

**Commerce 3GR0
DeGroot Student Experience and Development III – Winter 2023
Course Outline**

**DeGroot School of Business
McMaster University**

COURSE OBJECTIVE

This course builds on 2GR0 and continues to provide experiential activities for students to develop (or enhance) and apply foundational knowledge of highly sought skills in the workplace such as critical thinking, collaboration, communication, and self-management. Further, this course offers career development tools and learning experiences that facilitate students' success in the Business Program and their careers.

This course provides students with the foundation to engage in community-engaged, experiential learning at McMaster but more importantly will set students up to be able to work across boundaries and with different communities in their future careers. Students will learn about McMaster's 6 principles of community engagement and how to apply them in developing and maintaining positive and productive engagement with community partners. Students will explore new ways of "thinking" about the world around them by integrating insights from different business disciplines, the social purpose sector as well as indigenous ways of knowing into a cohesive and inclusive whole. They will then apply this knowledge on community engagement and ways of knowing to a community-based experiential social hackathon to solve local community challenges.

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Dr. Brent McKnight bmcknight@mcmaster.ca	Instructional Assistant: Heather Dwyer hdwyer@mcmaster.ca
Teaching Assistants: Amina Toor – toora7@mcmaster.ca Puneet Thind – thindp5@mcmaster.ca Jane Yu – yuj144@mcmaster.ca Natalie Le – len10@mcmaster.ca Katie Ridge – ridgek1@mcmaster.ca	
Class Times: Specific Mondays 10:30 a.m. - 12:20 p.m. – <i>See Schedule below</i>	
Virtual Office Hours: Mondays 12:20 p.m. – 1:20 p.m. after class or by appointment	

Course website: <http://www.avenue.mcmaster.ca>

COURSE ELEMENTS

Credit Value: 0	Leadership: Yes	IT skills: No	Global view: Yes
A2L: Yes	Ethics: Yes	Numeracy: No	Written skills: Yes
Participation: Yes	Innovation: Yes	Group work: Yes	Oral skills: Yes
Evidence- Yes	Experiential: Yes	Final Exam: No	Guest speaker(s): Yes

COURSE DESCRIPTION

This course offers development tools and learning experiences that facilitate students' success during the Commerce program and beyond throughout their careers. This course provides students with the foundation to meaningfully engage communities and stakeholders of different types. This is a critical outlook and set of skills that are foundational for a successfully, well-rounded commerce graduate. In module 1, students will learn about McMaster's 6 principles of community engagement and how to apply them in developing and maintaining positive and productive engagement with community partners. In module 2, students will explore new ways of "knowing" or thinking about the world around them. Through this exercise students will reflect on a panel of guest speakers and a curated set of resources. In doing so, they will integrate into their approach to leadership, the importance of empathic understanding and appreciating different lived experiences. Empathic leadership is increasingly sought by today's business leaders. Finally, in module 3 students will apply their knowledge of community engagement to address real community-based problems through a social hackathon. A social hackathon is a group-based event where participants work to propose solutions to challenging community issues.

LEARNING OUTCOMES

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

1. Explain the 6 McMaster principles of Community Based Learning.
 2. Recognize when to draw upon a principle to guide your community engagement.
 3. Distinguish different ways of thinking and ideological approaches to business, community, and personal life.
 4. Reflect on the complexity and interconnectedness of communities of different types.
 5. Reflect a nuanced understanding of community issues in relation to their participation in an experiential learning opportunity.
 6. Explain one's own unconscious bias and the role it plays in perception and decision-making.
 7. Understand one's own leader decision-making style through the lenses of ethical leadership and community/stakeholder awareness.
 8. Understand a wider range of career options within the Not-for-Profit and/or Government and Community sectors and an expanded network outside of the traditional areas of business.
 9. Reflect the impact of the hackathon on their professional skills development and how these and similar experiences can be leveraged for future career success.
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COURSE MATERIALS

Textbook and Study Materials

This is not a traditional "content" course, therefore, there is no required textbook for this course. The "content" for this course will be provided through Large Class Events and other resources. When slides and other audio-visual materials are used during the large class they will be posted on MS Team/Avenue to Learn for review.

Digital Applications/Accounts

This course will make extensive use of technology. These tools are free for DeGroot and McMaster students.

1. **Avenue to Learn:** All course information, required materials, general announcements, and other resources you will need will be included in the course Avenue shell. To access your course, go to Avenue to Learn (<http://avenue.mcmaster.ca/>)

2. **Zoom:** Large Class Events will be held via Zoom Webinar. Links will be provided on Avenue to Learn and the course Microsoft Team.
3. **Microsoft Teams:** You will need MS Teams to communicate with your TAs and participate with your social hackathon team. The MS Teams app is free for McMaster students as well as other Office 365 applications such as Word, PowerPoint, Outlook. To download MS Teams, go to [Office 365 Hub \(https://office365.mcmaster.ca/microsoft-365-for-students-start-here/\)](https://office365.mcmaster.ca/microsoft-365-for-students-start-here/). You will be automatically enrolled into the Large Class Team.
4. **Pressbook: Module 1 – Community Engaged Principles Assignment.** You will be provided with access to a Pressbook that contains information related to McMaster's principles of community engagement.
5. **LibGuides: Module 2 – Ways of Thinking Resources:** You will be provided with a link on Avenue to Learn to a Lib Guide that has been created in support of module 2. This will enable you to prepare your reflection on different ways of thinking.
6. **Peer Scholar: Module 2 – Ways of Thinking Assignment:** You will be provided with access to Peer Scholar, a peer review software system. This system will facilitate students reviewing a peer's reflection for module 2.
7. **TopHat:** Participation during the Large Class Events will be assessed via engagement activities using Top Hat. You will receive instructions via email to create your account and join the course but if you don't receive this email, you can register by simply visiting our course website. Our Course Join Code and websites are at <https://app.tophat.com/e/549885>. Please note that using TopHat is free for DeGroot students, you do not need to pay to create an account.

You can visit the Top Hat Overview (<https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide>) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as provides a brief overview to get you up and running on the system.

Should you require assistance with Top Hat at any time, please contact their Support Team directly by way of email (support@tophat.com), the in-app support button, or by calling 1-888-663-5491.

Technology Support Note: If you run into a problem with any course related technology, please contact technical support of the respective platform. Your professor and instructional assistant are not your technical support person but do keep them updated on any issues that cannot be quickly resolved, so we can determine if it is an individual issue, or it is a system wide problem affecting multiple students. The list of technical support links/contact information is posted on Avenue.

COURSE OVERVIEW AND ASSESSMENTS

LEARNING ACTIVITIES	DESCRIPTION	TOOL(S)
Large Class Events	3 synchronous virtual sessions led by the instructor with guest speakers	Zoom; TopHat
Self-Study	Various multimedia learning material	Various
Experiential Event	Experiential learning event (in-person and/or virtual) led by instructor and guest speakers	Various – Zoom; MS Teams

This is a pass/fail course. To pass this course, students are required to:

- Achieve at least 50% on the learning activities in Module 1;
- Achieve at least 50% on the learning activities in Module 2, AND
- Achieve at least 50% on the experiential event (Module 3)

Learning Activities

EVALUATIONS	WEIGHT
Module 1: Community Engaged Principles	100%
Classroom Engagement	20%
Assignment	60%
Leadership Survey	20%

EVALUATIONS	WEIGHT
Module 2: Ways of Thinking	100%
Classroom Engagement	20%
Assignment	80%

Experiential Event

EVALUATIONS	WEIGHT
Module 3: Social Hackathon	100%
Group Contract (group)	10%
Mentor Preparation and Session Participation (group)	30%
Video Presentation of Solution (group)	50%
Career Profile (individual)	10%

COURSE DELIVERABLES

Module 1 – Community Engaged Principles**Community Engaged Principles Worksheet (60% of Learning Activities for Module 1 – individual)**

In this first module, students will learn about McMaster's principles for community-engagement. These principles are an outcome of McMaster's Community Engagement Strategy launched in 2016. They were co-developed between community and campus partners to provide a framework reflecting how best to work together.

The Office of Community Engagement (OCE) in partnership with faculty members from across McMaster, developed a free open-source Pressbook. This Pressbook will support students learning about community engagement in an accessible and engaging way.

During module 1, students will attend a synchronous large class event where the professor will introduce the course and explain module 1. A guest speaker will also be present to drive home the importance of community engagement in both personal and professional life.

Following the live session, students will complete this module asynchronously. The Pressbook consists of text and videos as well as interactive components that call on students to engage with the material and write short answers to reflective questions throughout. Students are to respond to the exercises as indicated in the **Community Engaged Principles Assignment Worksheet found on Avenue to Learn**. These exercises ask students to reflect on different content from the Pressbook.

Upon completion of the Pressbook modules, students should record their answers on the provided assignment file and submit a .docx file to the *Module 1 Assignment Folder on Avenue to Learn*.

A **10% penalty** will be applied for every day or partial day that the assignment is submitted late. These penalties will begin four days following the due date.

Students will receive full marks for submitting a complete document, however the professor reserves the right to assign a partial grade for submissions demonstrating poor effort on this exercise.

Classroom Engagement (5% of Learning Activities for Module 1 - individual)

This class will use Top Hat to assess classroom engagement during the large class events. These questions will reflect a mix of comprehension and attentiveness as well as enhanced engagement opportunities. Grades for classroom engagement will be available on Top Hat following the class.

Module 2 – Ways of Thinking

Ways of Thinking Reflection (40% of Learning Activities for Module 2 – individual)

Engaging communities of different types requires an appreciation and awareness of how different people think about the world around them which in turn is often driven by deep-seated cultural, racial, or socio-economic differences. Differences can also arise from variation in lived experiences. Regardless, an awareness of these differences and an understanding of their implications is critical to developing empathic leadership in the workplace and demonstrating effective community engagement.

During module 2, students will attend a synchronous large class event involving guest speakers on topics related to Ways of Thinking. In addition, students will choose 2 additional resources from a curated list. These resources include readings, podcasts, videos, books, and other media that have been curated in-part by McMaster graduates and students. The list is intentionally broad to provide sufficient flexibility to enable learners to find and pursue their own interests. Students are encouraged to select resources that enable them to explore new ways of thinking.

A link to the **curated set of resources** and a **detailed set of instructions** regarding this assignment can be found on Avenue to Learn.

Reflections will be 800 to 1100 words and will be due to peerScholar. There is no grace period for this reflection to facilitate the peer review process.

Ways of Thinking Peer Review (40% of Learning Activities for Module 2 – individual)

Reflections will be peer reviewed anonymously by two (2) randomly chosen 3GR0 student peers. Peer reviewing has benefits for the *reviewee* such as improved grammar or better explanation of ideas and concepts. But it also has benefits for the *reviewer*. Conducting a peer review helps the reviewer deepen their own understanding of the topic being studied. Students are encouraged to build on their reflections following the peer review, but no further submission is required.

Instructor Commentary on this Module: This is intended to be a very personally challenging and potentially uncomfortable process. It is our hope that you confront some of your own ways of thinking and find them wanting, updating them with new understanding. This growth may bring discomfort. However, our intention is to keep you in control of your learning in this regard by enabling you to choose the resources with which you want to engage.

"Fear, uncertainty, and discomfort are your compasses toward growth." —Barack Obama

On a personal note, developing this module for this course has itself been uncomfortable. In the process challenging some deeply held assumptions. I believe that this is a very important module for our undergraduate students and will help them develop empathic leadership, which is being increasingly sought by business leaders. I am approaching this module with an open mind and with a desire to innovate and iterate towards the most impactful solution. Help me make this module better. I have set up an anonymous form for any comments or suggestions regarding this module or feel free to reach out.

Note: We are always looking to add to our list of materials that support this Ways of Thinking reflection. Feel free to send suggested resources for this course by filling out the online form available on Avenue2 Learn. Students that submit an appropriate new resource will receive a 1% bonus mark on their final grade for the course.

Classroom Engagement (20% of Learning Activities for Module 2 - individual)

This class will use Top Hat to assess classroom engagement during the large class events. These questions will reflect a mix of comprehension and attentiveness as well as enhanced engagement opportunities. Grades for classroom engagement will be available on Top Hat following the class.

Module 3 – Social Hackathon

The final module is a social hackathon. A hackathon is an event that involves teams working together, quickly generating solutions for an identified problem. In this case, the problem is a “social” challenge pertaining to an issue of importance to the local community. We are working with local Hamilton community groups to help bring an important social issue to DeGroot students.

The social hackathon will kick-off with a synchronous large class event in which the topic of this year’s social hackathon will be introduced.

Group Contract (10% of Experiential Event; Module 3 – group)

The social hackathon will officially commence during the large class event. Students will work in their groups to complete a group contract for this experiential event. The group contract will guide students to create goals and set expectations for working effectively throughout the hackathon. The contract will also provide students with the opportunity to discuss scheduling conflicts and will allow the group to identify strategies to resolve group conflict. The group contract will be submitted on Avenue to Learn.

Note, students can choose their own groups of five (5) students up until Sunday January 22nd at 11:59pm. After this time, students will be put into random groups.

Mentor Preparation and Session Participation (30% of Experiential Event – group)

During the hackathon, your group will be supported by DeGroot alumni and community partners during a dedicated mentor session. Groups will complete two (2) PowerPoint slides containing initial brainstorming ideas to bring to the mentoring session. The Mentor Brainstorming Slides will be submitted on Avenue to Learn and be worth 15%.

Mentors, have been recruited to support you throughout this process, and will be available during dedicated times to meet with the group and discuss solutions, provide presentation tips, and support you through the event. It is expected that at least one group member will attend a mentoring session, worth 15%. The mentors are engaged, and eager to give back to the DeGroot community, while the focus is on the Social Hackathon project, this is a rare opportunity for you to connect directly with industry experts! Do not be shy, many are happy to answer questions relating to education, business, and careers.

Delivering strong solutions to these mentors can be a great way to open up networking opportunities!

Video Presentation of Solution (50% of Experiential Event; Module 3 – group)

Students will create a presentation detailing their recommendations. Presentations should last 6 to 8 minutes and cover a brief team introduction, restatement of the problem, analysis, and recommendation with a brief action plan. Students should use the final (1) minute of their presentation to convey a reflection on their experiences in this Hackathon. Grading will be based on social impact, originality & creativity, feasibility & practicality, and solution completeness. Detailed instructions can be found on Avenue.

Once complete, groups will submit a link to a video of their presentation via a Microsoft Form.

Final Live Hackathon Event

The GR0 team is excited to bring an exclusive Live Social Hackathon event to select DeGroote students. The top 25 teams will be invited to an exclusive opportunity to present their solutions live to alumni guests and community partners during class time.

This is a fantastic learning and networking opportunity. Students will present their solutions in a mix of online and in-person venues. This is your opportunity to impress our alumni and community partners and really show them what DeGroote students can do. There will be opportunity to network with alumni and community partners to discuss these solutions further and connect. Put your best solutions forward to get an invite to this event! Not to be missed!

Career Workshop – Community Engaged Career Profile (10% of Experiential Event – individual)

Attend a workshop on how to enhance a student's career profile by leveraging community engaged experiences. Students will use their social hackathon experience or any **other community-engaged experiential experience** to accomplish this task.

Learners will submit a completed career item such as a resume entry, LinkedIn profile entry, or prepared interview answer based on this community-engaged experiential experience.

Students are expected to use the workshop time to complete this assignment. Students will submit this assignment to Avenue by the end of class. The opportunity to submit this assignment will remain open for a week following the workshop.

COURSE SCHEDULE

Please note that students are expected to engage synchronously with class on January 9th, January 23rd, February 27th, March 6th, and March 27th, during scheduled class times from 10:30 a.m. – 12:20 p.m.

Week	Format	Description	Important Dates
Jan 9	Large Class Event (virtual)	Module 1: Principles of Community Engagement Kick-off <ul style="list-style-type: none"> <i>Guest Speaker:</i> Importance of Community Engagement in Business and Personal Life 	<ul style="list-style-type: none"> Leadership Decision-Making Survey opens January 9th Module 1 TopHat reflection question due Sunday January 15th at 11:59 p.m.
Jan 16	Self-Study	Use class time to engage with the Pressbook	<ul style="list-style-type: none"> Principles of Community Engagement Assignment due Sunday January 22nd at 11:59 p.m. Form social hackathon groups by Sunday January 22nd at 11:59 p.m. Leadership Decision-Making Survey closes Sunday January 22nd at 11:59 p.m.
Jan 23	Large Class Event (virtual)	Module 2: Ways of Thinking Kick-off <ul style="list-style-type: none"> <i>Guest Speaker Panel:</i> Different Ways of Thinking 	
Jan 30	Self-Study	Use class time to engage with the LibGuide	<ul style="list-style-type: none"> Leadership Decision-Making Survey feedback provided January 30th.
Feb 6	Self-Study	Use class time to engage with the LibGuide and finalize Ways of Thinking Reflection	<ul style="list-style-type: none"> Ways of Thinking Reflection due Sunday February 12th at 11:59 p.m.
Feb 13	Self-Study	Use class time to complete peer reviews	
Feb 20		<i>Midterm Recess</i>	
Feb 27	CPD Workshop (virtual)	Career Professional Development Workshop	<ul style="list-style-type: none"> Peer reviews of Way of Thinking Reflection due <i>Monday February 27th at 11:59 p.m.</i>
Mar 6	Large Class Event (virtual)	Module 3: Social Hackathon Kick-off <ul style="list-style-type: none"> Meet with group to start hacking! 	<ul style="list-style-type: none"> Group Contract due Wednesday March 8th at 11:59 p.m. Brainstorming Slides due Thursday March 9th at 11:59 p.m. Book Mentor Session by Thursday March 9th at 11:59 p.m.
Mar 13	Group Work	Use class time to meet with mentors or finalize presentation	<ul style="list-style-type: none"> Video Presentation of Solution due Wednesday March 15th at 11:59 p.m.
Mar 20	Self-study	Use class time to complete Career Profile assignment	<ul style="list-style-type: none"> Career Profile Assignment due Sunday March 26th at 11:59 p.m.
Mar 27	Large Class Event (virtual/in-person)	Networking Event/Finalist Presentation	<ul style="list-style-type: none"> Finalists present in class or virtually March 27th between 10:30 a.m. and 12:20 p.m. Top 5 Teams announced in the afternoon of March 27th

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. All students must receive feedback regarding their progress prior to the final date by which a student may cancel the course without failure by default.

- For Level 1 and Level 2 courses, this feedback must equal a minimum of 20% of the final grade.
- For Level 3 courses and above, this feedback must equal a minimum of 10% of the final grade.

Instructors may solicit feedback via an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar [“Requests for Relief for Missed Academic Term Work”](#) and the link below;

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

ACADEMIC INTEGRITY

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. **It is your responsibility to understand what constitutes academic dishonesty.**

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.

For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
 - improper collaboration in group work.
 - copying or using unauthorized aids in tests and examinations.
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AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

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 details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. email, Avenue to Learn (A2L), web pages, TopHat, MS Teams, etc.). Students should be aware that, when they access the electronic components of a course using these elements, 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 a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact [Student Accessibility Services \(SAS\)](#) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

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

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation 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.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

RESEARCH USING HUMAN SUBJECTS

All researchers conducting research that involves human participants, their records or their biological material are required to receive approval from one of McMaster's Research Ethics Boards before (a) they can recruit participants and (b) collect or access their data. Failure to comply with relevant policies is a research misconduct matter. Contact these boards for further information about your requirements and the application process.
McMaster Research Ethics Board (General board): <https://reo.mcmaster.ca/>
Hamilton Integrated Research Ethics Board (Medical board): <http://www.hireb.ca/>

ACKNOWLEDGEMENT OF COURSE POLICIES

Your enrolment in Commerce 3GR0 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.