

INSTITUTE OF CRIMINOLOGY AND CRIMINAL JUSTICE

CRCJ 3002 C WINTER 2016

QUALITATIVE RESEARCH METHODS

INSTRUCTOR: HOLLY THOMAS

Course Meets: Wednesdays, 2:35pm – 5:25pm – Please note that classroom locations are subject to change throughout January. Please check Carleton Central for current classroom information.

Instructor Office Hours: TBA

Teaching Assistant: TBA **Office Hours:** TBA

Course Communication: ALL course correspondence (with your instructor and TA) will be conducted through cuLearn discussion boards and the cuLearn email function. Please utilize the cuLearn discussion boards for general questions and comments and use the cuLearn email function for any matters of a sensitive or individual nature. Correspondence sent to (or from) alternate email accounts will not receive a response. We will do our best to respond to posts and emails within 48 hours (not including weekends) but this may not always be possible during busy times of the semester, so please plan accordingly – especially in advance of assignment deadlines and examination dates.

Prerequisites: third-year standing in the B.A Honours program in Criminology and Criminal Justice. Precludes additional credit for CRCJ 3000, SOCI 2003, SOCI 2001.

Knowledge of the content of the complete syllabus is your responsibility

Course Description and Objectives:

Throughout this course, we will focus on the theory and practice of qualitative methods to better understand how social scientists explore the world around us in a critical manner. We will examine theoretical and methodological issues associated with popular qualitative research practices; including epistemology, subjectivity, reflexivity, observations, field notes, interviews, textual and mediated data, analysis and writing. While we are primarily concerned with qualitative methods, we will also deconstruct the polarity of the quantitative vs. qualitative divide and jump into debates concerning the politics of knowledge construction, truth claims and critiques of the scientific method.

This course will incorporate a multidisciplinary approach to the study of methods and methodology through the use of lectures, interactive learning and practical tutorial workshops – within and outside the classroom. Since the practice of method should not be confined to the classroom or literature, we will strike a balance between the goal of becoming acquainted

with literature on qualitative methods and the objective of gaining practical experience in fieldwork methods. This will be a hands-on learning experience in the craft of qualitative methodology.

The major assignment for the course is a team-based research assignment that uses several smaller assignments as a foundation for its completion. The course will nurture the development of basic qualitative research skills by asking students, working in small research teams, to go through all major steps of knowledge construction. Through the course assignments, examinations and participation requirements, students will learn the craft of research as it pertains to both sociology and criminology as an individual and as a member of a research team. By the time students leave this class they will have acquired all the relevant skills to be able to develop a research problem and question, critique and assess relevant research and literature, construct a research strategy and carry this research design to completion – in practice and in writing.

IMPORTANT COURSE INFORMATION

Attendance and Classroom Expectations:

Please note that class attendance is not a substitute for doing the required reading and vice versa. To ensure a productive learning environment, please come to all classes prepared to participate in individual and group learning activities. Bring your assigned readings and syllabus to every class for your reference. If any lecture slides are used during class, they will be posted on cuLearn shortly after each lecture. Due to copyright issues, not all media products shown or used within the classroom will be posted to cuLearn.

All course requirements **MUST** be fulfilled in order to receive a passing grade – this includes your class attendance and participation components described below. If you do not receive a passing grade (50%) on your attendance and participation components, you will not receive a passing grade for this course. **If you miss more than 3 scheduled classes** during the semester without prior approval, you will be required to schedule a meeting with your instructor to discuss your standing in the course.

Will the lecture slides be posted before class too? Whenever possible, your instructor will post a set of preview slides so that you may follow along during class. These slides should be used as a general outline and will not be a complete set of class slides. If you use the preview slides to aid in note taking during class, please also make sure to download the full set of slides following class to use for study purposes.

cuLearn:

In addition to the lectures and tutorials, online participation is also a vital course component that will help you succeed in this class. We will be using cuLearn (<https://carleton.ca/culearn/>) extensively so please ensure that your account is in working order and that CRCJ 3002 is connected to your account. If you have any problems, please refer to <http://www5.carleton.ca/culearnsupport/students/>.

Please Note: As stated above, all course correspondence with the instructor and teaching assistant will only be conducted through use of the cuLearn discussion boards and cuLearn email function (so that your message will be logged accordingly). Any emails sent to (or from) alternate addresses (gmail, hotmail, etc.) will not receive a response.

Emails to the instructor and teaching assistants should be reserved for matters of a sensitive nature (i.e. illness). Many questions that you may have regarding course material or assignments are often easily answered through this course syllabus or through cuLearn documents so these resources should always be used as your first reference points. Should you require general information regarding the course that isn't available through these resources, please use the cuLearn discussion boards to receive the quickest response to your questions.

cuLearn will also be used to send announcements to the class so it is important that you check the course cuLearn pages and your Carleton email account regularly. Additionally a portion of your course grade will be awarded for online participation through cuLearn (see below for further detail). Please see me if you have concerns about computer access.

Please note: you are responsible for knowing the material and announcements presented during lectures and through cuLearn, whether or not you attend. **In case of illness,** please arrange with another student to get missed notes and announcements (see below). The cuLearn discussion boards are an excellent way to get in touch with fellow students.

Technology Notes:

We live our lives in a society that is saturated with technology. While laptops can be effective tools for learning in the classroom, they can also be a considerable distraction. For this reason, please be considerate of your fellow classmates when using your laptop. If you need to bring mobile communication devices to class, please note that ALL cell phones, blackberries, tablets, portable music players, and similar devices must be switched OFF and placed out of sight for the duration of the class. Headphones are not to be worn under any circumstances. Audio-recording of class discussion, lectures or tutorials is not permitted without the written consent of your instructor.

COURSE REQUIREMENTS & METHODS OF EVALUATION

EVALUATION	WEIGHT	DUE DATE
Participation:		
- Seminar Attendance & Participation	10%	WEEKLY
- Written Reflections	10%	ONGOING
- Required Group Consultation	*see below	AS SCHEDULED
Exams:		
- Midterm Examination	20%	FEBRUARY 10 TH
Assignments:		
- Individual Literature Review	15%	JANUARY 27 TH
- Individual Methodological Reflection	10%	MARCH 2 ND
- Collaborative Research Paper	35%	MARCH 30 TH

Participation:

A portion of your participation grade is drawn directly from class and workshop preparation and attendance. The remainder of your participation grade is allocated to in-class and online participation and is largely evaluated through critical written reflections, workshop group activities and/or discussion contributions. **Ten percent** of your participation grade comes directly from attending class/workshops and actively contributing to class discussions. If you do not regularly engage in class discussions throughout the semester, you will not be eligible for high marks for this course component. I expect that all students will have completed the assigned readings prior to our class each week and will come to each class with questions and issues to discuss. Please see cuLearn for further details concerning how in-class participation grades will be assessed.

The additional **ten percent** is allocated to the satisfactory completion of the in-class or online (cuLearn) written reflections, which will be related to required readings, lectures, workshops, methodological practice and/or various discussion questions. **In-class written reflections** must be completed during the class in which they are assigned and cannot be submitted after this time. **Online written reflections** will be posted online throughout the term with an assigned timeframe for completion. As such, cuLearn engagement is a critical component of your course related responsibilities. **Students are required to submit five reflections** throughout the semester to be eligible for full marks for this component; however, a minimum of seven will be available. Should students choose to submit more than five reflections, their five highest marks will be taken for their grade here.

I was sick/at work/driving my mother to an appointment/lost in transit/etc. during a class. Can I complete the in-class written reflection and hand it in via email? There are no 'make-up' opportunities for missed attendance or reflections as the participation evaluation system is set up in a manner that accounts for the realities of student life. Should you miss a class due to illness, you may still be in a position to receive full marks provided you are keeping up with course requirements and contributing regularly throughout the semester. If continual absence is required due to exceptional cases of illness, supporting medical documentation may be considered on an individual basis.

I could not attend class last week, can you please let me know if I missed anything important? Your instructor and teaching assistant are not in a position to re-teach the material of any given class to individual students. No matter what the reason for your absence, you still miss three hours of important content every time you miss a class and it is your responsibility to make sure you do your best to 'catch up'. If you must be absent for any reason, it is advisable to read through your assigned readings and the lecture slides (in detail) and try to obtain class notes from another student. If you have any questions or need clarification after doing so, visit your instructor or teaching assistant during office hours. Email is not appropriate for extended conversations regarding course material.

* **Required Group Consultation:** To be eligible for the full participation grade, you must attend and participate in a **mandatory group consultation in March**. While there is no allocated grade for this meeting, it is required for submission of a final

paper. No exemptions will be made without medical documentation and prior consultation with your instructor. An unexcused absence from this consultation will result in an automatic 15% deduction from your participation grade. Details for the group consultations will be discussed further in class – your group will be required to provide a brief prep document (for participation marks) to the instructor in advance of your meeting.

Individual Literature Review:

Your literature research assignment is due on or before **Wednesday, January 27th, 2016**. This assignment will help you improve your research, analysis and writing skills by developing a miniature literature review regarding crime and media. The literature review will be assigned early in the semester. While this assignment is to be completed as individuals, your topic and assignment guidelines will be relevant to your collaborative research project so students are expected to coordinate with their research team members.

*As part of your literature review, you will also be required to submit a short list of potential interview questions to be used in your second assignment (details will be discussed in class).

Midterm Examination:

Your midterm examination will be held on **Wednesday, February 10th, 2016**. The midterm will cover ALL material (lectures, guest lectures, workshops, required readings, and videos) up to and including Wednesday, February 3rd, 2016.

What should I study more, the textbook or lecture material? Both are important and we will review study strategies in advance of each exam. Only studying the course slides or the textbook will be detrimental to your success as multiple choice questions will draw on both (along with other course materials noted above). Regularly keeping up with your readings, attending and participating during class, and visiting office hours for further clarification will help decrease stress during the midterm period.

Individual Methodological Reflection:

Your methodological reflection is due on or before **Wednesday, March 2nd, 2016**. This short paper (3-4 pages in length) will require the practice of three components integral to the research process: practical experience in intensive, semi-structured interviewing, coding and analysis, and reflexivity. While this assignment is to be completed as individuals, your topic and assignment guidelines will be relevant to your collaborative research project. Assignment guidelines will be discussed prior to the midterm examination.

Collaborative Research Paper:

Your final collaborative research paper involves the planning, execution and analysis of a triangulated qualitative research project concerning representations of crime in media. The final paper will be 20-25 pages in length (bibliography and cover page do not count as pages) and will be completed in groups of 4-5 students. The final project is a *staged assignment* and will be the collaborative result of individual and group work completed throughout the semester in close consultation with myself, your teaching assistant, and your research team.

Given the collaborative nature of this assignment, each member of the group receives the same grade for the entirety of the project – group management and division of labour is at the discretion of each research team. Assignment guidelines will be discussed in the early weeks of the course. **Your final research paper is due on or before the last day of class: March 30th, 2016.**

Peer evaluation will be a requirement of project submission and may impact your assigned grade. Please ensure that you speak with the instructor or TA immediately if you are having trouble organizing your time as a group or if you have an issue with group members neglecting their commitments – do not wait until the end of the semester or after the final project has been submitted as it is easier to resolve group problems earlier on.

Submission of all individual assignments and attendance at a research team consultation during class time on March 9th, 16th, or 23rd are mandatory requirements for acceptance of the final paper. A final passing grade will not be assigned to students who have missed any major evaluations for this course.

GENERAL ASSIGNMENT AND EXAM GUIDELINES

Assignment Submission: Assignments are due at the beginning of class on the assigned date. Assignments may be submitted prior to the deadline (see below for submission guidelines). Please provide a printed hard copy of your assignments and retain digital copies for the duration of the academic year. **Do not** submit assignments to the Instructor or TA by e-mail or under office doors.

I can't make it to class that day, can I submit the assignment via email? If it is impossible to submit your assignment during class time, it must be handed in prior to class. You may submit your assignment to a departmental administrator or to the assignment drop box in the Criminology (5th Floor) main office in the Loeb Building.

If your assignment is not received by the main office or in class at 11:35am on the day it is due, it will be considered late. If you arrive after class has started and your instructor is lecturing, do not disrupt other students or interrupt the instructor to hand in your paper – please wait until the break. **All late assignments** will be subject to a deduction of three percent per day, including weekends and holidays – no exceptions. Assignments will not be accepted any later than five days past their due date without prior instructor approval for an official extension.

Medical Extensions: There will be no **extensions** granted for assignments without exceptional circumstances and only papers that are accompanied by a medical certificate (specifying your illness and length of incapacitation) may be exempted from late penalties. Extensions for medical concerns must be discussed and approved by your professor prior to submission of your paper. Likewise, makeup midterm exams will only be considered and/or scheduled in exceptional medical circumstances (with supporting documentation). All final papers in need of extensions will be subject to formal deferral procedures through the office

of the registrar. Because of the collaborative nature of the final paper, should one student be granted an extension or deferral for exceptional circumstances, the rest of the group will not be negatively impacted by this necessity.

Format: Any written material that you hand in must be double spaced and written in 12pt. font. Your paper must use default margins and include page #s and a cover page with: 1) a title; 2) your name and student No.; 3) course name with section (CRCJ 3002 C); 4) the names of your group members; and 5) your instructor's name: Holly Thomas.

All written work for this course must be in your own words (except when using cited direct quotations as supporting evidence). This includes not only assignments and exams but also participation submissions. **Plagiarism** is taken very seriously. Please see below for further information.

Grading and Extra Credit: Work is graded according to quality, effort, and a demonstrated understanding of the key concepts and ideas of the course/assignment. A grade of "B" indicates good work. It means that you have made adequate effort, have shown that you understand the main ideas, and have met the expectations of the class. To get a grade in the "A" range, your work must surpass those expectations. In short, "A's" are reserved for work at an excellent level. Grades of "C" or below indicate that you have not fulfilled the expectations of the coursework, either by not completing all parts of the assignment or by not putting in the required time and effort. There will be no opportunity for individual 'extra credit' assignments – no exceptions.

Feedback and Grade Review Policy: If you need further clarification regarding your written assignment feedback, please see your teaching assistant during office hours to discuss your paper in-depth. If you are unsatisfied with your grade and feel that merits of your assignment were overlooked, these are the steps to that need to be followed: Grade appeals and petitions are welcome, but will only be considered if accompanied by a reasoned argument (in writing) that demonstrates thoughtful reflection on the merits overlooked in one's work (in accordance with the assignment or exam guidelines). Students interested in pursuing grade appeals must notify the **teaching assistant** by email and hand in their marked assignment and their written argument (in class, during office hours, or to the CRCJ drop box) for review.

BIBLIOGRAPHY

Your textbook and mandatory course reading package are available through **Octopus Books**, located at 116 Third Avenue (near Bank Street). Phone: (613) 233-2589, Website: <http://octopusbooks.org/>.

Textbook: van den Hoonaard (2015). *Qualitative Research in Action: A Canadian Primer* (2nd ed.). Don Mills, ON: Oxford University Press.

Course Reading Package*: Thomas, H. ed. (2015) *CRCJ 3002D Qualitative Methods*.

Additional required and supplementary readings or other relevant material may be posted on cuLearn. It is your responsibility to use course readings to prepare for class and evaluations accordingly. Please bring copies of your readings to class and workshops.

Do I have to buy the latest edition of the van den Hoonaard book? This is your decision to make. **The latest edition of the textbook is always recommended** because it will be used when constructing course and exam materials. The first edition retains a similar structure, so the foundations will be the largely the same; however, statistics, resources, and examples reflect more recent content.

**also available through ARES*

COURSE CALENDAR

Please note that occasionally the lecture schedule may vary slightly from the course outline

Week 1: January 6th

Introduction to Qualitative Social Research

Our first class will serve as an introduction to the various themes and methods we will encounter during the term. We will focus on the role that qualitative research plays in social science, as well as the strengths and limits of qualitative research design in the social sciences.

Introduction to syllabus & research team formation

Required Readings:

1. **Ferrell, J., K. Hayward and J. Young 2008.** 'Dangerous Knowledge'. in Ferrell, J., K. Hayward and J. Young, *Cultural criminology: An Invitation*. London: Sage, 158-193.

Week 2: January 13th

The Qualitative Turn: Exploring the theoretical and epistemological foundations of qualitative research

This session will consider key questions concerning the relationship between qualitative research, constructivism and epistemology. We will discuss various theoretical assumptions of qualitative research and explore how social theory can be intermingled with the research process.

Workshop: Formulating a Research Question

Required Readings:

1. **Becker, H.S. 1967.** 'Whose side are we on?' *Social Problems*, 14 (3), 239-247.
2. **Denzin, N.K. and Y.S. Lincoln 2003.** 'Introduction: the discipline and practice of qualitative research' in N.K. Denzin and Y.S. Lincoln (eds.), *Strategies of Qualitative*

Inquiry, 2nd edition. London: Sage, 1-45.

Week 3: January 20th

Where to Begin: Research Design and Proposal Writing

This session will explore the 'how to' of research design by focusing on the relationship between research question and research plan, the relationship between theory and analysis, as well as the importance of literature review, justifications, reflexivity and contributions.

In-Class Library Workshop: Research Techniques

Required Readings:

1. **Corbin, J. and A. Strauss. 1990.** 'Grounded Theory Research: Procedures, Canons and Evaluative Criteria'. *Qualitative Sociology*, 13/1: 3-21.
2. **van den Hoonaard (2015).** 'Chapter 3: Strategies for Designing Research'. *Qualitative Research in Action: A Canadian Primer*. Canada: Oxford University Press: p34-54.

Week 4: January 27th

INDIVIDUAL LITERATURE REVIEW DUE

Collecting Data: Research through Participation and Observation

In this session, we will discuss practical matters of immersing yourself in social spaces for research purposes. We will discuss how to negotiate access, how to take systematic field notes and explore debates regarding deception, participation, interpretation, and consent in participant observation research.

Workshop: Observation and Field Notes

Required Readings:

1. **van den Hoonaard (2015).** 'Chapter 5: Observing Social Life through Field Research. *Qualitative Research in Action: A Canadian Primer*. Canada: Oxford University Press: p75-98.
2. **van den Hoonaard (2015).** 'Appendix B: Sample Field Notes'. *Qualitative Research in Action: A Canadian Primer*. Canada: Oxford University Press: p196-197.
3. **Murthy, D. 2008.** 'Digital Ethnography: An Examination of the Use of New Technologies for Social Research'. *Sociology*, 42/5: 837-855.

Week 5: February 3rd

Collecting Data: Techniques for Individual and Group Interviewing

In this session, we will explore the basics of the one-on-one interview, group interviewing and focus groups, with a particular focus on meaning-making and guided conversation during the interview encounter while examining various techniques to use depending on who you are interviewing and why.

Workshop: Practical Strategies for Successful Interviews and Focus Groups

Required Readings:

1. **De Leon, J., and J. Cohen. 2005.** 'Object and Walking Probes in Ethnographic Interviewing'. *Field Methods*, 17/2: 200-204.
2. **van den Hoonaard (2015).** 'Chapter 6: In-Depth Interviewing'. *Qualitative Research in Action: A Canadian Primer*. Canada: Oxford University Press: p99-119.

Week 6: February 10th

**MIDTERM EXAMINATION
NO READINGS**

Week 7: February 17th

**WINTER BREAK: FEBRUARY 15th – 19th
NO READINGS**

Week 8: February 24th

Collecting Data: Working with Texts and Cultural Artifacts

In this session, we will learn to make sense of interview transcripts, as well as secondary data such as media articles, television programs or textual discourse. This session will cover the basics of various forms of textual analysis, interpretation and reflexivity by discussing the strengths and limitations of text-based research.

Workshop: Coding and Analyzing Text

Required Readings:

1. **Slater, D (1998).** 'Analysing Cultural Objects: Content Analysis and Semiotics'. Seale, C. (ed). In *Researching Society and Culture*. London: Sage. 233-244.
2. **van den Hoonaard (2015).** 'Chapter 7: Unobtrusive Research'. *Qualitative Research in Action: A Canadian Primer*. Canada: Oxford University Press: p120-138.

Week 9: March 2nd

INDIVIDUAL METHODOLOGICAL REFLECTION DUE

Ethics and the Research Process: The Role of the Researcher and the Institution in Ethical Social Research

In this session we will discuss the rise of ethics review boards (ERBs) and their role in governing university sanctioned research in the social sciences. We will revisit recurring debates for ethical researchers and discuss various models of research ethics in social science, with a particular focus on ethics during the research encounter.

Workshop: The Ethics Proposal Process

Required Readings:

1. **van den Hoonaard (2015)**. 'Chapter 4: Ethics on the Ground: A Moral Compass'. *Qualitative Research in Action: A Canadian Primer*. Canada: Oxford University Press: p55-74.
2. **Haggerty, K. 2004**. 'Ethics Creep: Governing Social Science Research in the Name of Ethics'. *Qualitative Sociology*, 27/4: 391-414.

Week 10: March 9th

RESEARCH TEAM CONSULTATIONS PART 1: Sign up for your meeting time on CuLearn

Required Readings:

1. **van den Hoonaard (2015)**. 'Chapter 9: Trust the Process: Analyzing Qualitative Data'. *Qualitative Research in Action: A Canadian Primer*. Canada: Oxford University Press: p155-171.
2. **van den Hoonaard (2015)**. 'Chapter 10: Writing Up Qualitative Research'. *Qualitative Research in Action: A Canadian Primer*. Canada: Oxford University Press: p172-191.

Week 11: March 16th

RESEARCH TEAM CONSULTATIONS PART 2: Sign up for your meeting time on CuLearn

Week 12: March 23rd

RESEARCH TEAM CONSULTATIONS PART 3: Sign up for your meeting time on CuLearn

Week 13: March 30th

LAST CLASS – FINAL PAPER DUE

Wrapping Up: Where do we go from here? The horizon of qualitative research

In this week's session, we will hand in our final collaborative research papers, reflect on our methodological journeys and hands-on experiences with qualitative research methods and revisit any lingering substantive, theoretical or workshop material and debates. We will also devote time to reimagining the methodological

landscape to adapt to changing research needs and explore the contours of contemporary qualitative innovations and reassess the boundaries between quantitative and qualitative analysis by exploring the strengths and limitations of mixed methods research.

Required Readings:

1. **Bryman, A. 2007.** 'Barriers to Integrating Quantitative and Qualitative Research'. *Journal of Mixed Methods Research*, 1/1: 8-22.
2. **van den Hoonaard (2015).** 'Chapter 8: New Directions in Qualitative Research'. *Qualitative Research in Action: A Canadian Primer*. Canada: Oxford University Press: p139-154.
3. **van den Hoonaard (2015).** 'Appendix C: Checklist for Writing Research Reports'. *Qualitative Research in Action: A Canadian Primer*. Canada: Oxford University Press: p198.

CARLETON 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/>

Letter Grades

In accordance with the Carleton University Undergraduate Calendar (p 39), 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			

WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

Standing in a course is determined by the course instructor and subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision.

No grades are final until they have been approved by the Dean.

Intellectual Property:

Classroom teaching and learning activities, including lectures, discussions, presentations, etc. (created by both instructors and students) are copyright protected and remain the intellectual

property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the instructor and/or other copyright holder(s).

Plagiarism:

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

What are the Penalties for Plagiarism? A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; and/or a reprimand; a refusal of permission to continue or to register in a specific degree program; academic probation; award of an FNS, Fail, or an ABS.

What are the Procedures? Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor – all suspected cases of plagiarism are reported. When an instructor suspects a piece of work has been plagiarized, the Associate Dean of the Faculty who conducts a rigorous investigation, including an interview with the student.

The Policy is strictly enforced and is binding on all students. Plagiarism and cheating – 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 graduate degree. Academic dishonesty in any form will not be tolerated.

Requests for Accommodations:

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

- ***Pregnancy obligation:*** write to me 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: <http://www2.carleton.ca/equity/>
- ***Religious obligation:*** write to me 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: <http://www2.carleton.ca/equity/>
- ***Academic Accommodations for Students with Disabilities:*** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and 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 me to ensure accommodation arrangements are made. Please note, the deadline for examination accommodation arrangements through the PMC is March 6th, 2016 for April examinations: <http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/>.

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://www2.carleton.ca/equity/>

Other Services for Students:

Student Academic Success Centre (SASC): www.carleton.ca/sasc

Writing Tutorial Services: <http://www1.carleton.ca/sasc/writing-tutorial-service/>
