

University of British Columbia  
Sauder School of Business

**Commerce 292 - 3 credits**  
**Management and Organizational Behaviour**  
**Term 2, Fall 2017/18 – Mondays and Fridays**

**Martin Schulz**

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<b>SECTION</b>	<b>Time</b>	<b>Classroom</b>
292-204	MF 11:30-12:50	HA 291
292-205	MF 1:00-2:20	HA 291
292-206	MF 2:30-3:50	HA 291

**Teaching Assistants: TBA**

**Main OB Class Web Site for all OB sections:** <http://obcourses.sauder.ubc.ca/CriticalOB.html>

***INTRODUCTION***

Commerce 292 is an introductory course in Organizational Behaviour (OB). The primary objective of this course is to teach you about the effects of organizational structures and interpersonal processes on the behaviour of individuals in organizations, on the functioning, effectiveness, and success of organizations, and the wider implications for society. You will also learn to consider the entire organization as an actor and examine how it behaves in different types of environments. Throughout the course an emphasis is placed on how you, as an organizational member or consultant, might experience, interpret, and manage people, structures, and processes in organizations. The course exposes you to assignments and exercises that will advance your interpersonal and analytical skills and thereby help you succeeding in your future career in business and beyond.

This course is designed to sharpen your ability to diagnose and solve a broad range of organizational problems. Through readings, lectures, cases, and experiential exercises, we will introduce you to frameworks from the social sciences that are useful for understanding organizational processes and teach you how to apply these frameworks to particular situations. Readings are provided to give theoretical grounding for each day's discussion, and are a starting point for our discussions. You are expected to show a high level of commitment to the course by carefully reading the assigned material prior to coming to class each day. You should come to class ready to absorb lessons from the applied examples of the readings that we will discuss. We do not believe in passive learning. If you put in the appropriately high level of effort we assure you this will be a course you will not forget.

## Key Topic Areas of this Course

This course covers a large range of OB topics. Key topic areas of this course include the following:

- 1) *Understanding Individuals and teams in the Workplace.* To function in today's changing workplace, you need to have an understanding of individual differences, motivation and rewards, and working in teams. You will learn and practice how to build a team and maintaining it during this course.
- 2) *Communicating Decisions.* One important aspect of working with others is knowing how to communicate effectively, how to give feedback, how to make decisions, and how to handle conflict. It is also useful to know how to negotiate effectively. You will learn how to deal with conflict and communicate feedback to others. During this part of the term, and in the process of working on your team project, you will experience many opportunities for negotiation.
- 3) *Designing and Changing Organizations.* Organizations are not fixed entities carved in stone. Rather, effective organizations adjust their design to accommodate the goals of the organization and shifting environments. You will learn about organizational structure, job design, culture and change during this part of the term.
- 4) *Critical Thinking.* One important aspect of being a participant in organizations is understanding how organizational processes and structures can manipulate individuals. This is both empowering and humbling. Organizations are very powerful social structures; they can shape behaviour of participants inconspicuously and comprehensively (and we will learn how one can build powerful organizations in this course). At the same time, organizations can fail, they can act inappropriately, they can (and often do) exploit or hurt their employees, customers, suppliers, and other stakeholders. Understanding and critically analyzing organizational processes and structures is extremely important. As participant (employee, team member, manager, leader) of an organization, your actions can have powerful implications for others. In order to act responsibly, you will need to be aware of the organizational outcomes of your actions. This course will help you to critically analyze organizational structures and behaviour and their outcomes and develop a deeper awareness of the powers and perils of organizations.

## Expected Accomplishments

During this course you will be exposed to a variety of topics and you will be expected to develop a solid understanding of important concepts of organizational behaviour. Additionally, you will be engaged in an ongoing *team* process so that you can develop new interpersonal skills such as:

- 1) awareness of how your values and attitudes affect the dynamics of your team
- 2) awareness of how feedback, or the lack of it, affects the team process
- 3) awareness of how motivating others, or failing to motivate others, directly affects team outcomes
- 4) awareness of how you can more effectively contribute to team processes in the future.

Moreover, you will work on a professional team consulting project and analyze a live organizational setting to identify its problems and viable solutions. This will allow you to develop a deeper understanding of organizational processes and structures, and develop skills to manage organizations, their members, and their environments, including:

- 5) awareness of how you can contribute to the proper functioning of organizations that you encounter as employee, customer, supplier, or stakeholder.
- 6) awareness of how you can contribute to the wider society.

## ***ASSIGNMENTS: READINGS AND EXERCISES***

You will be working primarily from a textbook and additional materials provided by your instructor. Many concepts of this course might appear simple on the surface but typically they are subtle, complex, and are often difficult to apply. To understand the material covered in this course and do well on the examinations it is crucial that you read the material BEFORE class sessions so that you can contribute thoughtfully to the class discussions and exercises.

While it is helpful to bring your materials to each class meeting, it is imperative to bring them when your instructor has designated a particular exercise from the text. A detailed, day-by-day schedule of readings and assignments is included below. It is essential that assignments and any exercises your instructor chooses from the potential exercises be prepared prior to class meetings in the manner indicated by the syllabus and by your instructor. It is your responsibility to note these assignments ahead of time and clarify any questions directly with your instructor.

### **Course Materials to be Purchased**

LAN: Nancy Langton, Stephen P. Robbins, and Timothy Judge Organizational Behaviour, 7th Canadian edition. Prentice Hall Canada. 2016. Sold in the UBC bookstore. NOTE: The bookstore will try to sell you also *MYOBLAB*, but that is *NOT* required for this course. It is a website that mainly serves the marketing and sales purposes of the textbook publisher. We will *NOT* use *MYOBLAB* and we do not recommend that students use it. You will *NOT* need an access code from the textbook publisher for this course! *WARNING: If you do use MYOBLAB you might fail the OB exams of this course!*

### **Course Materials on Course Web Site**

A number of materials for this course will be distributed electronically. There is one **main course web site** for all OB sections at <http://obcourses.sauder.ubc.ca/CriticalOB.html>. It provides links to important course resources (including instructions for projects, some exercises, and sample exam questions). Additionally you have a section specific website with additional materials and you can find a link to your section website on the main course website.

## ***GRADING***

### ***1) Quizzes (15 percent of course mark)***

There will be 5 (or more) multiple-choice quizzes during the term. Their purpose is to assess your degree of engagement with the topics of this course. The quizzes contain questions on the current readings assigned for the day as well as your understanding of topics covered in prior class sessions, and how they might connect to the current class session. Note: Quizzes can happen at the beginning of a class session, so please make sure you are on time all the time! If you miss a quiz, you receive zero points. If you miss a quiz and submit a legitimate excuse within one week (e.g., doctor's note), it will not affect your grade (note, there are no make-ups for quizzes).

### ***2) Final Examination (40 percent of course mark)***

There will be a comprehensive multiple choice format final examination during the regular examination period at the end of the term. **The final will be worth 40 percent of the course mark** and will be a maximum length of 2 hours. **YOU MUST PASS THE FINAL EXAMINATION IN ORDER TO PASS THE COURSE.**

### 3) Team Case Project (30 percent of course mark)

This exercise will allow you to apply OB concepts to a real case. We usually select a live case that involves a real organization (more precisely, an organizational setting connected to one or more existing organizations). The class will be divided into multiple consulting teams. Each consulting team will study and analyze the case, identify problems and solutions, and prepare and deliver an oral presentation and write a report of their recommendations. Consulting teams will be evaluated on the quality of their analysis, appropriateness of their recommendations, as well as their presentation and written material. Each project will be marked by the instructor, and each team member's mark will be determined from the results of a peer evaluation that considers the member's contribution to the project. A more complete description of the case project of this term is available on the main course website. **Please note that your *individual* grade in this project will be determined from your group's recommendation of the portion of the grade you should receive on the project. This is a team project, and students will be evaluated on their performance within the team.** Be advised, however, that if any student intends to assign a mark of less than 70 percent (of the grade your team receives on the project) to a member of his/her team, the student must notify the instructor and the team member *by the deadline on the syllabus* so that the team member has an opportunity to improve behaviour. It is very important that you understand this process clearly!

### 4) Active Learning (15 percent of course mark)

Because this course relies heavily on applications and discussions of materials, 15 percent of your grade will be determined from active learning activities. Active learning means that you take responsibility both for your learning, and helping others to learn more about the material. This course is about building skills to enable you to be a better employee, team member, manager and leader. Active learning in the course is your way to demonstrate the attitudes and behaviours that are required of these roles.

Active learning can be demonstrated in a variety of ways. These may include:

- Attendance and involvement – attending every class (with exceptions for serious emergencies), arriving on time and remaining fully engaged throughout the class.
- Preparation – using the course outline to plan and prepare for each class, completing readings prior to class, developing informed individual responses to the materials, bringing any additional materials distributed by your instructor and submitting assignments on time following the instructions.
- Participation in full-class discussions – offering informed, constructive, original contributions that build on what classmates have already said to move the discussion forward, integrating the lessons from the theoretical readings into the discussion, and being prepared if you are called on without raising your hand. Please note that participation that does not add any value is treated the same as not participating. Frequent non-quality contributions may be penalized. Quality of contribution is rewarded – not quantity.
- Participation in small-group activities – taking an active role in the discussion without dominating it, keeping the group on-task, encouraging the whole group to participate, and facilitating discussion.
- Working on worksheets, in-class assignments, exercises, and activities and handing in your worksheets during class with your name and student ID and your class section clearly marked on them.

In the past students who have prepared the theoretical readings in a study group before class have benefited greatly from the advance preparation.

Since this is an active learning focused course, we consider attendance in every class to be very important. If you do miss a class, it is your responsibility to find out from your classmates what material was covered, what additional assignments were made, and what handouts you may have missed.

You are expected to be prepared for every class meeting. Since we frequently call on students whose hands are not raised, please let us know before the start of class if you are not prepared so that we can avoid embarrassing you inadvertently. Note, however, that this should only occur for exceptional reasons.

Your overall active learning mark will also be affected by your attendance and marks may be deducted for irregular attendance. **Note:** These marks are scaled so that what you might consider as “average” participation results in a mark of about 60. Do not let this surprise you at the end of the term.

## ***COURSE POLICIES***

Students are expected to know and obey UBC’s policies regarding student conduct and discipline. Furthermore, students can be removed from the course for academic or non-academic misconduct, for behaviours disruptive to the conduct of the course, for failure to abide by regulations, for unsatisfactory progress in the course, or for any other reason which is deemed to show that withdrawal of the student is in the interests of the student or the University. Note also that this is an academic course and thus the usual trigger warnings apply<sup>1</sup>. Links to UBC policies are provided in the "Policies and Regulations" section of the UBC Calendar and on the main OB course web site (<http://obcourses.sauder.ubc.ca/CriticalOB.html>).

### **Academic Misconduct**

Students are expected to be aware of and painstakingly follow UBC policies regarding academic misconduct (a link to these policies is provided on the main OB course web site). In particular, students should be aware that academic misconduct (subject to disciplinary measures) includes engaging in, attempting to engage in, or assisting others to engage in any form of cheating, such as (a) plagiarism (b) use, possession, or facilitation of unauthorized means to complete an examination (c) taking unauthorised notes or devices into an exam, (d) obtaining or sharing an unauthorised copy of an examination booklet or related examination materials, (e) communicating or trying to communicate with another student during an examination, (f) attempting to observe or copy another student's scantron sheet, (g) being a party to impersonation in relation to an examination, and (h) submitting a fraudulent extenuating circumstances claim.

### **Class Attendance and Team Formation**

Class attendance is required. Students will form project teams during the first two weeks of the term. Once teams are formed, students starting the class late will not be allowed to join teams (and will not be able to complete the course). Students who are absent from more than two classes during the first two weeks of the term will be deregistered from the course.

### **Originality and Plagiarism**

In this course we will assess the originality of the consulting project reports using available technologies and services (such as turnitin.com). Accordingly, you will be expected to submit your *consulting project report* in both hard copy (to your instructor) and electronic format (at the email address [OBReports@sauder.ubc.ca](mailto:OBReports@sauder.ubc.ca)). More information is available on the OB course website at <http://obcourses.sauder.ubc.ca/CriticalOB.html> as well as in the case instructions made available on that website. After your *consulting project report* has been

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<sup>1</sup> Given the academic nature of this course, it is possible that your feelings and beliefs might be questioned in this course. If you believe that one's feelings and beliefs must not be hurt, you are probably in the wrong program (please talk to your academic program advisor). Furthermore, conformism will not be rewarded in this course, and mobbing will not be tolerated.

processed, the instructor receives an email from the course coordinator that states if and how another author's work was used in your project report. Failure to submit your report to [OBReports@sauder.ubc.ca](mailto:OBReports@sauder.ubc.ca) will result in a ZERO mark for the team consulting project.

Although a few questions have been raised in the past about some aspects of using outside plagiarism assessment services, UBC legal has determined that instructors can use such services provided they allow students to remove individual identifying information from their reports before they are sent off to these services. Our procedure allows this to happen. The only required identifier on the report is the year, the course number, the course section, and project team number. Our procedure requires that you provide that information in the file name of the report you submit to us<sup>2</sup>. Specific instructions for naming and submitting your reports are provided on our main OB course web site and in the case instructions made available on that website. **Note, failure to follow these instructions will result in a ZERO mark for the team consulting project.**

### **Policy Regarding Re-reads of All Graded Coursework**

In the event that you feel something was missed in the grading of your work (be it mathematical error, computer scanning or other), please write a brief summary of what you feel needs further attention and submit this re-read request with your marked work within 1 week of receiving your mark. If you request a re-read, it will be read from scratch by your instructor and your grade may go up or down. Each grade component is considered final one week after given to the class and will no longer be open for re-reading or discussion. We do not accept personal lobbying efforts on behalf of grades other than in writing. We are happy to discuss your work with you for educational purposes, but keep in mind that once we discuss the work the grade is considered final.

### **Access and Diversity Accommodations**

If you are a student with a disability or ongoing medical condition must register with Access & Diversity. You should meet with the Access and Diversity Centre (A&D) advisor to determine what accommodations/services you are eligible for, provide supporting document proof then inform your instructor with the letter issued by A&D.

For full details and procedure, please visit the following website, or the office in person:

<https://students.ubc.ca/about-student-services/access-diversity>

#### **Access & Diversity**

Student Development & Services  
The University of British Columbia  
Brock Hall, Room 1203, 1874 East Mall  
Vancouver, BC V6T 1Z1  
Tel: 604.822.5844, TTY: 604.822.9049, Fax: 604.822.6655  
email: [access.diversity@ubc.ca](mailto:access.diversity@ubc.ca)

Please arrange with A&D at least 3 weeks prior to the exam in question (or, the earliest the better) due to the high volume of requests before exams. You are responsible for finalizing and confirming arrangements regarding any exam accommodations directly with the A&D.

You should also meet with your instructor to discuss any accommodations required for in-class activities.

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<sup>2</sup> If you want to keep your authorship (or co-authorship) of the report secret, please remove information related to your individual identity from the content of the report (links to information about how to remove identifying information from documents are provided on the main course web site).

## **Other Relevant UBC Policies**

Academic Concession:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,48,0,0>

Academic Honesty and Standards:

<http://www.calendar.ubc.ca/vancouver/?tree=3,286,0,0>

Attendance:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,36,0,0>

Grading Practices:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,42,0,0>

Student Conduct and Discipline:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,0,0>

Religious Accommodations and Exams:

<http://students.ubc.ca/enrolment/exams/exam-policies/religious-accommodations>

Use of the Formal Examination Periods:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,41,89,0>

Viewing Marked Work:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,41,93,0>

## ***COURSE SCHEDULE***

<b>Date</b>	<b>Topic</b>	<b>Mandatory Readings</b>	<b>Possible Exercises</b> (These will vary by class section – please follow preparation guidelines provided by your instructor)	<b>Assignments</b>
Jan 5	<ul style="list-style-type: none"> <li>• Overview</li> <li>• Skills for the New Workplace</li> </ul>	Ch. 1, “What is Organizational Behaviour?” pp. 2-32	<p><u>LAN</u> “The Competing Values Framework: Identifying Your Interpersonal Skills,” pg. 32</p> <p>“Interpersonal Skills in the Workplace,” pg. 29</p> <p><u>Class Handout:</u> “Lifeboat”</p>	<p>Read syllabus and place all critical dates on your calendar.</p> <p>Make a name tent with the name you like to be called, and bring it to each class.</p>
Jan 8-12	<ul style="list-style-type: none"> <li>• Perceptions, Personality and Emotions</li> <li>• Values and Attitudes</li> </ul>	<p>Ch. 2, “Perception, Personality and Emotions,” pp. 36-76</p> <p>Ch. 3, “Values, Attitudes, and Diversity in the Workplace,” pp. 78-118</p>	<p><u>WEB</u> Implicit Associations Test</p> <p><u>LAN</u> “Millennials are more Narcissistic”, pg. 72</p> <p><u>LAN</u> “Is it a bribe or a gift” pg. 115</p>	<p><b>Jan 8 (in-class): Bring your signed <u>course contract</u> to class and hand it in.</b></p> <p><b>Jan 12: We will assign students to project teams. START SITTING WITH YOUR GROUP IN EACH CLASS</b></p>
Jan 15-19	<ul style="list-style-type: none"> <li>• Group Effectiveness</li> <li>• Team Building</li> </ul>	Ch. 6, “Groups and Teamwork,” pp. 202-240	<p><u>LAN</u> “The Paper Tower Exercise,” pg. 235</p> <p><u>WEB</u> “Fantasy: A Team Building Project</p> <p><u>Class Handout:</u> “Survival”</p>	<p><b>FROM NOW ON: You will always sit with your team members in teams.</b></p> <p><b>Jan 15: Begin working on Fantasy Project. Read the <u>instructions</u> (on the class website).</b></p>



Date	Topic	Mandatory Readings	Possible Exercises (These will vary by class section – please follow preparation guidelines provided by your instructor)	Assignments
Jan 22-26	<ul style="list-style-type: none"> <li>Motivation</li> <li>Incentives</li> <li>Performance Appraisal</li> </ul>	Ch. 4, “Theories of Motivation,” pp. 126-162  Ch. 5, “Motivation in Action,” pp. 164-199	<u>LAN</u> “Equity and Executive Pay” pg. 161  <u>LAN</u> “Goals Get You Where You Want to Be” pg. 159  <u>WEB</u> “Rewards for Workforce Diversity”	Meet with your team outside of class to do a <b>dry-run of your Fantasy presentation</b> . If you are using any multimedia please confirm it is working and ready to go.  <b>Teams: Submit your fantasy presentation slides to the class TA before Jan 29.</b>
Jan 29	<ul style="list-style-type: none"> <li><b>FANTASY PRESENTATIONS</b></li> <li>Communication</li> </ul>	Ch. 7, “Communication,” pp. 246-272	<u>LAN</u> “Employee’s Social Media Presence Should Matter to Managers” pg. 268	<b>Come to class ready to present your Fantasy Project!</b>  <b>Work on the <u>Confederate Flags Team Project Begins!</u></b>
Feb 2	<ul style="list-style-type: none"> <li>Organizational Change</li> </ul>	Ch. 14, “Organizational Change,” pp. 486-513	<u>LAN</u> “Starbucks Returns to Its Roots”, pg. 512	Team Project: Begin to familiarize yourself with the project. Read the <a href="#">Confederate Flags Case</a> and <a href="#">Moeschberger</a> (both available on the class website).  Find several reports of flag removal events in your team’s assigned time period. Discuss them with other team members.
Feb 5	<ul style="list-style-type: none"> <li>Power</li> </ul>	Ch. 8, “Power and Politics,” pp. 274-305	<u>LAN</u> “How Much Should You Defer to Those in Power?” pg. 303-4	While reading this chapter, ask yourself: How do these ideas connect to the Confederate Flag project?  <b>Culture Exercise begins today!</b>

Date	Topic	Mandatory Readings	Possible Exercises (These will vary by class section – please follow preparation guidelines provided by your instructor)	Assignments
Feb 9	<ul style="list-style-type: none"> <li>Politics</li> </ul>	Re-read Ch. 8, “Power and Politics,” pp. 274-305		While reading this chapter, ask yourself: How do these ideas connect to the Confederate Flag project?
Feb 12 UBC CLOSED DUE TO HOLIDAY				
Feb 16	<ul style="list-style-type: none"> <li>Project Team Day</li> </ul>		<u>WEB:</u> <a href="#">OB Project Planning Meeting Instructions</a>	<p><b>BEFORE THIS MEETING: Complete Part 1 of instructions (individual-level preparation).</b></p> <p><b>Meet with your project team and together complete Part 2 of instructions (project meeting agenda).</b></p>
Feb 19-23 UBC READING BREAK				
Feb 26	<ul style="list-style-type: none"> <li>Conflict</li> </ul>	Ch. 9, “Conflict and Negotiation,” pp. 308-340	<u>LAN</u> “Choosing Your Battles” pg. 336-7	<p>While reading this chapter, ask yourself: How do these ideas connect to the Confederate Flag project?</p> <p><b>Deadline for the Culture Exercise!</b></p>
March 2	<ul style="list-style-type: none"> <li>Negotiation</li> </ul>	Re-read Ch. 9, “Conflict and Negotiation,” pp. 308-340	<u>Class Handout:</u> 24/7 Foods  <u>LAN</u> “From Concepts to Skills: Negotiating” pg. 338-9	<b>Deadline (March 2): You must notify your instructor about any final exam conflicts that you anticipate via <a href="mailto:comm292@sauder.ubc.ca">comm292@sauder.ubc.ca</a></b>
March 5	<ul style="list-style-type: none"> <li>Decision Making, Creativity, and Ethics</li> </ul>	Ch. 12, “Decision Making, Creativity, and Ethics,” pp. 412-448	<u>WEB</u> “Ford Pinto”  <u>LAN</u> “If Two Heads are Better than One, Are Four Even Better?” pg. 446	While reading this chapter, ask yourself: How do these ideas connect to the Confederate Flag project?
March 9	<ul style="list-style-type: none"> <li>The Realities of Feedback</li> </ul>		<u>WEB</u> “Giving Feedback”	

Date	Topic	Mandatory Readings	Possible Exercises (These will vary by class section – please follow preparation guidelines provided by your instructor)	Assignments
March 12-16	<ul style="list-style-type: none"> <li>Organizational Structure.</li> <li>Division of Labor</li> <li>Departmentalization and Structural Dimensions</li> </ul>	Ch. 13, "Organizational Structure," pp. 454-484	<p><u>Class Handout</u>: Greetings Cards</p> <p><u>LAN</u> "I Detest Bureaucracy", pg. 483-4</p>	<b>Deadline (March 12) for notifying team members about potential peer evaluations below 0.70</b>
March 19	<ul style="list-style-type: none"> <li>Leadership</li> </ul>	Ch. 11, "Leadership," pp. 378-410	<u>LAN</u> "Moving from Colleague to Supervisor," pg. 408	<b>Important Deadline (March 19): All project teams must a) turn in their report on paper in class, and b) have submitted the electronic version of the document to</b> OBReports@sauder.ubc.ca.
March 23-26	<ul style="list-style-type: none"> <li><b>PROJECT PRESENTATIONS</b></li> </ul>			<b>Important Deadline (March 22, 4pm): All project teams must have submitted an electronic file of their presentation to the class TA.</b>  After your team is done presenting: Each member fills out the <a href="#">Peer Evaluation Form</a> (on the OB web site) for your project team members.
March 30 – April 2	UBC Closed due to Good Friday and Easter			
Apr 6	<ul style="list-style-type: none"> <li>Course wrap-up</li> </ul>			<b>LAST DAY: Submit signed and stapled Peer Evaluation Forms. Course evaluations in class: Bring your laptop!</b>

\*\* The topics might be changed subject to the progress of the lecture. Please pay attention to the announcement given by the instructor in class \*\*



**PRINCIPLES OF ORGANIZATIONAL BEHAVIOUR - COURSE CONTRACT**

**Note: A completed and signed copy of this contract is due on Jan 8 in class.**

I recognize the commitment required on my part to create a positive learning environment for both my classmates and me. This commitment entails a significant amount of effort including, but not limited to, the following:

- 1) I will prepare extensively for class each day and come prepared to be pushed to think actively regarding the subject matter.
- 2) I understand that I am expected to have read and digested the theoretical readings prior to each class. I recognize that these readings will be used as the building blocks of class discussion and will not be reviewed fully for basic content in class. I also recognize that these readings form the basic building blocks for the course exams.
- 3) I recognize that coming to class unprepared detracts from the quality of the class discussion for the entire class, and that my actions have direct impact on others.
- 4) I recognize that frequent non-quality participation detracts from the learning environment, and so I will share quality contributions in class with my classmates.
- 5) I will make, and display in each class, a name tent (or my name tag) to assist my classmates and the instructor in knowing the name I like to be called.
- 6) I will contribute actively to the discussions in class and facilitate the learning of other students.
- 7) I recognize that all electronic devices (e.g., cell phones, laptop computers, cameras) are potentially distracting for myself and for others sitting near me, and will not attempt to use them during class, unless the instructor gives explicit permission to use such devices.
- 8) I have read the complete course outline and fully understand the deadlines and requirements for the course.
- 9) I have read and understand UBCs policies regarding student conduct and discipline (links are on the [Main OB Class web site](#)) and I will abide by them.
- 10) I agree to abide by all other reasonable 'ground rules' for the course, as explained in class by the instructor.

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Student's Printed name

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Student's Signature

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Section Number

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Today's Date