INSTRUCTOR
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Office: 492 Drake Centre
Phone: 204-474-8968
Email: rakesh.mittoo@umanitoba.ca
Office hours: Virtual Meeting Hours: Mondays, 9:15 a.m.-9:45 a.m. (A01); 12:45 p.m. to 1:15 p.m.; more contact times TBA

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Required Texts:

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

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 attending to class (see the relevant pages of the Course Outline. Periodically, the instructor will ask students to answer questions on the contents of the assigned portions of the text.

Writing 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. The assignments submitted must have page numbers. 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, 2020, below the instructor’s name). This is the date on which you’re submitting the assignment to me, not the due date, unless the two are the same.

Course Format and Course Material Requirements
This course will be conducted “live” via videoconferencing using WebEx and will not involve in-person instruction. Classes will be held during the scheduled class time. However, Zoom may be used for presentations, but you will be notified in time if Zoom meetings are scheduled and conducted.
As classes will be delivered synchronously via videoconferencing, a device enabled with a camera and microphone is required. Further, you are expected to be in a location with a reliable Internet connection that is strong enough for streaming video. You may also want to consider using earphones/headset with a mic, unless you have a computer/tablet with good speakers/mic.

**Students will be expected to turn on camera whenever asked by the instructor.**

For exams, which will be administered via the Respondus Lockdown browser, you will need a device such as a computer or a tablet (smartphone will not work) with one of the following operating systems:

- Windows 10, 8, or 7
- Mac OS 10.15 to 10.12, OS X 10.11, or OSX 10.10
- iOS: 11.0+ (iPad only)

**Class Participation (5%, including attendance) and Use of Technology in classes and Exams**

For recording attendance in class, and final exam and for class participation, you will be expected to have your camera and microphone on during class time and for the duration of the exam. You will be asked to leave your camera/mic on for the duration of the class and may be required you to mute yourself and unmute yourself only at certain times. For recording your class participation, the instructor may require you to have your camera and/or microphone on when you speak or for the entire duration of the class.

This course will consist of lectures, in-class discussions, group activities, exercises in revision and editing, and oral presentations. Since you will be practising communication and critical thinking skills during virtual class time, attendance is vital to the development of your communication proficiency. **Five term marks** will be determined mostly by your attendance, preparation, class participation, and completion of these assignments. If any guidelines for participation are changed, these 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. The correct answers will be posted on UM Learn. You’ll receive one bonus mark for completing and submitting the LPT.

**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 early in the course. **Students must make a presentation**
with their group members in class on the day they are scheduled to do so. Students will be encouraged to ask questions at the end of each group’s presentation.

**Important Note:** Failure to present in class with your group members on the scheduled date will result in the loss of 10 marks.

**Group Oral Presentation Dates**
- Wednesday, March 17 (Groups 1-3 in class)
- Monday, March 22 (Groups 4-6 in class)
- Wednesday, March 24 (Group 7 in class)

**Note:** All students are required to attend classes on these dates.

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

**Writing Assignments (55%; see page 7)**

All assignments should be submitted in UM Learn at 11:59 p.m. on the due dates. Assignments submitted by email will not be accepted and graded. Late penalty (a deduction of 5% for each late day) will be applied to assignments submitted after the deadline. Use APA mechanics and citations.
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.

To protect the academic integrity of education at the Asper School, certain protocols will be observed for online exams. For instance, the online exam may be set up such that each student will get a random subset of questions from a larger question bank, which means no two students will get exactly the same exam. Further, a very small number of questions will appear on a screen and you may not have the option to move back to questions you have already answered. The instructor may require your camera be on and directed at you for the entire duration of the exam.

Final Grade: An Important Note
In the event of a skewed distribution of grades, the total course marks may be curved up or down as necessary (the weighting of each component, however, will remain unchanged).

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 made within one week from the date the assignment is graded or 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.
OUT-OF-CLASS COMMUNICATION
Unless otherwise specified in classes, UM Learn will be used as a portal for distributing the course outline, lecture slides, class handouts, grades, etc., and also for emailing the class. Students should submit their assignments, exercises, and reports in UM Learn. Please use my email address to communicate with me to inform me about your needs and for your questions and clarifications.

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 been 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 Friday, May 14, 2021 on UM Learn. Please refer to University of Manitoba’s Policy 1305 – Exam Regulations (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.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary</td>
<td>Monday, February 1</td>
<td>10%</td>
</tr>
<tr>
<td>Interview Write-up</td>
<td>Wednesday, February 24</td>
<td>10%</td>
</tr>
<tr>
<td>Response-to-Reading Assignment</td>
<td>Monday, March 15</td>
<td>10%</td>
</tr>
<tr>
<td>Research Report (Group Assignment)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Group Formation and Topic</td>
<td>Wednesday, January 27</td>
<td></td>
</tr>
<tr>
<td>b) Report Proposal &amp; Outline</td>
<td>Wednesday, February 10</td>
<td></td>
</tr>
<tr>
<td>c) Oral Presentations</td>
<td>Wednesday, March 17 (in virtual class)</td>
<td>10%</td>
</tr>
<tr>
<td>d) Research Report</td>
<td>Wednesday, April 14</td>
<td>15%</td>
</tr>
<tr>
<td>Class Participation</td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>Term Work</td>
<td></td>
<td>60%</td>
</tr>
<tr>
<td>Final Exam</td>
<td></td>
<td>40%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
COURSE SCHEDULE

Monday, January 18  
Welcome to Communications  
Information on Course Content  
Paraphrasing and Summarizing  
Handouts:  
- Course Outline  
- Article for Summary  
- Summary Assignment  
- Sentence Structure

Wednesday, January 20  
Summary Writing, continued

Monday, January 25  
Writing Responses to Readings  
- Personal Tie-in  
- SEC strategy  
Handout:  
- Response-to-Reading Guidelines

Wednesday, January 27  
Communication Fundamentals  
- Model and Process of communication  
- Communication Barriers  
- Choice of Medium and Channels  
- Ethical Communication  
Reading:  
Thill, Chapter 1, pp. 3-4, 14-15, 24-28  
- Group Formation and Topic for Research Report  
- Communication in Teams

Monday, February 1  
Interviewing Skills  
Handouts:  
- Interview Assignment  
- Research Report (sections on Areas, Topics, and Outline)  
DUE: - Summary Assignment; 11:59 p.m. at UM Learn

Wednesday, February 3  
Business Style and Writing Strategies  
- Plain language  
- Words, Sentences, Transitions, and Paragraphs  
- Active and Passive voice  
- Parallel Structure  
- Style and Tone  
Reading:  
Thill, Chapter 2, pp. 38-44; 47-59  
Handout:  
- Textual Analysis Assignment

Monday, February 8  
Pre-writing Considerations  
- Audience Analysis  
- You-Attitude
- Bias-Free Language

**Reading:** Thill, Chapter 2, pp. 38-40; 47-59

**Due:** - Language Proficiency Test at 11:59 pm at UM Learn

**Wednesday, February 10**

Post-Writing Activities
- Revising
- Editing
- Proofreading
- Conciseness
- Punctuation Review

**Handout:** Grammar Exercises for Practice

**Reading:** Thill, Chapter 2 & 3, pp. 47-59, 71-75, 79-84

**Due:** - Report Proposal and Outline; 11:59 p.m. by Email

**February 15-19**

**Winter Break**

**Monday, February 22**

Listening Skills

**Wednesday, February 24**

Writing Response-to-Reading Assignment

**DUE:** - Interview Write-up; 11:59 p.m. at UM Learn

**Monday, March 1**

Oral Presentation Skills

**Wednesday, March 3**

Strategies for Group Oral Presentations

**Monday, March 8**

Direct Strategy
- Routine and Positive Messages

**Reading:** Thill, Chapter 5, pp. 140-159

Business Letters and Emails
- Format and Strategies

**Reading:** Thill, pp. 255-264; 269-271

**Wednesday, March 10**

Direct Strategy, continued
- Routine and Positive Messages

**Reading:** Thill, Chapter 5, pp. 140-159

**Monday, March 15**

Indirect Strategy
- Negative News messages

**Reading:** Thill, Chapter 6, pp. 176-195

**DUE:** - Response-to-Reading Assignment; 11:59 p.m. at UM Learn

**Oral Presentation groups must hold rehearsals using Skype, Zoom, or Google Meets**
Wednesday, March 17

**Group Oral Presentations (in virtual class)**

Monday, March 22

**Group Oral Presentations (in virtual class)**

Wednesday, March 24

**Group Oral Presentations (in virtual class)**

Indirect Strategy, continued
Writing and Organizing Research Report
Handout: Research Report – see Organizing, Writing, and Checklist

Monday, March 29

Indirect Strategy, continued
- Negative-News Messages, continued

Reading: Thill, Chapter 6, pp. 176-195

Social Media and E-mail Guidelines
- Business Uses of Social Networking Technology
- Format, Style, and Strategies

Reading: Thill, Chapter 4; pp. 102-117

Wednesday, March 31

Indirect Strategy Messages, continued
Persuasive Messages

Reading: Thill, Chapter 7, pp. 218-238

Monday, April 5

Persuasive Messages, continued

Reading: Thill, Chapter 7, pp. 218-238

Wednesday, April 7

Persuasive Sales Messages, continued

Reading: Thill, Chapter 7, pp. 218-238

Monday, April 12

Review of Messages Strategies
Ethical Considerations in Business
Chapter 1, pp. 24-28

Wednesday, April 14

**DUE: - Group Research Report; 11:59 p.m. via Email**
- Exam Strategies
  Farewell!
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
- Nonexistent 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
Intended Learning Outcomes

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>
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<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>
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<tr>
<td>2 Written Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Use correct English grammar and mechanics in their written work.</td>
<td>✓ Written assignments</td>
<td></td>
</tr>
<tr>
<td>B. Communicate in a coherent and logical manner</td>
<td>✓ Written assignments and presentation</td>
<td></td>
</tr>
<tr>
<td>C. Present ideas in a clear and organized fashion.</td>
<td>✓ Written assignments and presentation</td>
<td></td>
</tr>
<tr>
<td>3 Ethical Thinking</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A. Identify ethical issues in a problem or case situation  

B. Identify the stakeholders in the situation.  

C. Analyze the consequences of alternatives from an ethical standpoint.  

D. Discuss the ethical implications of the decision.  

Typical Penalties for Academic Dishonesty in the Asper School

If the student is from another Faculty and the academic dishonesty is committed in an Asper course, the student’s Faculty could match or add penalties beyond the Asper School’s.

F-DISC on transcript indicates the F is for disciplinary reasons.

<table>
<thead>
<tr>
<th>ACADEMIC DISHONESTY</th>
<th>PENALTY</th>
</tr>
</thead>
</table>
| Cheating on exam (copying from or providing answers to another student) | F-DISC in course  
Suspension from taking Asper courses for 1 year  
Notation of academic dishonesty in transcript |
| Sharing exam questions electronically during exam         | F-DISC in course  
Suspension from taking Asper courses for 2 years  
Notation of academic dishonesty in transcript |
| Possession of unauthorized material during exam (e.g., cheat notes) | F-DISC in course  
Suspension from taking Asper courses for 1 year  
Notation of academic dishonesty in transcript |
| Altering answer on returned exam and asking for re-grading | F-DISC in course  
Suspension from taking Asper courses for 1 year  
Notation of academic dishonesty in transcript |
| Plagiarism on assignment                                  | F-DISC in course  
Suspension from taking Asper courses for 1 year  
Notation of academic dishonesty in transcript |
| Submitting paper bought online                            | F-DISC in course  
Suspension from taking Asper courses for 1 year  
Notation of academic dishonesty in transcript |
The University of Manitoba provides many different services that can enhance learning and provide support for a variety of academic and personal concerns. You are encouraged to visit the below websites to learn more about these services and supports. If you have any questions or concerns, please do not hesitate to contact your instructor or the Undergraduate Program Office.

<table>
<thead>
<tr>
<th>For Information on...</th>
<th>...follow this link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tech-related issues with UM Learn or videoconferencing</td>
<td>Information Services &amp; Technology</td>
</tr>
<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>---------------------------------------------------------------</td>
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<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 for reporting, and how the university addresses them</td>
<td>Violent or Threatening Behaviour</td>
</tr>
</tbody>
</table>