

**Commerce 4BC3  
Collective Bargaining  
Winter 2020 Course Outline**

**DeGroot School of Business  
McMaster University**

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***COURSE OBJECTIVE***

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*This course provides an overview of collective bargaining in the Canadian context.*

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***INSTRUCTOR AND CONTACT INFORMATION***

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**Tim Fowler, PhD**

Fowlet1@mcmaster.ca

Office: TSH 627

Office Hours: M, ~12.30p - 2.15p

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***COURSE ELEMENTS***

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Credit Value: 3	Leadership: Yes	IT skills: No	Global view: No
A2L: Yes	Ethics: No	Numeracy: No	Written skills: Yes
Participation: Yes	Innovation: No	Group work: Yes	Oral skills: Yes
Evidence-based: Yes	Experiential: Yes	Final Exam: No	Guest speaker(s): No

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## ***COURSE DESCRIPTION***

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*This course provides a detailed examination of the institution and process of collective bargaining in Canada today. Topics include the evolution of bargaining, theories of bargaining power and behaviour, the role of the state, and the relevant legislative framework. The range of bargaining issues is described along with the problems incurred through the consolidation and fragmentation of bargaining units. Consideration of the grievance and arbitration process is examined in regard to its role in the application and interpretation of agreements. Additionally, specific collective bargaining systems are examined in greater detail with particular emphasis on changes in labour-management relations.*

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## ***LEARNING OUTCOMES***

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Upon successful completion of this course, students will be able to complete the following key tasks:

- Understand the economic, legal, and political context of collective bargaining in Canada
  - Explain the procedures of union formation, collective bargaining, and grievance arbitration
  - Understand the various theoretical frameworks of union-management relations, as they relate to collective bargaining
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## ***COURSE MATERIALS AND READINGS***

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All assigned readings will be posted on Avenue.

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## ***EVALUATION***

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Missed tests/exams will receive a grade of zero unless the student has submitted and been approved for a Notification of Absence or MSAF. Late assignments will be penalized 5% for each day they are late. No assignments will be accepted more than 7 days after the due date. Your final grade will be calculated as follows:

<u>Components and</u>	<u>Weights</u>
Written Assignment (January 27 <sup>th</sup> )	15%
Collective Bargaining Simulation (March 16 <sup>th</sup> & 23 <sup>rd</sup> )	Group Work 30%
Mid-term Test (February 10 <sup>th</sup> )	20%
Final Exam	35%
<b>Total</b>	<b>100%</b>

### Communication and Feedback

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Area Administrative Assistants. Instructors are required to provide evaluation feedback for at least 10% of the final grade to students prior to Week #9 in the term. If you cannot meet during the office hours, feel free to send an email, but please keep the following simple rules for email etiquette in mind:

- At a minimum, include an appropriate salutation in your email
- Emails must be written in proper English. Students will be asked to revise, edit and re-send emails that do not meet minimum standards of grammatically correct English.
- Please allow for a minimum of 48 hours for turnaround on emails

### Course Deliverables

#### **Written Assignment – 15% - January 27<sup>th</sup>**

Many observers of labour studies agree that union membership and collective bargaining are one of the best ways to improve the lives and working conditions of workers in Canada. Yet, at the same time, many of these same observers agree that the institutional arrangements of labour relations have some serious short-comings. This assignment asks you to read one of the following articles (all posted on Avenue) and in **4 to 6 pages** provide a critical assessment of the article of your choice. Outside research is neither required nor prohibited. Read, and adhere to, the guidelines for written work in this course outline.

Critical, in this sense, does not mean “find fault with.” The assignment asks you to consider the premises, theoretical assumptions, evidence, etc. presented within the articles. Do the arguments make sense? Are the premises sound, is the evidence complete and coherent? What contributions do they make to the study of industrial relations in Canada? These are just some of the questions you may want to consider – you do not need to discuss all of these, and you may choose to go beyond these.

Below are the articles you may choose from. They are all posted on Avenue.

- Roy J. Adams, “A Pernicious Euphoria: 50 Years of Wagnerism in Canada”
- Anne Forrest, “Securing The Male Breadwinner: A Feminist Interpretation of PC 1003”
- Judy Fudge & Harry Glasbeek, “The Legacy of PC 1003”
- Jeffery Taylor, “The Struggle for Rights at Work: The United Electrical Workers, Contract Enforcement, and the Limits of Grievance Arbitration at Canadian General Electric and Westinghouse Canada, 1940s to 1960s”

***Collective Bargaining Simulation (35%), In-Class On March 16<sup>th</sup> & 23<sup>rd</sup>***

The central assignment in 4BC3 is a two-week, in-class collective bargaining simulation. The goal of this simulation is for two sides to bargain a new collective agreement, and, as much as possible, replicate the real process of collective bargaining. This assignment is done in groups, and will require a good deal of preparation before the simulation, and reflection after the simulation. A full break-down of the following components of the assignment is posted on Avenue:

- A bargaining book, outlining your group’s approach to bargaining, due DATE, at the start of collective bargaining, worth 35% of the simulation mark.
- The in-class exercise, spanning two classes, worth 35% of the simulation mark.
- A bargaining analysis, critically assessing your performance during the simulation, due DATE, worth 30% of the simulation mark.
- Students will be asked to submit a peer-review of the members of the group.

***Mid-Term Test (20%), In-Class On February 10<sup>th</sup>***

The Mid-term test will cover material from weeks 1 to 5.

***Final Exam (35%), April exam period***

The exam will cover material presented in both the lecture and the course readings, and will cover the entire course. Please note that the readings are designed as a starting point for the week’s material, and that lecture will invariably cover topics not in the readings. Thus, it is critical that students attend lecture if they hope to pass the final exam. Do not book vacation until the exam schedule has been posted. No accommodation will be given to students who have booked vacation during the exam period.

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## ***ACADEMIC INTEGRITY***

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You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the *Academic Integrity Policy*, located at:

[www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity)

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations

All slides, presentations, handouts, tests, exams, and other course materials created by the instructor in this course are the intellectual property of the instructor. A student who publicly posts or sells an instructor’s work, without the instructor’s express consent, may be charged with misconduct under McMaster’s Academic Integrity Policy and may also face adverse legal consequences for infringement of intellectual property rights.

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## ***AUTHENTICITY/PLAGIARISM DETECTION***

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In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more information please refer to the [Turnitin.com Policy](#).

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**ONLINE COURSE**

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**COMPONENTS**

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In this course we will be using Avenue To Learn. Students should be aware that when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure.

If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

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***REQUESTING RELIEF FOR MISSED ACADEMIC WORK***

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Students may request relief from a regularly scheduled midterm, test, assignment or other course components. Please refer to the policy and procedure on the DeGroote website at the link below;

<http://ug.degroote.mcmaster.ca/forms-and-resources/missed-course-work-policy/>

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***STUDENT ACCESSIBILITY SERVICES***

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Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail [sas@mcmaster.ca](mailto:sas@mcmaster.ca).

For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities:

<http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

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***ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)***

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Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request, including the dates/times needing to be accommodated and the courses which will be impacted, to their Faculty Office normally within 10 days of the beginning of term or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

<https://multifaith.mcmaster.ca/riso>

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### ***POTENTIAL MODIFICATION TO THE COURSE***

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The instructor reserves the right to modify elements of the course during the term. There may be changes to the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

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### ***ACKNOWLEDGEMENT OF COURSE POLICIES***

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Your enrolment in Commerce 4BC3 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

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### ***TECHNOLOGY IN THE CLASSROOM***

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Electronic devices are *strongly* discouraged. Laptops are distracting to other students and result in lower grades for the user. I reserve the right to ask you to turn off and put away your laptop if you are not using it to take notes. I am especially concerned how the inappropriate use of laptops may distract other students nearby. Any student being negatively affected by such rude behavior is urged to contact me. The source of student complaints will be kept confidential. Cell phones are prohibited during lecture. Please turn them **OFF** (not to silent) during lecture. Students who use their phones while on silent mode will be asked to leave the class. If a cell phone rings during class, I reserve the right to answer your phone and embarrass you to the best of my ability.

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### ***TECHNICAL REQUIREMENTS FOR WRITTEN ASSIGNMENTS***

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Papers for undergraduate writing **do not** include abstracts - these are reserved for published, peer-reviewed works. Do not include an abstract, unless explicitly instructed to do so, with your written work. The following technical requirements exist for all written components of this course: 12 point font, one inch margins, and double spaced text. All written assignments **must** use a recognized academic citation style for their assignments - Chicago, APA, or MLA. If you use an 'in text' citation system, you **must** reference specific page numbers in your citations - an author / date citation is not sufficient. Students who do not conform to these instructions risk a penalty to the grade of their written work.

Students should also consult the appended "term paper guidelines" for some simple rules, that will be enforced come marking time, on how to write a proper term paper.

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***POLICY ON REMARKING &***

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***NO EXTRA CREDIT***

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You will find that I have very limited enthusiasm (read: none) for grade negotiation. Remarking only happens in the case of some kind of “technical” error during grading - the person marking your paper forgot to read a page of the paper, or some other similar outlier. I am always willing to talk with you about your grades or tips for doing well on any assignment in the course. However, assigning grades is not a process of bargaining and negotiating. The grade I report to the registrar is the grade you earn based on the items listed in the course syllabus.

After feedback has been provided on an assignment, students should wait 24 hours before contacting the marker with follow-up questions. However, they should wait no longer than seven days, so that any questions can be resolved quickly and without unnecessary problems.

There will be no opportunity to make up extra credit in this course, there will be no alternative assignments offered for this course (except, of course, in the case of those assignments arranged through the SAS centre), nor will there be ‘make-up’ assignments for missed seminars, missed papers, etc. Please keep in mind that “I need a higher grade to keep my scholarship,” “I need a higher grade to maintain my eligibility,” “I need a higher grade to graduate,” or “I need a higher grade to get into my major” are not valid reasons for extra credit or make up assignments. Requests of this nature will simply be ignored. Please keep this in mind during the course. You will have ample opportunities to receive a very high grade in this course, assuming you avail yourself of all the resources present: attend lecture, do your readings, visit the office hours of the teaching team or send emails to us when you need help.

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**COURSE SCHEDULE**

**Commerce 4BC3  
International Human Services Accounting  
WINTER 2020 Course Schedule**

<b>WEEK</b>	<b>DATE</b>	<b>TOPIC, READINGS, ASSIGNMENTS, ETC</b>
1	January 6 <sup>th</sup>	<b>Theoretical Approaches to Industrial Relations</b>  John Godard, <i>Industrial Relations, The Economy, And Society 5<sup>th</sup> Edition</i> (Concord: Captus Press, 2017), “Concepts, Issues, & Debates.”
2	January 13 <sup>th</sup>	<b>Labour, Management, &amp; The State</b>  David J. Doorey, <i>The Law of Work, Complete Edition</i> (Toronto: Emond Press, 2017), “Canadian Work Law in a Nutshell”  Leo Panitch & Donald Swartz, <i>From Consent To Coercion: The Assault on Trade Union Freedoms, 3<sup>rd</sup> Edition</i> (Aurora: Garamond Press, 2003), “Permanent Exceptionalism: The Turn to Coercion in the 1970s”
3	January 20 <sup>th</sup>	<b>The Process of Collective Bargaining I</b>  Joseph B. Rose, “Private and Public Sector Bargaining: 1980-2015.”  Richard P. Chaykowski, "The Structure and Process of Collective Bargaining", in Gunderson and Taras, eds., <i>Canadian Labour and Employment Relations, 6th edition</i> (Toronto: Pearson, 2005)
4	January 27 <sup>th</sup>	<b>The Process of Collective Bargaining II</b>  <i>Readings from the previous week cover this week</i>
5	February 3 <sup>rd</sup>	<b>Understanding The Collective Agreement</b>  John Godard, <i>Industrial Relations, The Economy, And Society 5<sup>th</sup> Edition</i> (Concord: Captus Press, 2017), “The Collective Agreement”  NB: Come to class having read the background material, and collective agreement, for the simulation you are taking part in. We will be taking some time to work on formulating collective bargaining proposals.
6	February 10 <sup>th</sup>	<b>Mid-Term Test (2 Hours)</b>
7	February 17 <sup>th</sup>	<b>Reading Week</b>
8	February 24 <sup>th</sup>	<b>Public Sector Collective Bargaining</b>

		<p>Mark Thompson and Sara Slinn, “Public Sector Industrial Relations in Canada: Does It Threaten or Sustain Democracy?”, <i>Comparative Labor Law &amp; Policy</i> 34 (Winter 2013)</p> <p>Tim Fowler, “Neoliberalism, Capitalist Crisis, and Continuing Austerity in the Ontario State” in Tim Fowler, ed., <i>From Crisis to Austerity: Neoliberalism, Organized Labour, and the Canadian State</i>. Ottawa: Red Quill Books, 2013.</p>
9	March 2 <sup>nd</sup>	<p><b>Strikes, Lockouts, and Third Party Intervention</b></p> <p>Jon Peirce and Karen Joy Bentham, “Strikes, Lockouts and Dispute Resolution,” <i>Canadian Industrial Relations, 3rd edition</i> (Toronto: Pearson, 2007)</p>
10	March 9 <sup>th</sup>	<p><b>Bargaining Outcomes</b></p> <p>Morley Gunderson and Douglas Hyatt, “Union Impact on Compensation, Productivity and Management of the Organization”, in Gunderson and Taras, eds., <i>Canadian Labour and Employment Relations, 6th edition</i> (Toronto: Pearson, 2008).</p>
10.5	<u>Thursday</u> March 12 <sup>th</sup>	<p><b>Exchange of Bargaining Proposals</b></p> <p>By 7pm on Thursday March 12<sup>th</sup>, the two sides in the collective bargaining simulation must have exchanged proposals with each other.</p>
11	March 16 <sup>th</sup>	<p><b>Simulation Part One</b></p> <p>Your Bargaining Booklet (one per team) is due at the <u>start</u> of class.</p>
12	March 23 <sup>rd</sup>	<p><b>Simulation Part Two</b></p>
13	March 30 <sup>th</sup>	<p><b>Grievances &amp; Arbitration</b></p> <p>Jon Peirce and Karen Joy Bentham, “Grievance: Function, Resolution and Prevention,” <i>Canadian Industrial Relations, 3rd edition</i> (Toronto: Pearson, 2007)</p>
14	April 6 <sup>th</sup>	<p><b>Course wrap-up</b></p> <p>This lecture will be reserved to wrap up outstanding issues, catch up any missed material, etc. If there is nothing outstanding, the lecture will either be cancelled or used for review.</p>

### **Appendix A: Guidelines for Written Work**

#### Rules for essay structure and writing

1. You need to have a title page and a works cited page. These pages are separate. They do not count towards the page minimum of your paper.
2. Number your pages with numerals centred at the top of the page.

3. Follow these steps. Establish your topic. Research the major debates and think through the strongest arguments and counter-arguments. Establish your thesis statement. Develop a skeletal structure of the essay based on the arguments and your counter-arguments. Write the essay. Then write your introduction. Edit. Edit again. Edit again.
4. When choosing an essay topic, take time to think about what will interest you, what will help you confront the pressing issues in your life, and what will give you a chance to be creative. An essay written like it's a chore will likely be a chore to read.
5. You should, at almost all costs, avoid the personal pronoun - "I." It makes your writing seem sloppy and un-academic. Instead of writing "I will argue," use "this essay will demonstrate," or something similar. If you are using "I," it really makes your essay seem weak.
6. Similarly, to be blunt, I care not for your opinion. If you are writing "in my opinion" frequently, or at all, you probably will not do well. I care about what you can show to me with the support of academic evidence from academic sources. Leave your opinion out, and include only what you can support with citations from academic sources.
7. Craft a clear thesis statement. The following example is so broad it is basically meaningless: "This essay will explore Karl Marx's theory of alienation in terms of its political, economic, and cultural implications." Why would anyone invest the time to figure out what the heck the author will argue in this essay? Conversely, this is a clear thesis statement: "This essay argues that Marx's theory of alienation is as important in his later work as his early work, contrary to the assertions of Louis Althusser." A clear thesis statement not only sets the boundaries of your research question, it should also entice readers. If the reader does not know what the thesis of your paper is by the end of the first page, you are unlikely to pass
8. The most important part of any writing is critical analysis. Don't only summarize - also explain and analyze. You should typically summarize and explain only as much as is necessary to get to the good part of your writing: your critical analysis. Don't tack critical analysis on to the end of the essay. It is integral to the entire essay. It begins with your thesis statement.
9. Don't write long, incoherent sentences. Keep them short and succinct, with one main point.
10. Make sure that every sentence includes a subject (noun or pronoun) and a verb.
11. Remove unnecessary words and use concise sentences. Say the most with the least. Remember, you are expected to write at the level of this course - not above it, not below it. If you are using "big" words for the sake of making your essay look more academic or smarter, you run the *very good* chance you're using words wrong, and this has the opposite effect - it makes you look not at all smart.
12. Your writing should be organized in paragraphs. Each paragraph should have one central theme, idea, or argument you're trying to convince the reader of. Long, sprawling paragraphs that span multiple pages are improper. Break them down into clear and concise paragraphs.
13. Your audience is an intelligent layperson. Don't speak down to them, but don't assume their familiarity with the topic. Provide the necessary context. If you begin explaining what a character did before you explain who the character is, you haven't provided enough context.
14. Academic writing shouldn't have an informal, or colloquial, tone: "So, it seems to me that Robert Nozick has a pretty limited idea of free choice and democracy, right?" Nevertheless, don't hide behind academic-speak either: "It is evident that, when considered in their totality, Nozick's disquisitions on the freedom of choice, and concomitantly, on the democracy bequeathed by liberal institutions, are quite, albeit not wholly,

limited.” Remember, your audience is the intelligent layperson with a nose for academic bullshit. Write clearly and directly: “Nozick’s ideas of free choice and democracy are quite limited.”

15. Unless you are writing directly about something that occurred in the past (e.g. “Simone de Beauvoir died in 1986.”), don’t write in the past tense. Rather, write in the present tense. Consider this sentence: “De Beauvoir asserted that ethics is ambiguous.” This makes her ideas sound dead and gone. Consider this: “De Beauvoir asserts that ethics is ambiguous.” With this, her ideas are living and vibrant. Ethics might be ambiguous, but your writing should not be.

16. You should almost never use block quotes from a source. It makes it look like you have nothing original to say for yourself, so you are just copy-and-pasting the words of another author, and filling up space to reach a page limit. If you *must* use block quotes (and you shouldn’t), the proper style is to indent them, justify the edges, and single-space them.

### Citation and Citation Style

17. When citing work, irrespective of the citation style,<sup>1</sup> the footnote and endnote numbers or symbols should follow the comma or period.<sup>2</sup> Or, if a direct quotation, as Gray notes, “The numbers or symbols go after the quotation marks.”<sup>3</sup> With regard to in-text citations, as Gray (2017) notes, “With a direct quote, put the year of publication beside the author’s surname and then put the page number after the quotation” (1). When you are citing an idea without directly quoting the author, as Gray (2017, 1) notes, put the year of publication and page number immediately after the author’s name. If you are citing an idea, but not directly quoting and not mentioning the author in the sentence, put the name, year, and page at the end of the sentence (Gray 2017, 1).

18. Bibliographic information belongs in the bibliography, not in the text of the paper! Including it in the paper looks sloppy, and I think you’re filling space because you have nothing to write. Never do this: “in a paper, written by two political scientists, Doug Hagar and Tim Fowler, at Carleton University, entitled, ‘Liking’ Your Union: Unions and New Social Media During Election Campaigns,” published in *Labor Studies Journal*, they argue.....” Instead only ever use the last names of the authors, “Fowler and Hagar (2013) argue that unions have not harnessed the potential of new social media.”

19. The three major citation style (APA, MLA, Chicago), all have easily found style sheets online. Pick one citation style, cite with it consistently, and follow a style guide online. Do not make up your own citation style. Citation errors can cause lost marks.

### Specific Punctuation, Spelling, Style, and Grammar Errors to Avoid

20. Use proper Canadian English spelling. Most word processors will default to American English - change to, and use, Canadian or British English.

21. “Ideology” is not a synonym for “idea.” It is not the fancy, academic way of saying “idea.” An “ideology” is a system of idea and ideals, and is usually formed around a political, economic, social, or cultural theory. “I think I shall make a sandwich” is an idea. Liberalism is an ideology.

22. “Whom” is not a synonym for “who.” It is not the fancy, academic way of saying “who.” “Who” refers to the subject of a sentence, “whom” refers to the object of a verb or preposition. Generally, if you can replace the word with “he” or “she,” use who. If you can replace it with “him” or “her,” use whom.

23. Affect and Effect are two different words. In everyday speech, *affect* is a verb. It means to influence something, such as in the headline from the Springfield News, “Duff Shortage Affects Moe’s Customers.” The beer shortage had an impact on some of Moe’s customers: they were without beer. *Effect* is mostly commonly used as a noun meaning the result or impact of something, an outcome. Most of the time, you’ll want *affect* as a verb meaning to influence something and *effect for the something that was influenced*.

24. “Novel” is not a synonym for “book.” A novel is a work of fiction.
25. It is stylistically incorrect to use the phrase “on the other hand” without first using “on the one hand.”
26. There are fourteen separate punctuation marks in standard English grammar. You should learn the difference between them, and how to properly use them. The semicolon is particularly abused in undergraduate writing - the only proper use of a semicolon is to connect two independent clauses - two things that could be a sentence on their own.
27. Don’t use apostrophe s (’s) to form the plural of a noun or proper name. Plural nouns are formed by adding s to the noun with no punctuation. ’s means a possessive relationship as in phrases like “Canada’s future” or “women’s rights”.
28. Don’t confuse “may have” with “might have”. Use “may have” only if you aren’t certain of the facts. Use “might have” for scenarios that you know did not happen. Correct usage: “Germany might have won the war if it had possessed nuclear weapons.” Incorrect usage: “Germany may have won the war if it had possessed nuclear weapons.”
29. Don’t write “lead” when you mean “led”. Lead is a metal. Led is the past tense of “to lead”.
30. Don’t use “amount” to designate a quantity that can be counted. Use “number.” Correct usage: “The number of students has increased.” Incorrect usage: “The amount of students has increased.”