



**CARLETON UNIVERSITY
SPROTT SCHOOL OF BUSINESS
BUSI 4607 / A
MANAGEMENT OF TECHNOLOGY AND INNOVATION**

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Teaching Assistant Office Hours: To be announced. By appointment only.

Schedule: Current meeting day and time are published in Brightspace.

Delivery mode: In-class (note: one or two classes might be offered on Zoom)

Lecture room: Published in Brightspace for the current offering; verify before classes begin.

Pre-requisites & precluded Courses: third-year standing, and BUSI 2204 or BUSI 2208 (with a grade of C- or higher in each).

Course Calendar description from the current University calendar: Integration of technology and strategy; design of technological strategy; development of new business around new technology; and management of corporate research and development, including pre-competitive consortia.

Course Description: Innovation is the spark that ignites the development of new products, processes, and services, which directly contribute to efficient operation, prosperity, economic growth, and job creation. Innovation is a process and this course aims at understanding the process and best practices of technology and innovation management at the firm level. This course is delivered in three modules to achieve this goal

1. Dynamics of Technological Innovation, which covers the foundations of technological innovation, gaining an in-depth understanding of how and why innovation occurs in an industry, and why some innovations rise to dominate others.

2. Strategic Management of Innovation, which discusses the formulation of firms' technological innovation strategy. This includes strategic analysis of current position and future direction, competitive vs. collaborative strategies for innovation, and mechanisms for profiting from innovation.
3. Special Topics in Management of Technological Innovation, which examines two important domains of innovation that complement technological innovation. Those are service innovation and business model innovation.

READING(S)/TEXTBOOK(S)/REQUIRED MATERIALS:

Textbook:

Mandatory: Melissa Schilling, Strategic Management of Technological Innovation, 7th edition 2023, McGraw-Hill, New York, NY. ISBN10: 126408093X | ISBN13: 9781264080939

Optional: Learning with Cases, 2005, 3rd edition. Louise A Mauffette-Leenders, James A Erskine, and Michiel R Leenders. Published by the Richard Ivey School of Business, University of Western Ontario. (Available at the library. [HF1111 .M38 2005, Floor 4 Books](#))

Course pack: All cases, articles, and tools used in this course are available from the library through Ares, which is accessible through students BrightSpace accounts (no additional cost). The course pack includes the following:

Cases (abstract of the cases is included at the end of this course outline)

1. Kodak and the Digital Revolution (A)
2. Adobe Systems, Inc.
3. Netflix
4. Google Inc.
5. Matching Dell
6. Innovation at Progressive (A): Pay-As-You-Go Insurance
7. TopCoder (A): Developing Software through Crowdsourcing
8. AI Wars in 2025

Articles

1. The Imitator's Dilemma: Why Imitators Should Break Out of Imitation. Journal of Product Innovation Management. Journal of Product Innovation Management.
2. Creating New Markets Through Service Innovation. MIT Sloan Management Review.
3. Creating Value through Business Model Innovation. MIT Sloan Management Review.

Tools

1. The Case Analysis Coach: a mandatory course material to be self-studied to help students with case analysis and reporting. It presents a comprehensive and concise framework for analyzing, discussing, and writing about cases. Delivered entirely online, it shows students how to establish a knowledge base about a case.
2. AI Wars in 2025 – Unit Economics Analysis (Product #: 726851-XLS-ENG): an Excel supplement to the AI Wars in 2025 case. Student teams are expected to use it to ground their analysis of the economics of search advertising versus generative AI answers in numbers rather than assertions.

Presentation slides: Slides will be minimally used in this course and, where used, the instructor will share them through Brightspace.

COURSE REQUIREMENTS & METHODS OF EVALUATION (INCLUDING DUE DATES):

Grade Distribution

In-Class Participation	10%
Two In-Class Presentations (tutorial 5% + term-paper presentation 5%)	10%
Case Presentation	20%
Case Report	20%
Written Term Paper	40%

Term Paper Technology Platforms

A set of technology platforms has been carefully selected for student teams in this course to conduct their term paper coursework on. These platforms face distinct challenges in their quest to deliver on their vision and growth goals. The class will form eight randomly assigned teams in Class 1. Each team will be the in-house expert on the technology platform in its assigned package. This expertise is expected to be accumulated through the first four weeks. By the fifth week, each team will have crafted a tutorial using an appropriate software tutorial maker and will make an in-class live presentation to showcase its expertise; this tutorial presentation is worth 5% of the overall grade. Thereafter, teams will develop a consulting piece advising their respective technology platform on ways to capitalize on the opportunities and threats in its environment. In doing so, students will combine their hands-on platform expertise with the theoretical and analytical frameworks learned throughout the term to identify opportunities, threats, strengths, and weaknesses in the firm's internal and external environments.

In-Class Participation (10%)

This course relies solely on cases for teaching. Case-based teaching requires intensive class participation, which is essential for the individual and collective learning experience. This explains the relatively high weight of this activity in the grade distribution (10% of the overall grade). You are expected to read the material before class and come prepared for engaged, informed, and well-reasoned discussions. Both the quantity and quality of your contributions will determine your class participation grade. Quality contributions go beyond merely stating facts and repeating information from the readings: they generate intellectually stimulating remarks and questions that help the class engage with the course material. Uninformed contributions that indicate unpreparedness can harm rather than help your grade. The instructor's role is generally to facilitate class discussions and drive the concepts and ideas home. Attendance is recorded electronically using the method announced in Brightspace; bring a connected device such as a smartphone, tablet, or laptop to complete the in-class check-in. To receive the full participation mark, a student must attend at least 11 of the 13 scheduled classes and complete the electronic attendance check-in in each class attended. Missing more than two classes is highly discouraged and will result in a 50% reduction in the overall class participation grade.

Presentation # 1: Technology Platform Tutorial Presentation (5%)

A student team will develop a 20-min video tutorial on the assigned technology platform. The tutorial should demonstrate an in-depth knowledge and expertise on the technology and business model of the assigned technology platform. This exercise is foundational to working on the term paper: the measures and sources the team gathers here are the evidence base the term paper will argue from. Record the tutorial using any current free screen-recording tool — workable options include OBS Studio, the recording built into Microsoft PowerPoint, Microsoft Clipchamp, Zoom, or QuickTime on macOS. The video tutorial should address the rubrics published under the course BrightSpace page. The presentation will be followed by a 10-min Q&A session. One

member of the team submits on the team's behalf to the BrightSpace Assignments folder for this deliverable by 11:59 pm the night of the presentation: the slides as a file, and the video as a share link (unlisted YouTube or OneDrive) entered in the submission text box, since video files are large. Late submissions will be deducted 20% of the mark for each day of delay, and the folder remains open to accept them.

Case Presentation (20%)

A student team will analyze the assigned case in the team package and present it in class according to the course schedule. This is a 30-min team presentation. The presentation will be followed by a 30-min Q&A discussion mainly with another student team reporting in writing on the case. In their presentation and discussion of the case, the presenting student team should engage the case itself as well as the reading material (textbook, articles, etc). Marking the presentation will be based on the presentation quality in addressing the rubrics and how well the Q&A discussion period was managed by the team. Clear, well-thought, and well-articulated presentation of the case is important and will weigh in grading. PowerPoint presentations are expected. One member of the team submits the slides on the team's behalf to the BrightSpace Assignments folder for that case by 11:59 pm the day before class day. The case presentation should address the rubrics published under the course BrightSpace page. The submission folder closes at the deadline; late case presentation slides cannot be submitted and will receive a mark of zero.

Case Report (20%)

Each student in a given team is required to submit a written case analysis report for the assigned case as shown in the team package in the following table. Each student will work independently and submit a separate and original report. The report should come in no more than 10 pages (double line spacing), including a one-page references list. Each student submits their own report to the BrightSpace Assignments folder for that case by 11:59 pm the day before class day. The team responsible for the case report in a given class will be the primary discussants of the case against the case presentation team. Marking the case report will be based on the extent and quality of addressing the rubrics and also the depth and quality of the Q&A discussion with the case presentation team. The case report should address the rubrics published under the course BrightSpace page. All references are to be included and properly cited. The submission folder closes at the deadline; late case reports cannot be submitted and will receive a mark of zero.

Written Term Paper (40%)

In the written term paper, student teams will develop a consulting piece that builds on the knowledge accumulated about the technology platform and the theoretical and analytical frameworks learned in the course. Having understood the patterns of innovation and competitive strategy of the assigned technology platform, teams are expected to propose a set of innovations and strategic changes that could improve the platform's competitive position, market share, and/or profit performance. The written paper is worth 40% of the overall grade and is evaluated against the term-paper rubric published on Brightspace. The in-class term-paper presentation during the final two classes is a separate 5% assessment within the Two In-Class Presentations category.

One member of the team submits the term paper on the team's behalf, as a Microsoft Word document together with the PowerPoint presentation slides, to the Brightspace Assignments folder for the term paper. The common deadline for the paper and slides is 11:59 p.m. on the date published in Brightspace for the current offering, and applies to every team regardless of its presentation session. Late submissions will be deducted 20% of the mark for each day of delay, and the folder remains open to accept them. Students who do not obtain at least 50% on their term

work prior to writing the term paper will not be allowed to write a term paper and will thus fail the course.

Presentation # 2: In-Class Term Paper Presentation (5%)

In this 30-min presentation, a student team will present its term paper. This is followed by a 10-min Q&A period. Four teams present in the first presentation session and four in the second; the order is drawn in class. Presenting in the second session does not extend the common submission deadline: it provides additional rehearsal time, not additional writing time.

Team Package	Case Presentation	Case Report	Term Paper - Technology Platform
1	Case: Kodak and the Digital Revolution (A)	Case: Netflix	Shopify (E-Commerce)
2	Case: AI Wars in 2025	Case: Matching Dell	Roblox (Gaming)
3	Case: Adobe Systems, Inc.	Case: AI Wars in 2025	Reddit (Social Media)
4	Case: Netflix	Case: Innovation at Progressive (A): Pay-As-You-Go Insurance	Duolingo (Education)
5	Case: Google Inc	Case: TopCoder (A): Developing Software through Crowdsourcing	Pinterest (Visual Discovery)
6	Case: Matching Dell	Case: Kodak and the Digital Revolution (A)	Uber (Transportation)
7	Case: Innovation at Progressive (A): Pay-As-You-Go Insurance	Case: Google Inc	Spotify (Music Streaming)
8	Case: TopCoder (A): Developing Software through Crowdsourcing	Case: Adobe Systems, Inc.	Unity (Game Development)

GENERAL GUIDELINES

Student Groups

- Eight teams will be formed through random assignment in Class 1, and each team will then receive its case package and technology platform. Team changes are not permitted. The teams are mirrored in Brightspace so that team deliverables can be submitted as group submissions, with one member submitting on behalf of the whole team.

Attendance

- Class attendance is highly important and forms part of the class participation grade. Attendance is recorded electronically using the method announced in Brightspace; bring a connected device such as a smartphone, tablet, or laptop to complete the in-class check-in. To receive the full participation mark, a student must attend at least 11 of the 13 scheduled classes and complete the electronic attendance check-in in each class attended. Missing more

than two classes is highly discouraged and will result in a 50% reduction in the overall class participation grade.

Valid Excuses

- Only excuses deemed by university policy as valid will be assessed for missing a deadline and must be filed with supporting documents. Any other reason (such as travel, etc...) will not be considered. Missing a deadline for a reason that is not deemed as valid by university policy will receive a mark of zero.

Communication

Students should use their Carleton email address and not any other email accounts to communicate with the instructor or the TA.

Submission of Work

All coursework is submitted through BrightSpace. There is a separate Assignments folder for each deliverable, and work emailed to the instructor will not be marked. Team deliverables — the technology platform tutorial, the case presentation slides, and the term paper — are set up as group submissions: one member submits on behalf of the whole team, and the submission and the mark apply to every member. Case reports are individual submissions; each student submits their own file.

Two different late policies apply, and the submission folders enforce them. For case presentation slides and case reports, the folder closes at 11:59 p.m. the day before class. Late work cannot be submitted and receives a mark of zero. For the technology platform tutorial and the term paper, the folder stays open past the deadline; submissions after the deadline are recorded as late and are deducted 20% of the mark for each day of delay. The common term-paper deadline is published in Brightspace for the current offering and applies to every team regardless of presentation order.

Keep a copy of everything you submit, and check that your submission uploaded successfully before the deadline. A failed upload noticed after the folder has closed is not grounds for an extension. Students with academic accommodations arranged through the Paul Menton Centre should contact the instructor early so that individual deadlines can be set in BrightSpace.

Use of Generative Artificial Intelligence

Generative AI tools (e.g., ChatGPT, Claude, Copilot, Gemini) may be used in this course as aids for brainstorming, background research, summarizing, editing, and language polishing, subject to three conditions. First, disclose it: any submitted work developed with the assistance of generative AI must include a short statement at the end naming the tool(s) used and describing how they were used. Second, you remain fully responsible for everything you submit. Generative AI tools fabricate facts, citations, and data; submitting fabricated material is a violation of academic integrity regardless of its source. Verify every claim and every reference against the original source. Third, generative AI may not produce the substance of your analysis. The analytical work — the reasoning that connects case evidence and course frameworks to conclusions and recommendations — must be your own, and it is what is being graded. In-class participation and Q&A

discussions are, by their nature, unaided. Undisclosed or substantive use of generative AI will be treated as a violation of the Carleton University Student Academic Integrity Policy. If you are unsure whether a particular use is permitted, ask the instructor before you submit.

TENTATIVE SCHEDULE

Wk	Topic	Readings / Cases
1	▪ Introduction	▪ Reading: Chapter 1 (textbook). Optional preparation: Learning with Cases, 3rd edition (2005).
Module I: Dynamics of Technological Innovation		
2	▪ Types and Patterns of Innovations	▪ Reading: Chapter 3 (textbook) ▪ Case: Kodak and the Digital Revolution (A).
3	▪ Dominant Design	▪ Reading: Chapter 4 (textbook) ▪ Case: Adobe Systems, Inc.
4	▪ Timing of Entry	▪ Reading: Chapter 5 (textbook) ▪ Case: Netflix.
5	Student Presentations: Technology Platform Tutorial Presentations	
Module II: Strategic Management of Technological Innovation		
6	▪ Defining the Organization’s Strategic Direction	▪ Reading: Chapter 6 (textbook) ▪ Case: Google Inc.
7	▪ Competitive Strategies	▪ Reading: The Imitator's Dilemma: Why Imitators Should Break Out of Imitation. Journal of Product Innovation Management ▪ Case: Matching Dell
8	Scheduled university break: classes suspended.	
Module III: Special Topics in Management of Innovation		
9	▪ Service Innovation	▪ Reading: Creating New Markets Through Service Innovation. MIT Sloan Management Review Article. ▪ Case: Innovation at Progressive (A): Pay-As-You-Go Insurance.
10	▪ Business Model Innovation	▪ Reading: Creating Value through Business Model Innovation. MIT Sloan Management Review Article. ▪ Case: TopCoder (A): Developing Software through Crowdsourcing.
Project Development and Integrative Application		
11	Term Paper Clinic	
12	▪ Integrative Application: Profiting From Technology	▪ Reading: Chapter 9 (textbook). Integrative case: AI Wars in 2025. Supplement: AI Wars in 2025 — Unit Economics Analysis (Excel).

13	Student term-paper presentations — first four teams. The paper and slides share the common 11:59 p.m. deadline published in Brightspace for the current offering.
14	Student term-paper presentations — remaining four teams. The same common deadline applies to every team.

Current University Dates and Deadlines

Consult the Carleton University Registrar's Office at carleton.ca/registration/dates/ for the current term's start and end dates, registration-change and withdrawal deadlines, fee-adjustment deadlines, statutory holidays, scheduled breaks, and examination period. Brightspace identifies how those dates apply to this section. There is no final examination in this course.

CASE ABSTRACTS

Case: Kodak and the Digital Revolution (A) (2004)

Product #: 705448-PDF-ENG

Giovanni Gavetti; Rebecca M. Henderson; Simona Giorgi Tripsas (Harvard Business School)

The introduction of digital imaging in the late 1980s had a disruptive effect on Kodak's traditional business model. Examines Kodak's strategic efforts and challenges as the photography industry evolves. After discussing Kodak's history and its past strategic moves in the new landscape, the case 'Kodak and the Digital Revolution' questions how CEO Daniel Carp can use digital imaging to revitalize Kodak. A rewritten version of an earlier case.

Adobe Systems, Inc. (2000)

Product #: 801199-PDF-ENG

Mary Tripsas (Harvard Business School)

Examines Adobe's battle with Microsoft to establish de facto standards in the emerging eBook space.

Netflix (2007)

Product #: 607138-PDF-ENG

Willy Shih; Stephen P. Kaufman; David Spinola (Harvard Business School)

Reed Hastings founded Netflix with a vision to provide a home movie service that would do a better job satisfying customers than the traditional retail rental model. But as it encouraged challenges it underwent several major strategy shifts, ultimately developing a business model and an operational strategy that were highly disruptive to retail video rental chains. The combination of a large national inventory, a recommendation system that drove viewership across the broad catalog, and a large customer base made Netflix a force to be reckoned with, especially as a distribution channel for lower-profile and independent films. Blockbuster, the nation's largest retail video rental firm, was initially slow to respond, but ultimately rolled out a hybrid retail/online response in the form of Blockbuster Online. Aggressive pricing pulled in subscribers, but at a price to both it and Netflix. But a new challenge was on the horizon: video-on-demand. How should Netflix respond?

Google Inc. (2010)

Product #: 910036-PDF-ENG

Benjamin Edelman; Thomas R. Eisenmann (Harvard Business School)

The case 'Google Inc.' describes Google's history, business model, governance structure, corporate culture, and processes for managing innovation. It reviews Google's recent strategic initiatives and the threats they pose to Yahoo!, Microsoft, and others. It also asks what Google should do next. One option is to stay focused on the company's core competence, i.e., developing superior search solutions and monetizing them through targeted advertising. Another option is to branch into new arenas; for example, build Google into a portal like Yahoo! or MSN; extend Google's role in e-commerce beyond search, to encompass a more active role as an intermediary (like eBay) facilitating transactions; or challenge Microsoft's position on the PC desktop by developing software to compete with Office and Windows.

Matching Dell (1999)

Product #: 799158-PDF-ENG

Jan W. Rivkin; Michael E. Porter (Harvard Business School)

After years of success with its vaunted "Direct Model" for computer manufacturing, marketing, and distribution, Dell Computer Corp. faces efforts by competitors to match its strategy. The case 'Matching Dell' describes the evolution of the personal computer industry, Dell's strategy, and efforts by Compaq, IBM, Hewlett-Packard, and Gateway 2000 to capture the benefits of Dell's approach. Students are called on to formulate strategic plans of action for Dell and its various rivals.

Innovation at Progressive (A): Pay-As-You-Go Insurance (2002)

Product #: 602175-PDF-ENG

Frances X. Frei; Hanna Rodriguez-Farrar (Harvard Business School)

Consumer auto insurance is a price-sensitive industry in which customers rarely pay a premium to a provider even for additional service features. Progressive spends more on additional service features than its competitors do; consumers don't pay extra for these features, yet the company makes money on a product its competitors often do not. Central to Progressive's success is its ability (a) to turn operational savings into value-added service and (b) to capitalize on its unique competencies through clever service design. Progressive is considering a national rollout of Autograph, a pay-as-you-go insurance service offering that recently completed a successful pilot in Texas.

TopCoder (A): Developing Software through Crowdsourcing (2010)

Product #: 610032-PDF-ENG

Karim R. Lakhani; David A. Garvin; Eric Lonstein (Harvard Business School)

TopCoder's crowdsourcing-based business model, in which software is developed through online tournaments, is presented. The case highlights how TopCoder has created a unique two-sided innovation platform consisting of a global community of over 225,000 developers who compete to write software modules for its over 40 clients. Provides details of a unique innovation platform where complex software is developed through ongoing online competitions. By outlining the company's evolution, the challenges of building a community and refining a web-based competition platform are illustrated. Experiences and perspectives from TopCoder community members and clients help show what it means to work from within or in cooperation with an online community. In the case, the use of distributed innovation and its potential merits as a corporate problem-solving mechanism is discussed. Issues related to TopCoder's scalability, profitability, and growth are also explored.

AI Wars in 2025 (2025)

Product #: 725484-PDF-ENG

Andy Wu; Anna Yang (Harvard Business School)

In mid-2025, Alphabet's leadership convened after Google search queries declined for the first time in two decades and the company shed roughly \$250 billion in market value. Users were increasingly putting their questions to generative AI chatbots — OpenAI's ChatGPT, Perplexity, and DeepSeek — rather than to a search box. The case examines a firm whose own researchers published the transformer architecture that

made modern generative AI possible, and which now finds the advertising business model built on its search results page at risk of being bypassed altogether. It asks how Alphabet should respond, and what happens to the economics of answering a query when every response carries a real inference cost.

ADDITIONAL INFORMATION

Course Sharing Websites

Materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Required calculator in BUSI course examinations

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Group work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website:

<https://carleton.ca/equity/pregnancy-academic-accommodation-information/>

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website:

<https://carleton.ca/equity/religious-academic-accommodation-information/>

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit:

<https://carleton.ca/equity/focus/sexual-violence-prevention-survivor-support/>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/secretariat/wp-content/uploads/sites/158/Accommodation-for-Student-Activities.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using

unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>.

Sprott Student Services

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://sprott.carleton.ca/students/undergraduate/learning-support/>

Centre for Student Academic Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

Important Information:

- Students must always retain a hard copy of all work that is submitted.
 - All final grades are subject to the Dean's approval.
 - For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <http://carleton.ca/ccs/students/>
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