Time and Location: Instructor: Dr. Rakesh Mittoo
Tuesday and Thursday  
A02, 8:30 a.m. – 9:45 a.m., Drake 140  
Office: 492 Drake Centre
A03, 10:00 a.m. – 11:15 p.m., Drake 140  
Office Hours: Thursdays:  
11:30 a.m.-12:30 p.m. and by appointment
E-mail: Rakesh.Mittoo@umanitoba.ca  
Telephone: 474-8968  Fax: 474-7545

Required Texts:  
Thill, John V., Courtland L. Bovee, and Ava Cross. Excellence in Business  

Optional Text:  
OR Use any other grammar text. The decision to buy this or any other grammar text is  
yours. If you buy it or have one already, you can use it for editing your papers and for  
doing exercises during the term, and you can also bring it into the final exam to  
consult it.

Students must download all course-related materials—lectures, articles, guidelines, exercises,  
cases, etc.—from UM Learn and ensure that they bring these as well as Thill’s text into  
classes. Stay tuned for announcement when these files are posted on UM Learn.

Course Objectives  
Business Communications, GMGT 2010, is designed to help you acquire the interpersonal, oral,  
and written communication skills you will need at the individual, group, and organizational levels.  
Moreover, you will develop analytical, problem-solving, rhetorical, and critical thinking abilities.  
To achieve these goals, emphasis will be put on the following:

• considering some of the theoretical, philosophical, cultural, and ethical bases of effective  
communication
• developing proficiency in oral presentations and learning clarity, correctness, and effective  
organization in written communication
• learning appropriate formats and strategies for specific business documents: memo, e-mail,  
letter, report, and correspondence for job search
• analysing and evaluating business texts and enhancing critical thinking ability to produce  
persuasive writing
• acquiring communication skills that will be of benefit in interpersonal, intergroup, and  
intercultural communications
COURSE REQUIREMENTS

Assigned Readings
Please complete the assigned readings before coming to class (see the relevant pages of the Outline. Periodically, the instructor will ask students to answer questions on the contents of the assigned portions of the text.

Written Assignments
All written work submitted for grading must be in Times New Roman or Calibri font. The body of the document should be printed in standard 12-point font size. Indent paragraphs in all assignments (except in the Research Report) and use double spacing between and within paragraphs. Moreover, maintain one-inch margins (top, bottom, left, and right) for all assignments. Use APA guidelines for citations.

Each written assignment must have a cover sheet which includes the following:
- the title of the assignment (one third from the top of the page and centred)
- your name (in the middle of the page and centred; student number is not required)
- the course number (Course No.: GMGT 2010, at the bottom of the page and centred)
- section number (e.g. Section: A01, below the course number)
- your instructor's name (Dr. Rakesh Mittoo, below section number)
- date (e.g. Date: September 20, 2017, below the instructor’s name). This is the date on which you’re handing in the assignment to me, not the due date.

Class Participation and Attendance (5%)
This course will consist of in-class discussions, workshop activities, written submissions in classes, grammar and case-based exercises, and oral presentations. Since you will be practising communication and critical thinking skills during class time, attendance is vital to the development of your communication proficiency. Five term marks will be determined by your attendance, preparation, class participation, and completion of these assignments. If any guidelines for participation are changed, they will be announced in class.

Absences from classes will reduce participation grade. Habitual lateness and departure from classes will be noted as evidence of low commitment for the course and subject to penalty.

Language Proficiency Test
We require that all students in Business Communications, GMGT 2010, write the Faculty's Language Proficiency Test outside of class time. The test is designed to give you feedback on your English language skills. The test is posted on UM Learn. Your answers will be scored, and the scantron sheet will show the percentage score and the correct answers. **One bonus mark will be given for doing Language Proficiency Test. The last date to submit the test is Tuesday, January 28.**

Group Oral Presentations (10%)
All group oral presentations for the Research Reports will be delivered in classes. The schedule for these presentations will be circulated at the beginning of November. **Students are required to be present in all three classes in which they and their classmates will be presenting**
Important Note: failure to present in class with your group members on the scheduled date will result in the loss of 10 marks.

Judges from companies, non-profit organizations, or government departments will be present for evaluation and question-and-answer sessions.

GROUP ORAL PRESENTATION DATES
Tuesday, March 10 (Groups 1-3 in class)
Thursday, March 12 (Groups 4-6 in class)
Tuesday, March 17 (Group 7 in class)
Note: Attendance is required on these dates for all students.

Resume and Cover-Letter Writing Workshops
Students may attend one of the resume writing workshops offered by the Career Services Centre. Sign-up sheets with dates and times of workshops are in the Centre. The Director of the Career Services Centre will make an in-class presentation on resume writing (See Class Schedule).

Grammar
All writing assignments will be carefully reviewed and graded for correct English usage. Twenty percent of the grade for written work (including the final exam) will be allotted to grammar.

In order to meet the standards of competency in English usage—spelling, grammar, punctuation, sentence structure, and paragraph formation—students should do the work to improve any skills that are not adequate.

Diana Hacker’s Workbook for grammar exercises is included with A Canadian Writer’s Reference to assist you in gaining these skills (Please see the list of grammar exercises on pages 9 and 10 of this course outline.). Following each writing assignment, students will be required to do grammar exercises that familiarize them with the grammar conventions they need to know to correct their errors in assignments. Students may do exercises from any grammar book. Please note that the Grading Sheet attached with your returned assignment will indicate the grammar errors for which you should do the exercises.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>87+</td>
</tr>
<tr>
<td>A</td>
<td>80 - 86</td>
</tr>
<tr>
<td>B+</td>
<td>77 - 79</td>
</tr>
<tr>
<td>B</td>
<td>70 - 76</td>
</tr>
<tr>
<td>C+</td>
<td>67 - 69</td>
</tr>
<tr>
<td>C</td>
<td>60 - 66</td>
</tr>
<tr>
<td>D</td>
<td>50 - 59</td>
</tr>
</tbody>
</table>

Writing Assignments (45%; see page 7)
All assignments should be submitted in hard copies in classes on the due dates. Assignments submitted by email will not be accepted and graded. Late penalty will be applied to assignments submitted after the deadline. IMPORTANT: Assignments will not be accepted after the last day of classes.
Final Exam (40%)
The final exam of three hours duration will consist of a summary of a short article and questions on three message strategies. In addition, the exam may also include some multiple choice questions on grammar and on the topics covered in classes. Students will be informed about the exact structure and format of the final exam.

Revising, Proofreading
Learning the skills for revision and proofreading is an important aspect of becoming a proficient communicator. On all of your assignments, you will receive feedback from your instructor or markers regarding grammar errors and revision strategies. Review each graded assignment, and carefully edit and revise your next assignment before submitting it.

Marking and Requests for Review
Your instructor and a team of qualified teaching assistants will grade your assignments. If you have concerns or questions about the grade or about feedback on an assignment, you may request a review of your paper in writing. All requests must be written in memo format, attached to the assignment in question, and handed in within one week from the date the graded assignment is returned. Be sure to be specific regarding the concerns and the action you want taken.

University Email Policy
Effective September 1, 2013, the U of M will use only your university email account for official communications, including messages from your instructors, department or faculty, academic advisors, and other administrative offices. If you have not already been doing so, please send all emails from your U of M email account. Remember to include your full name, section number, and faculty in all emails.
For more information visit: http://umanitoba.ca/registrar/e-mail_policy. For communication among group members, students should use only their university email addresses.

Use of Electronic Devices in Class
Students may use their laptops during class time only for classroom purposes, such as accessing the PowerPoint slides for that specific class. There should be no other reason during class time for students to access the Web. Students using the Web for purposes other than accessing the PowerPoint slides for that specific class or for another purpose will lose participation marks for the first violation. For the second violation, the student will be asked to leave the class. A third violation will result in a student being debarred from the course. This means an F in the course. This is also true for cell phone use. There will be absolutely no calling; no reading, sending, receiving texts; no sending, receiving, or reading emails; no surfing, gaming, or viewing of social media or other sites.

Copyright Policy
Students must follow copyright laws. Photocopying textbooks or other reading material is a violation of copyright laws and is unethical, unless permission to copy has bee obtained.

Deferred Exams
For all students who have been approved by their faculty office to have a deferred exam:
Effective September 2005, the Department of Business Administration has instituted a policy which provides **ONE DATE ONLY** for students who have deferred their final exams. **The deferred final exam date has been pre-set on May 22 (Friday), 2020, at 5 p.m. in Drake Centre, Room 136.** Please refer to University of Manitoba’s Policy 1305 – Exam Regulations ([http://umanitoba.ca/admin/governance/governing_documents/academic/454.htm](http://umanitoba.ca/admin/governance/governing_documents/academic/454.htm)) or the Undergraduate Program Office for rules and regulations concerning deferred exams.

**Unclaimed Assignments**
Pursuant to the FIPPA Review Committee’s approved recommendations as of August 15, 2007, all unclaimed student assignments will become the property of the faculty and will be subject to destruction six months after the completion of any given academic term.
## ASSIGNMENT DUE DATES AND ASSESSMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong></td>
<td>Tuesday, January 21</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Interview Write-up</strong></td>
<td>Thursday, February 6</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Response-to-Reading Assignment</strong></td>
<td>Thursday, March 5</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Research Report</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Group Formation and Topic</td>
<td>Tuesday, January 21</td>
<td></td>
</tr>
<tr>
<td>b) Report Proposal and Outline</td>
<td>Thursday, January 30</td>
<td></td>
</tr>
<tr>
<td>c) <strong>Group Oral Presentations</strong></td>
<td>Tuesday, March 10 (in class)</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Thursday, March 12 (in class)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tuesday, March 17 (in class)</td>
<td></td>
</tr>
<tr>
<td>d) <strong>Research Report</strong></td>
<td>Thursday, April 6</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Class Participation</strong></td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td><strong>Term Work</strong></td>
<td></td>
<td>60%</td>
</tr>
<tr>
<td><strong>Final Exam</strong></td>
<td></td>
<td>40%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
COURSE SCHEDULE

Tuesday, January 7
Welcome to Communications
Information on Course Content
Paraphrasing and Summarizing
Handouts: - Course Outline
- Article for Summary
- Summary Assignment
- Sentence Structure

Thursday, January 9
Summary Writing, continued

Tuesday, January 14
Writing Responses to Readings
- Personal Tie-in
- SEC strategy
Handout: - Response-to-Reading Guidelines

Thursday, January 16
Communication Fundamentals
- model and process of communication
- barriers to communication
- choice of medium and channel
- ethical communication
Reading: Thill, chapter 1, pp. 3-4, 14-15, 24-28

Tuesday, January 21
Interviewing Skills
- group formation and topic for Research Report
- communication in teams
Handouts: - Interview Assignment
- Research Report (sections on Areas, Topics, and Outline)
DUE: - Summary Assignment

Thursday, January 23
Writing Strategies
- plain language
- words, sentences, transitions, and paragraphs
- active and passive voice
- parallel structure
- style and tone
Reading: Thill, chapter 2, pp. 45-54
Handout: - Textual Analysis Assignment

Tuesday, January 28
Pre-writing Considerations
- audience analysis
- you-attitude
- bias-free language
Reading: Thill, chapter 2, pp. 39-40; 40-44

Thursday, January 30
Post-Writing Activities
- revising
- editing
- proofreading
- conciseness
- punctuation review

Handout: Grammar Exercises for Practice
Reading: Thill, chapter 2 & 3, pp. 48-57, 71-75, 79-83

Due: - Report Proposal and Outline

Tuesday, February 4
Business Style and Listening Skills

Thursday, February 6
Writing Response-to-Reading Assignment
DUE: - Interview Write-up

Tuesday, February 11
Oral Presentation Skills

Thursday, February 13
Strategies for Group Oral Presentations

Monday-Friday; February 17-21 Mid-Term Break

Tuesday, February 25
Direct Strategy
- Routine and positive and messages
Reading: Thill, chapter 5, pp. 141-159
Business Letters and Memos
- format and strategies
Reading: Thill, pp. 255-263; 269-270

Thursday, February 27
Direct Strategy, continued
- positive and neutral messages
Reading: Thill, chapter 5, pp. 141-159

Tuesday, March 3
Indirect Strategy
- negative News messages
Reading: Thill, chapter 6, pp. 176-194

Thursday, March 5
Indirect Strategy, continued
- negative-news messages, continued
Reading: Thill, chapter 6, pp. 176-194
Report Writing
Handout: - Research Report (Organizing and Writing Research Report
Handout)
DUE: - Response-to-Reading Assignment

Oral Presentation groups must hold rehearsals one week before their presentation dates.

Tuesday, March 10
Group Oral Presentations (in class)

Thursday, March 12
Group Oral Presentations (in class)
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, March 17</td>
<td><strong>Group Oral Presentations (in class)</strong></td>
</tr>
<tr>
<td>Thursday, March 19</td>
<td>Social Media and E-mail Guidelines</td>
</tr>
<tr>
<td></td>
<td>- business uses of social networking technology</td>
</tr>
<tr>
<td></td>
<td>- format, style, and strategies</td>
</tr>
<tr>
<td></td>
<td>Reading: Thill, chapter 4; pp. 102-116</td>
</tr>
<tr>
<td>Tuesday, March 24</td>
<td>Indirect Strategy Messages, Continued</td>
</tr>
<tr>
<td></td>
<td>Persuasive Messages</td>
</tr>
<tr>
<td></td>
<td>Reading: Thill, chapter 7, pp. 218-228</td>
</tr>
<tr>
<td>Thursday, March 26</td>
<td>Persuasive Sales Messages, continued</td>
</tr>
<tr>
<td></td>
<td>Ethical considerations in business</td>
</tr>
<tr>
<td></td>
<td>Reading: Thill, chapter 7, pp. 218-228</td>
</tr>
<tr>
<td></td>
<td>chapter 1, pp. 24-27</td>
</tr>
<tr>
<td>Tuesday, March 31</td>
<td>Persuasive Sales Messages, continued</td>
</tr>
<tr>
<td></td>
<td>Reading: Thill, chapter 7, pp. 218-228</td>
</tr>
<tr>
<td>Thursday, April 2</td>
<td><strong>DUE: - Exam Research Report</strong></td>
</tr>
<tr>
<td></td>
<td>- Exam Strategies</td>
</tr>
<tr>
<td></td>
<td>Ethical considerations in business</td>
</tr>
<tr>
<td></td>
<td>chapter 1, pp. 24-27</td>
</tr>
</tbody>
</table>
General Instructions

- Students who scored less than 65% on the LPT should voluntarily do regular work on grammar exercises. This work will assist you in gaining increased knowledge of grammar conventions, and, thus, will enhance your writing proficiency.

- After each assignment is returned, students are required to do the exercises that relate to grammar errors on their written assignments. The required exercises will be indicated on the Grading Sheet attached to your marked assignment.

- After doing each assigned exercise, check your answers using the solutions at the end of the Workbook for Diana Hacker’s *A Canadian Writer’s Reference* (pages are listed below and the answers to the exercises are at the end of the Workbook. Alternatively, you could use any other grammar book for these exercises.

- Hand in your corrected and scored exercises (i.e. check those which are correct and cross those which are incorrect.) as well as a photocopy of your Grading Sheet to me within one week after the graded assignment has been returned. Write your name and the section number on the submitted exercises.

Exercises from Hacker’s Workbook

Sentence Style

- Parallelism - page 1
- Needed words - page 2
- Misplaced modifiers - page 3
- Dangling modifiers - page 4
- Shifts: points of view - page 5
- Shifts: tense - page 6
- Shifts - page 7
- Mixed Constructions - page 8
- Coordination and subordination - pages 9-10
- Faulty subordination - page 11
- Nonsexist language - page 20
- Wordy sentences - pages 14-15
- Active verbs - page 16
- Standard idioms - page 22
- Jargon and pretentious language - page 17
- Slang and level of formality - page 19
- Misused words - page 21
- Clichés and mixed figures of speech - page 23

Punctuation

- The comma: independent clauses, introductory elements - page 49
- Commas: in a series and with coordinate adjectives - page 50
- Commas: non-restrictive elements - page 51
- Major uses of the comma - page 52
- All uses of the comma - page 53
- Unnecessary commas - page 54
- The semicolon and the comma - page 55-56
- The colon, the semicolon, and the comma - page 57
- The apostrophe - page 58
- Quotation marks - page 59
- The period, the question mark, and the exclamation point - page 60
- Other punctuation marks - page 61

Grammatical Sentences

- Subject-verb agreement - page 24
- Subject-verb agreement - page 25
- Irregular verbs - page 26
- Verb tense and mood - page 28
- Pronoun-antecedent agreement - page 29
- Pronoun-antecedent agreement - page 30
- Pronoun reference - page 31
- Pronoun case: personal pronouns - page 32
- Pronoun case - page 33
- Pronoun case: who and whom - page 34
- Adjectives and adverbs - page 35
- Sentence fragments - page 36
- Sentence fragments - page 37
- Run-on sentences - page 38
- Run-on sentences - page 39
- Run-on sentences - page 40

ESL Trouble Spots

- Articles - page 41
- Helping verbs and main verbs - page 42
- Conditional verbs - page 43
- Verbs followed by gerunds or infinitives - page 44
- Order of cumulative adjectives - page 46
- Present versus past participles - page 47
- Prepositions showing time and place - page 48
AACSB Assurance of Learning Goals and Objectives.

The Asper School of Business is proudly accredited by AACSB. Accreditation requires a process of continuous improvement of the School and our students. Part of “student improvement” is ensuring that students graduate with the knowledge and skills they need to succeed in their careers. To do so, the Asper School has set the learning goals and objectives listed below for the Undergraduate Program. The checked goal(s) and objective(s) will be addressed in this course and done so by means of the items listed next to the checkmark.

<table>
<thead>
<tr>
<th>Goals and Objective in the Undergraduate Program</th>
<th>Goals and Objectives Addressed in this Course</th>
<th>Course Item(s) Relevant to these Goals and Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Quantitative Reasoning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Determine which quantitative analysis technique is appropriate for solving a specific problem.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Use the appropriate quantitative method in a technically correct way to solve a business problem.</td>
<td></td>
<td>Quantitative analysis in case assignments</td>
</tr>
<tr>
<td>C. Analyze quantitative output and arrive at a conclusion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Written Communication</td>
<td>✓</td>
<td>Written assignments</td>
</tr>
<tr>
<td>A. Use correct English grammar and mechanics in their written work.</td>
<td>✓</td>
<td>Written assignments</td>
</tr>
<tr>
<td>B. Communicate in a coherent and logical manner</td>
<td>✓</td>
<td>Written assignments and presentation</td>
</tr>
<tr>
<td>C. Present ideas in a clear and organized fashion.</td>
<td>✓</td>
<td>Written assignments and presentation</td>
</tr>
<tr>
<td>3 Ethical Thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Identify ethical issues in a problem or case situation</td>
<td>✓</td>
<td>Chapters 1, 2</td>
</tr>
<tr>
<td>B. Identify the stakeholders in the situation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Analyze the consequences of alternatives from an ethical standpoint.</td>
<td>✓</td>
<td>Reading and writing assignment</td>
</tr>
<tr>
<td>D. Discuss the ethical implications of the decision.</td>
<td>✓</td>
<td>Case Exercise</td>
</tr>
<tr>
<td>4 Core Business Knowledge</td>
<td>✓</td>
<td>Research Report on a company</td>
</tr>
</tbody>
</table>
Academic Integrity

It is critical to the reputation of the Asper School of Business and of our degrees, that everyone associated with our faculty behave with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any dishonesty in our academic transactions violates this trust. The University of Manitoba General Calendar addresses the issue of academic dishonesty under the heading “Plagiarism and Cheating.” Specifically, acts of academic dishonesty include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing test prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved

Group Projects and Group Work

Many courses in the Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic dishonesty. Because of the unique nature of group projects, all group members should exercise special care to ensure that the group project does not violate the policy on Academic Integrity. Should a violation occur, group members are jointly accountable unless the violation can be attributed to a specific individual(s).

Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

In the Asper School of Business, all suspected cases of academic dishonesty are passed to the Dean's office in order to ensure consistency of treatment.
Student Services and Supports

The University of Manitoba provides many different services that can enhance learning and provide support when needed. You are encouraged to visit the below websites to learn more about these services and supports:

<table>
<thead>
<tr>
<th>For Information on…</th>
<th>…follow this link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission, Registration, Tuition Fees, Important Dates, Final Exams, Graduation, and Transcripts</td>
<td>Registrar’s Office</td>
</tr>
<tr>
<td>Academic policies &amp; procedures, regulations, Faculty-specific information, degree and major requirements</td>
<td>Academic Calendar</td>
</tr>
<tr>
<td>Help with research needs such as books, journals, sources of data, how to cite, and writing</td>
<td>Library Resources</td>
</tr>
<tr>
<td>Tutors, workshops, and resources to help you improve your learning, writing, time management, and test-taking skills</td>
<td>Writing and Learning Support</td>
</tr>
<tr>
<td>Support and advocacy for students with disabilities to help them in their academic work and progress</td>
<td>Student Accessibility Services</td>
</tr>
<tr>
<td>Copyright-related questions and resources to help you avoid plagiarism or intellectual property violations</td>
<td>Copyright Office</td>
</tr>
<tr>
<td>Student discipline bylaws, policies and procedures on academic integrity and misconduct, appeal procedures</td>
<td>Academic Integrity</td>
</tr>
<tr>
<td>Policies &amp; procedures with respect to student discipline or misconduct, including academic integrity violations</td>
<td>Student Discipline</td>
</tr>
<tr>
<td>Students’ rights &amp; responsibilities, policies &amp; procedures, and support services for academic or discipline concerns</td>
<td>Student Advocacy</td>
</tr>
<tr>
<td>Your rights and responsibilities as a student, in both academic and non-academic contexts</td>
<td>Your rights and responsibilities</td>
</tr>
<tr>
<td>Full range of medical services for any physical or mental health issues</td>
<td>University Health Service</td>
</tr>
<tr>
<td>Information on health topics, including physical/mental health, alcohol/substance use harms, and sexual assault</td>
<td>Health and Wellness</td>
</tr>
<tr>
<td>Any aspect of mental health, including anxiety, stress, depression, help with relationships or other life concerns, crisis services, and counselling.</td>
<td>Student Counselling Centre</td>
</tr>
<tr>
<td>Support services available for help regarding any aspect of student and campus life, especially safety issues</td>
<td>Student Support Case Management</td>
</tr>
<tr>
<td>Resources available on campus, for environmental, mental, physical, socio-cultural, and spiritual well-being</td>
<td>Live Well @ UofM</td>
</tr>
<tr>
<td>Help with any concerns of harassment, discrimination, or sexual assault</td>
<td>Respectful Work and Learning Environment</td>
</tr>
<tr>
<td>Concerns involving violence or threats, protocols</td>
<td>Violent or Threatening Behaviour</td>
</tr>
<tr>
<td>for reporting, and how the university addresses them</td>
<td></td>
</tr>
</tbody>
</table>