

<p>University of Manitoba Department of Economics</p> <p>ECON 1010: A03 (52500) Introduction to Microeconomic Principles</p> <p>Winter 2019 Tues- Thurs 10:00 – 11:15 Isbister 231</p>	<p>Professor: Dr. J. Compton Office: 515 Fletcher Argue Office Hours: T & Th 11:30 – 12:30 Preferred Form of Address: Dr. Compton</p> <p>Email: Janice.Compton@UManitoba.ca</p> <p>Telephone: 204-474-8471 (email is preferred)</p>
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<p>Course Website: On UMLEARN https://universityofmanitoba.desire2learn.com/d2l/login</p>

1. Course Objective:

John Maynard Keynes wrote: “The Theory of Economics does not furnish a body of settled conclusions immediately applicable to a policy. It is a method rather than a doctrine, an apparatus of the mind, a technique of thinking which helps its possessor to draw correct conclusions.” More than just a compilation of facts and numbers, economics is a way of thinking, a structure of decision making that leads to predictions about issues ranging from war, elections and taxation to how much pizza to eat for dinner and whether or not to attend economics class today. In this course, you will learn the basic models of economics – the bare bones structure of economic thinking.

2. Course Description:

Course Catalogue Entry: This course introduces students to the study of microeconomics. Topics include: demand and supply, price determination, market structure and resource allocation; the behaviour of consumers and firms; and market intervention by government. Selected economic topics are examined such as: welfare programs, environmental regulation, the economics of discrimination, pay equity, and taxation. Students may not hold credit for ECON 1010 and any of: ECON 1011 or ECON 1210 (018.121) or ECON 1211 (018.121) or ECON 1220 (018.122) or ECON 1221 (018.122) or the former ECON 1200 (018.120) or the former ECON 1201 (018.120).

Microeconomics is the study of decision making at the individual (or firm) level. In this term, we will cover topics such as trade, consumer behaviour, the production and pricing of goods, and public goods and externalities.

Prerequisites:

There are no formal prerequisites for this class. BUT you will need to be competent in basic algebra, solving linear equations, drawing and interpreting linear graphs. If you need review help on this, ask –I do have some resources available.

3. *Your Course Resources:*

3.1 Textbook

Krugman, Wells, Au, Parkinson. Microeconomics. Third Canadian Edition.
With SAPLING Learning Code
Worth Publishers.
ISBN: ISBN# 1-319-09382-5

The textbook and access card for Sapling Learning are available at the bookstore. If you purchase the book elsewhere, you can purchase access to Sapling directly from the website (however, you then have to pay American prices). See the document “Registering for Sapling” on the course website (under administration) for more information.

3.2 Course Website

You are **REQUIRED** to check the UMLearn website regularly for announcements, additional materials and practice questions.

As long as you have a UManitoba ID, you will be registered for the website.

The class website will house the following:

- i) Discussion Boards
- ii) Lecture Notes
- iii) Links to economists’ blogs
- iv) Interesting articles of reference to the material

3.3 My Lecture Notes

Power point slides will be posted on the class website prior to class. These are made available to help you develop note taking skills during this first year course. **They are NOT to be considered complete lecture notes. You still have to take notes.** They are skeleton slides to provide a guideline for what we will be discussing. I am providing you with these notes as a service, to allow you to listen to the lectures by reducing the notes that you will have to take. Because you have access to these slides, the class lectures can proceed more quickly i.e. if the slide that is up in class is exactly the same as the slide that is posted, I won’t wait around for you to copy down every word. **You MAY NOT take pictures of the slides during class.**

However, remember that they are *my* lecture notes, hence

A. They are not perfect. There will most definitely be typos. If there is something in the notes that seems wrong – please let me know. Do not assume they are correct if they do not make sense to you. Question things!

B. They are not comprehensive. They are not meant as a substitute for attending class. They are guidelines to what is covered in class.

3.4 Additional Materials

I will often provide additional materials (news articles, exercises, etc) in class or on the class website. I will let you know in class which of these are required for tests and which are simply for interest sake. I will try to remember to announce in class if there is any new material on the website but again, you are strongly advised to check the website regularly for additional material.

4. Course Schedule:

The goal is to complete 14 chapters in the textbook (1-7, 9, 11-16). The course schedule is attached at the end of this document. This schedule is subject to change at the discretion of the instructor and/or based on the learning needs of the students.

5. Evaluation:

There are three types of evaluation for this class.

1. Sapling Homework
2. In-class Midterm
3. Final exam

The grading scheme is as follows:

	Scheme A	Scheme B
Sapling Homework	15	15
Test #1	29	14
Test #1 Review	1	1
Test #2	14	29
Test #2 Review	1	1
Final Exam (During Exam Period)	40	40
TOTAL	100	100

Your grade will be calculated under both schemes –the one that gives you the highest grade will be used. Simply – the better of your two tests is worth 29%, the lower is worth 14%.

5.1 Sapling Homework

Using the Sapling website, you will complete one homework assignment for each chapter covered in class. The lowest 3 homework grades will be dropped, with the remaining chapter homeworks having equal weight. For example, if we cover the expected 14 chapters, each of your top 11 homeworks will count equally towards your final grade, each worth 1.36%.

Registration Instructions for Sapling are on the class website, under “Administration”

The due dates for the homeworks are always 10:00AM one week following that chapter’s conclusion. For example, if we finish chapter 1 on Tuesday January 15 (as planned), then the homework for chapter 1 will be due at 10:00AM on Tuesday January 22nd.

Homework will be posted when chapter is completed, to ensure that what is in the homework is consistent with what is required for each chapter.

Late homework: You are strongly advised not to leave the homework until the last minute. Computer issues or sudden illness the night before the due date, for example, will not be considered a valid reason for an extension. Extensions will be rare, and will be at my discretion and considered on a case by case basis.

The homework questions consist of multiple choice, graphing and math questions. *These are not merely practice questions - you are penalized for incorrect answers.* There is a homework called “Sapling Mathematics Review” that I suggest you try first. It will not be counted towards your grade, and will help to become familiarized with the Sapling homework style.

We will review the Sapling website during the first class.

5.2 In-class Tests

There will be two, in-class tests during the term, held in-class.

Test 1: February 7

Test 2: March 14

These will be one hour tests, and will consist of 25 multiple choice questions (each worth one mark) and 15 marks for long answer questions. The tests will cover all material from lectures, text readings and assigned supplemental readings covered. These are not cumulative.

The lowest of your two test grades will count for 14% of your final grade; the highest of your two test grades will count for 29% of your final grade.

There will be no make-up tests. If you miss a test, the other test will count for 29% of your grade, and the missing fifteen percent (14% from the missed test + 1% from the missed test review) will be redistributed to the final exam. If you miss both tests, your final exam will be worth 85% of your grade. I do not require a doctor’s note for missed tests. If you have a 0 listed for a test, your grade will automatically be calculated with the altered weighting scheme.

If you miss a test, your grading scheme will be calculated as follows:

	Miss one test	Miss both tests
Sapling Homework	15	15
Written test	29	0
Written test Review	1	0
Missed test	0	0
Missed test review	0	0
Final Exam (During Exam Period)	55	85
TOTAL	100	100

5.3 Post-Test Reviews

Recent research in testing and material retention clearly shows that students benefit greatly from mandatory post-test review. Therefore, following the test, you will be given two weeks to complete a questionnaire that will require you to *carefully* review your answers to the test, determine where the information to the correct answers can be found, and evaluate your studying habits. Grading for this will be based on completeness of the review. Fully completed reviews will receive 1/1; less than fully completed reviews but partially completed reviews will receive 0.5 or 0. More information on this will be given as the midterm draws near.

If you have any questions/concerns about your tests, please discuss this with me in office hours.

5.3 Final Exam (During Exam Period)

You will have a 3-hour final exam held during the regular exam period. The exam will be cumulative for the semester, although a higher weight will be placed on the final third of the course. The test may include multiple choice and/or long answer, depending on grading resources.

The date for the final exam will be announced when scheduled. **DO NOT** book travel plans until the dates are set. If you miss the final exam for any reason, you need to contact your Dean's office (not me).

5.4 Letter Grades

Marks will not be rounded. Letter grades will be determined from your overall mark as follows:

Letter Grade	Percentage out of 100	Grade Point Range	Final Grade Point
A+	90-100	4.25-4.5	4.5
A	80-89.99	3.75-4.24	4.0
B+	75-79.99	3.25-3.74	3.5
B	70-74.99	2.75-3.24	3.0
C+	65-69.99	2.25-2.74	2.5
C	60-64.99	2.0-2.24	2.0
D	50-59.99	Less than 2.0	1.0
F	Less than 50		0

Please be clear: I do not round grades up. A 79.9 is a B+. I will not raise your grade because it is 'close' to the cut-off. I will not provide extra credit work after the grades are released. However...

5.5 Bonus Assignment (1.5 percentage points)

If you are risk averse, you may choose to complete an optional Bonus Sapling assignment for Chapter 8, worth 1.5 percentage points. The Sapling assignment for this chapter will be posted for 48 hours, March 22nd and 23rd, due at midnight on the 23rd. We will not cover material for this chapter in class, it is up to you to read through and learn the chapter on your own.

To reduce the incentive to try and earn free marks (completing the quiz without studying the chapter), if you score less than 70% on the quiz, you receive 0 bonus marks. If you score 70% or higher, your score will be multiplied by 1.5 and added to your final grade. (e.g. if you score 80 on the bonus quiz and your final grade in the course was 79.9, which is a B+, your grade will be increased by $0.8 \times 1.5 = 1.2$, and your final grade increases to an A).

6. Academic Dishonesty:

You are expected to view the General Academic Regulation section within the Academic Calendar and specifically read the **Academic Integrity** regulation. Consult the course syllabus or ask your instructor for additional information about demonstrating academic integrity in your academic work. Visit the Academic Integrity Site for tools and support <http://umanitoba.ca/academicintegrity/> View the **Student Academic Misconduct** procedure for more information.

I tend to encounter one or two instances of cheating in this class each semester. Clearly it is a problem. Let me clear upfront – if you are suspected of cheating in this class, your file will be sent to the Dean's office *before* you are notified. You will be required to attend a hearing at the Dean's office and I will recommend the strongest penalty allowed if you are deemed guilty of violating academic integrity.

As an incentive not to cheat I almost always have multiple versions of tests. The person sitting next to you very likely does not have the same test as you. This means that if you copy answers you are more likely to get a poor grade, and more likely to be caught.

The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F(CW) (Compulsory Withdrawal) for the course and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department in Arts or from all courses taught in or accepted for credit by this Faculty.

7. A Few Notes to Make Things Go Smoothly:

7.1 Lectures

- If you have a question – ASK DURING CLASS!!! If you plan to wait until office hours, you may forget and in the meantime the remaining material may be less understood.
- You are under no obligation to come to class. I understand that some students do just fine learning the material on their own. However, if you do not come to class,

it is your responsibility to find someone in the class (**not me**) to fill you in on what you missed. Remember that you are responsible for the lecture material, which may not be covered in the text or slides or website.

- It is my personal pet peeve to watch students pack up their belongings walk out during a lecture. It is extremely disrupting and frankly can be insulting. At times, you may have to leave the class early and this is fine, but please have the courtesy to inform me of this before class starts.
- If you are late, please enter quietly and take an aisle seat.
- If you continually chat with your neighbour during class I will ask you to leave. This is a large class in a large classroom and talking is disruptive to your fellow students. In economic-ese, you are creating a negative externality (see Chapter 16).
- Materials that are handed out in class will only be handed out once.

7.2 Office Hours

- You do not need an appointment to see me during my office hours (Tuesday and Thursdays 11:30-12:30PM). During this time you can just drop by my office. If my office door is closed during this time (if I am speaking with another student) **please knock** and let me know that you are waiting. Unless it is a discussion of a personal nature, I will likely invite you in as well.
- NOTE: These office hours are likely to change regularly. I often do research at the Statistics Canada Research Data Office and have to work around the times when they are open. If office hours are changed you will be notified on the website and in class – please check.
- At other times, I do not have an open door policy. If you have a class during my office hours, send me an email and I will happily set up an appointment to meet with you.
- Do not leave things until the last minute. My office hours tend to be empty every day except immediately before a test and then it is packed and I often have to turn students away.

7.3 Emails

- Please note that all communication between myself and you as a student must comply with the electronic communication with student policy (http://umanitoba.ca/admin/governance/governing_documents/community/electronic_communication_with_students_policy.html). You are required to obtain and use your U of M email account for all communication between yourself and the university.
- Due to the very large number of students this term I must put the following restrictions on emails in order to maintain my sanity:
 - Emails must be sent through a valid umanitoba account (this is university policy). Email correspondence should be limited to specific, personal questions.
 - Questions about lectures, tests, dates, etc. should be posted on the discussion board so that all students may benefit from the discussion.

- If you do not sign your email, I will not respond to it. Do not assume that I can decipher who you are by your email address.
- If you email with an administrative question that is answered already in this syllabus, or on the website, I may not respond to it. In economic-ese, you are imposing an externality on me by requesting me to take the time to answer your questions before you have borne any cost at all to try to find the answer yourself.
- I am too old and certainly not hip enough to decipher text code. More importantly, **our correspondence is within a professional setting**. Please write in full sentences, use a greeting, sign your full name, etc.

7.4 Discussion Boards

I will set up discussion boards for each chapter where you may post questions and answers. You may also use these boards to set up meetings for study groups.

- Anonymous posts are allowed. Please do not abuse this.
- You are strongly encouraged to try to answer questions. The best way to learn is to teach. If you can explain a concept to another student this helps to cement the ideas for you. I will monitor the boards so that if there is any incorrect information posted, I will correct this.
- I will occasionally post and respond to posts late evenings and weekends, however this will not always be the case – for example if you post something at midnight the evening before the test, do not assume that I will be online.
- **Please use multiple posts if you have multiple questions and clearly indicate the subject in the subject line so that the information can be easily found.**
- **Before you post a question, look through to see if it has already been asked and answered.**

8 Survival Tips:

This is a difficult class. We move quickly through the material, and it can be abstract and tedious at times. Also, because this is such a large class, it is easy for students to feel overwhelmed. Here are some tips:

- *Do economics*: The best advice I can give you for succeeding in this course is this: Approach this course as you would a mathematics course rather than a history course. I can guarantee that you will not do well in economics simply by reading the textbook and memorizing your notes. That is like trying to learn how to play the piano by reading a book. The goal of this course is not to learn a body of material, it is to learn a way of analyzing decisions. The readings and chapters will provide you with the theory, but it is through the exercises that you will really learn how to *do* economics. Work through as many exercises as you can. Use the resources available to you. Compare and discuss your answers with friends.
- *Form a study group*: Whether on-line or in-person, get together with a few people from this class. Work through exercises with them. Discuss episodes of CBC's

The Hand Podcast. Just talk about economics over coffee. One key thing that you need to learn to succeed in university is how to learn. You need to put some effort into this.

- A common rule of thumb is to expect to spend 3 hours of studying for every 1 hour of lecture, at minimum.
- *Annoy your friends:* Economics (the economic way of thinking) can be applied to just about everything - strike that – it can be applied to everything. Try and consider the economics behind even the most mundane decisions or situations – use marginal analysis, consider opportunity cost, rationality and efficiency. All the following questions: Should you set your alarm clock ten minutes earlier tomorrow? That's an economic decision. Should you go out on a date with that person flirting with you in class? That's an economic decision. Should you spend another hour studying economics? That's an economic decision. Should you order a medium or large coffee at the coffee shop? Why is this coffee cheaper than the coffee you had in the airport last week? What is the actual cost of my coffee if I have to wait in line for 20 minutes to get it? Why does every gas station offer discount cards? Should you drive at 100km/h on the perimeter or 101? 102? 103? At what speed do you stop accelerating? Why are my parents annoying me about cleaning my room? How late should I stay out drinking the night before my economics class? Should you vote for a tuition freeze? How are parking spots allocated among students and staff? Should you allocate your study time equally among courses? How long should you spend on the practice questions?... I can get carried away. All of these can be framed using economic analysis
- *Do not study without a pencil and paper beside you.* Studies have shown that writing notes while you read helps you to cement the information into your memory. By writing, this means taking notes in longhand, drawing diagrams, making charts, even doodling is helpful. It does not include only highlighting the relevant material - this is passive studying and is much less effective for this type of material.
- *Prepare and Review:* Read the material that is to be covered prior to class. The lectures will hit on the chapter highlights and explain the more difficult material. It will be easier for you to follow along if you are prepared. After the class, ideally within 24 hours, review the material and rewrite the notes. Try to reason and understand the concepts rather than memorize (see note 1).
- *Teach the Material.* The best way to learn something is to teach it. This is why study groups are helpful. Also, keep an eye on the message board on the class website. Students are strongly encouraged to post and answer questions as they arise.

9. Technology in the Classroom:

I suggest that you take notes longhand, rather than typing on a computer. Numerous studies have shown that students retain information better when they write rather than type. Moreover, it is far too easy to be distracted when your laptop is open. However, I won't ban the use of electronics outright. The following rules will apply:

- Strictly no phones during class. Turn it off and put it away.

- You may use your laptop or a tablet for course work. Students should not participate in personal direct electronic messaging / posting activities (e-mail, texting, video or voice chat, wikis, blogs, social networking, online and offline “gaming” during scheduled class time).
- If you are using a laptop – you **MUST** sit in the back rows of the classroom so that those who prefer not to be distracted by others’ screens do not have your screen in their line of vision. In the past, I have not been strict about this, but have recently been made aware of more research documenting how the grades of students sitting around screens suffer, so this will be strictly enforced this semester.
- You may NOT take pictures, video or audio recordings during lectures without my permission (see copyright note below).

10. Copyright:

Please respect copyright. We will use copyrighted content in this course. I have ensured that the content I use is appropriately acknowledged and is copied in accordance with copyright laws and University guidelines. Copyrighted works, including those created by me, are made available for private study and research and must not be distributed in any format without permission. Do not upload copyrighted works to a learning management system (such as UM Learn), or any website, unless an exception to the *Copyright Act* applies or written permission has been confirmed. For more information, see the University’s Copyright Office website at <http://umanitoba.ca/copyright/> or contact um_copyright@umanitoba.ca.

Janice Compton and the University of Manitoba hold copyright over the course materials, presentations and lectures which form part of this course. No audio or video recording of lectures or presentations is allowed in any format, openly or surreptitiously, in whole or in part without permission from Janice Compton. Course materials (both paper and digital) are for the participant’s private study and research.

11. Academic Supports:

11.1 Writing and Learning Support

The Academic Learning Centre (ALC) offers services that may be helpful to you throughout your academic program. Through the ALC, you can meet with a learning specialist to discuss concerns such as time management, learning strategies, and test-taking strategies. The ALC also offers peer supported study groups called Supplemental Instruction (SI) for certain courses that students have typically found difficult. In these study groups, students have opportunities to ask questions, compare notes, discuss content, solve practice problems, and develop new study strategies in a group-learning format.

You can also meet one-to-one with a writing tutor who can give you feedback at any stage of the writing process, whether you are just beginning to work on a written assignment or already have a draft. If you are interested in meeting with a writing tutor, reserve your appointment two to three days in advance of the time you would like to meet. Also, plan to meet with a writing tutor a few days before your paper is due so that you have time to work with the tutor’s feedback.

These Academic Learning Centre services are free for U of M students. For more information, please visit the Academic Learning Centre website at:

<http://umanitoba.ca/student/academiclearning/>

You can also contact the Academic Learning Centre by calling 204-480-1481 or by visiting 201 Tier Building.

11.2 University of Manitoba Libraries (UML)

As the primary contact for all research needs, your liaison librarian can play a vital role when completing academic papers and assignments. Liaisons can answer questions about managing citations, or locating appropriate resources, and will address any other concerns you may have, regarding the research process. Liaisons can be contacted by email or phone, and are also available to meet with you in-person. A complete list of liaison librarians can be found by subject: <http://bit.ly/WcEbA1> or name: <http://bit.ly/1tJ0bB4>. In addition, general library assistance is provided in person at 19 University Libraries, located on both the Fort Garry and Bannatyne campuses, as well as in many Winnipeg hospitals. For a listing of all libraries, please consult the following: <http://bit.ly/1sXe6RA>. When working remotely, students can also receive help online, via the Ask-a-Librarian chat found on the Libraries' homepage: www.umanitoba.ca/libraries.

13. Student Accessibility Services:

If you are a student with a disability, please contact SAS for academic accommodation supports and services such as note-taking, interpreting, assistive technology and exam accommodations. Students who have, or think they may have, a disability (e.g. mental illness, learning, medical, hearing, injury-related, visual) are invited to contact SAS to arrange a confidential consultation.

Student Accessibility Services <http://umanitoba.ca/student/saa/accessibility/>

520 University Centre 204 474 7423

Student_accessibility@umanitoba.ca

14. Mental Health Supports:

For 24/7 mental health support, contact the Mobile Crisis Service at 204-940-1781.

Student Counselling Centre

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as individual, couple, and group counselling. *Student Counselling Centre:*

<http://umanitoba.ca/student/counselling/index.html>

474 University Centre or S207 Medical Services (204) 474-8592

Student Support Case Management

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off

campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team.

Student Support Intake Assistant <http://umanitoba.ca/student/case-manager/index.html>

520 University Centre (204) 474-7423

University Health Service

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation.

University Health Service <http://umanitoba.ca/student/health/>

104 University Centre, Fort Garry Campus

(204) 474-8411 (Business hours or after hours/urgent calls)

Health and Wellness

Contact our Health and Wellness Educator if you are interested in information on a broad range of health topics, including physical and mental health concerns, alcohol and substance use harms, and sexual assault.

Health and Wellness Educator <http://umanitoba.ca/student/health-wellness/welcome.html>

Katie.Kutryk@umanitoba.ca

469 University Centre (204) 295-9032

Live Well @ UofM

For comprehensive information about the full range of health and wellness resources available on campus, visit the Live Well @ UofM site:

<http://umanitoba.ca/student/livewell/index.html>

15. Your rights and responsibilities:

As a student of the University of Manitoba you have rights and responsibilities. It is important for you to know what you can expect from the University as a student and to understand what the University expects from you. Become familiar with the policies and procedures of the University and the regulations that are specific to your faculty, college or school.

The [Academic Calendar](http://umanitoba.ca/student/records/academiccalendar.html) <http://umanitoba.ca/student/records/academiccalendar.html> is one important source of information. View the sections *University Policies and Procedures* and *General Academic Regulations*.

While all of the information contained in these two sections is important, the following information is highlighted.

- If you have questions about your grades, talk to your instructor. There is a process for term work and final **grade appeals**. Note that you have the right to access your final examination scripts. See the Registrar's Office website for more information including appeal deadline dates and the appeal form <http://umanitoba.ca/registrar/>
- You are expected to view the General Academic Regulation section within the Academic Calendar and specifically read the **Academic Integrity** regulation. Consult the course syllabus or ask your instructor for additional information about demonstrating academic

- integrity in your academic work. Visit the Academic Integrity Site for tools and support <http://umanitoba.ca/academicintegrity/> View the **Student Academic Misconduct** procedure for more information.
- The University is committed to a respectful work and learning environment. You have the right to be treated with respect and you are expected to conduct yourself in an appropriate respectful manner. Policies governing behavior include the:
Respectful Work and Learning Environment
http://umanitoba.ca/admin/governance/governing_documents/community/230.html
Student Discipline
http://umanitoba.ca/admin/governance/governing_documents/students/student_discipline.html and,
Violent or Threatening Behaviour
http://umanitoba.ca/admin/governance/governing_documents/community/669.html
 - If you experience **Sexual Assault** or know a member of the University community who has, it is important to know there is a policy that provides information about the supports available to those who disclose and outlines a process for reporting. The **Sexual Assault** policy may be found at:
http://umanitoba.ca/admin/governance/governing_documents/community/230.html More information and resources can be found by reviewing the Sexual Assault site <http://umanitoba.ca/student/sexual-assault/>
 - For information about rights and responsibilities regarding **Intellectual Property** view the policy http://umanitoba.ca/admin/governance/media/Intellectual_Property_Policy_-_2013_10_01.pdf

For information on regulations that are specific to your academic program, read the section in the Academic Calendar and on the respective faculty/college/school web site <http://umanitoba.ca/faculties/>

Contact an **Academic Advisor** within our faculty/college or school for questions about your academic program and regulations <http://umanitoba.ca/academic-advisors/>

Student Advocacy

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns.

<http://umanitoba.ca/student/advocacy/>

520 University Centre

204 474 7423

student_advocacy@umanitoba.ca

16. Retention and Disposal of Term Work:

(a) Information regarding the breakdown of grades assigned to a student in a given course [i.e., grades assigned for term work, class participation, final examination, etc.] must be retained by the instructor and/or the respective department for three years following the end of term in which the course was taken.

(b) No student will be permitted to submit term work for assessment to the instructor (and term work should not be returned to students) by any means which allows unrestricted and unauthorized public access to the term work. For example, term papers, term tests or other written assignments should not be received or returned from a box outside the instructor's office door, but a student could provide a self-addressed stamped envelope for return of the term work.

(c) Unreturned term work must be kept in a secure and confidential department area for a minimum of four (4) months following the end of the course and until destroyed by confidential measures. The Final day of the University's Final Examination period each term is considered as the last day of the term. Instructors shall include on their course outlines a statement to the effect that unreturned term work will become the property of the Faculty of Arts and will be subject to confidential destruction.