/sites/2025/assets/files/about/governance/policies/board/Board%20Policy%203_1%20Code%20of%20Student%20Responsibilities%20and%20Conduct.pdf

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

4. Statement on Academic Offences

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_offences.pdf

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with your instructor on what tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

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; see <https://elearningtoolkit.uwo.ca/tools/Originality Reports - TurnItIn.html>.

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.

5. Copyright of 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. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

6. Use of Recordings

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

7. Policy on Attendance

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.