



Global and International Group Project

GINs 3100B Winter 2020



Class: Tuesday 8:35-11:35 481 Learning Lab Discovery Centre (Library)

Instructor: M. Steckley marylynn.steckley@carleton.ca

Office Hours: Thurs. 5:30-6:30pm Richcraft Hall 1404R & by phone appt.



Course Overview: This is work-based practicum in Global and International Studies. Through our innovative e-learning environment, students partner with Cuso International on the multi-country project "Follow the Feminist Africa". Students will identify, map, and investigate key leaders, movements and organizations in Cameroon, Ethiopia, Nigeria and Tanzania who are struggling for gender equity, and the rights of women and girls. In concrete terms, we will conduct a situation analysis of feminist and women's rights movements to inform and advise on Cuso International's Gender and Social Inclusion programming, which is committed to providing meaningful, life-giving, and enriching education, and economic opportunities for women, and to bolster women's movements as they seek gender equity. This course provides opportunities for students to develop practical skills in multi-scalar research, gender analysis, and to participate in the development of gender-inclusive programming. Beyond this, student also have the unique opportunity to work in consultation with professionals in the field.

Class Format: This is a small group-work (5-6 students per group), writing-intensive course predominant method of learning is hands-on “e-volunteering”. Our projects respond to the needs and goals expressed by Cuso International country offices. Throughout the semester, students will also work with various contacts that are relevant to respective topics: librarians, researchers, and advocacy groups. Come to class prepared, and ready to work. Be prepared to commit yourself to this internship for 8 hours per week outside of class time. At the end of the term, your team will have produced a written report and powerpoint presentation for your country office partner, and you must be prepared to meet with the Country Office staff to discuss the report should the office request clarification or follow-up.

As your professor, I am a *facilitator* of your projects. I am here to help you formulate your project, examine the literature related to your topic, brainstorm, problem solve, and provide feedback on your progress. Ultimately, however, you are in the driver’s seat!

On the academic and career development front, this course offers an experiential learning opportunity, and you will be sure to enrich your analytical, communications and project development skills. While you are indeed pursuing your volunteer work as a course component, it is important to emphasize that your contributions are first and foremost a response to the needs and interests of women’s movements in Cameroon, Ethiopia, Nigeria, and Tanzania. Ultimately, the quality and strength of your work will be judged by those on the ground. It is important to be cognizant of the fact that our work in this course impacts real lives: this is both an exciting opportunity, and a hefty responsibility. We will work together, with intellect, openness of spirit, and cooperation to ensure that our work is of top quality.

Learning Outcomes

1. Gain practical experience for career development in global and international studies including: task-based problem solving and task prioritization; decision making; station analysis; professional written and verbal communication; cooperative work strategies.
2. Develop communication, interpersonal, and collaborative writing and research skills by working in the dynamic of a group.
3. Gain skills and knowledge required for success in working in international contexts, building: cross cultural competence; the ability to cope with and respond appropriately to changing circumstances and project goals; patience, discipline, and flexibility, particularly as projects are adjusted when they go awry; an appreciation for diverse work patterns while remaining committed to deadlines; sensitivity to others, and open to different viewpoints and management structures.

Evaluation

Following Communication Protocol	3%
In-Class Participation & Attendance	15%
Desk Review of Literature	10%
Due to cuLearn: January 22nd, 12noon Length: 1000 words MAX	
Meeting with Sally Sax, Creation and Distribution of Reading List	5%
Research Plan	10%
Due to cuLearn: January 28th, 12noon Length: 7500 words MAX	
Communications Log	10%
Peer Review	7%
Group Presentation	10%
Presented in class: April 7th	
Final Report	35%

Late Policy: No extensions will be granted without approval from the Professor and your respective Country Representative. Deductions of 10% per day begin immediately after the deadline. Assignments more than 7 days late will not be accepted. Assignments will not be accepted by e-mail. Please keep a copy of all assignments.

Communication: In this class, your ability to follow our communication policy is worth 3% of your final grade. I aim to create an excellent communication environment, and emails are not a meaningful way for us to address your questions. Rather, discussion (in class, during office hours, or by phone) allow us to get to know each other better and foster a more collegial learning atmosphere. With that in mind, **I will not answer questions by email.** However, no matter what question you have, you have the means to answer it! If you have a question, here are the steps:

1. First, use class time to ask your questions.
2. Outside of class, use the Q&A forum on cuLearn to ask questions.
3. If you have questions that are sensitive, and that you cannot post to cuLearn, visit me in my office hours.
4. If for some reason, you **cannot** ask your question in class, post your question on cuLearn, or visit me in my office hours, I can be available for a phone meeting. **Use email only as a tool to request a phone meeting with me.** If you would like to request a phone meeting, use the subject line "GINS3100 Meeting request." Your message should include three times that you are available to connect, your phone number and a brief (one-two sentence) description of the meeting purpose. Emails sent for any other reason will not be considered or acknowledged.

Project Overview: "Follow the Feminist Africa"

The feminist/women's rights movement, while sometimes perceived as a western construct, has many expressions around the world. In this research project, we explore the concrete ways that feminist and women's movements have evolved, and their contemporary expressions in Cameroon, Ethiopia, Nigeria, and Tanzania. We hope to deepen understandings of African feminisms, to explore whether and how gender equality may be imposed as an agenda, and to identify how the alleged imposition of gender inequality might be mythical. In practical terms, this research will inform Cuso International programming decisions, and will draw from the experiences, activism, and programming of local actors and stakeholders.

Research Objectives:

Students will conduct a situational analysis of the feminist/women's rights movements in four African countries — Cameroon, Ethiopia, Nigeria, and Tanzania. This work will inform the development of gender equality and social inclusion programming at Cuso International.

Project Outcomes:

1. To understand regional and country level contexts and trends (political environments, legal frameworks, cultural influences) that impact feminist movements, particularly as these relate to gender-based violence, sexual and reproductive health, women's political participation, and economic justice.
2. Map key stakeholders, including: individuals, grassroots organizations, non-governmental organizations, and other networks as they become apparent. Analyze the relationships between actors (horizontally and in relation to power-holders in each country)
3. Identify tangible partners and entry points for Cuso International with the goals to strengthen programming in gender equality and social inclusion. This will include sector specific partners (environmental, political, cultural), as well as opportunities to support and collaborate with national and/or locally driven efforts to advance gender equality and women's empowerment.

Methodology:

1. Secondary data review and summary review of research to date.
2. Analysis of Cuso project documents and reports (ie. gender analysis reports, SHARE annexes). Supplied by Cuso's Gender Equality & Social Inclusion (GESI) Lead.
3. Interviews and/or surveys with Cuso staff, volunteers, and partners.
4. Consult with stakeholders and actors in the feminist movement in respective countries.
5. Other appropriate tools and models for enquiry can be developed by student teams.

Cuso International Country Representative Contacts:

Ethiopia: Wendwossen Kedebe wendwossen.kebede@cusointernational.org

Tanzania: Romanus Mtunge romanus.mtunge@cusointernational.org

Nigeria: Ebrima Sonko ebrima.sonko@cusointernational.org

Cameroon: Francois Awoukeu francois.awoukeu@cusointernational.org

Week	Date	Course Schedule
1	Jan 7	Introduction to the Course & Meeting the Community Partner
2	Jan 14	Knowing your Resources: Desk Review & 9:30am Sally Sax (BGInS Library Research Specialist)
3	Jan 21	Presentation: Succeeding in GINS3100 Sidney Anthony Team Meetings: Finalizing Desk Review; Making a Research Plan
	Jan 22	DUE: Desk Review of Literature Wednes. January 22nd 12pm to cuLearn
4	Jan 28	Team Meetings: Finalizing Research Plans & Interview Guides
Jan 29-Feb 1		Teams Present of Initial Findings & Research Plan to Cuso Partners (Online Chat)
	Jan 29	DUE: Research Plan Wednes. January 29nd 12pm to cuLearn
5	Feb 4	Workshop: Conducting Interviews Team Meetings: Crafting Interview Guides & Data Collection Plan
	Feb 5	DUE: Meeting with Sally Sax & Informed Reading List Wednes. Feb 5th 12pm to cuLearn
Feb 4-11		Data Collection: Conducting Online Interviews
6	Feb 11	Workshop: Analyzing Interview Data
		Due: Peer Evaluations to cuLearn
Feb 11-25		Data Collection & Analysis: Conducting Online Interviews
	Feb 18	Winter Reading Break *No In-Class Meeting*
7	Feb 25	Workshop: Final Reports & Cuso Research Paper Template
	Feb 26	Due: Data Analysis Wednes. February 26th 12pm to cuLearn
8	Mar 3	Online Team Meetings *No in-person Meeting this week*
		Due: Draft Report March 5th 12pm to your Shared Google Doc. (Remember to Share link on cuLearn)
9	Mar 10	Team Meetings: Draft Report
10	Mar 17	Team Meetings: Finalizing Draft Report
		Draft Group Reports and CuPortfolios Due to Cuso International
Mar 17-27		Reports being reviewed by Cuso International
11	Mar 24	Workshop: Group Presentations
12	Mar 31	Dry Run: Group Presentations
13	Apr 7	Final Group Submission to cuLearn by Cuso International
		DUE: Peer Evaluations

Weekly Outline Overview:

Week 1: Introduction to the course, January 7

- Review Syllabus, Establish group projects, Meeting Cuso International/Sign Contracts
- **Team Meeting:**
 - Identify skills & interests of group members, look over the syllabus and project, review the Desk Review Outline, and the expectations for the coming weeks (syllabus)
- **Homework:**
 - Establish a Group Communications Leader: this will be the person responsible for all communication with your Cuso International Country Office Partner
 - Connect with your CUSO Partner Point Person (Communications Leader), Request Country Specific Readings, Distribute Readings
 - Read:
 - All Students: African Women's Development Fund Repository (AfriREP)
 - AfriREP is an open access digital library featuring critical resources on African feminism and women's rights movements in Africa. <http://awdflibrary.org/>
 - Cameroon: *see country representative*
 - Ethiopia: Seetawet (Ethiopian Feminist Org) <https://www.setawet.com/>
 - Tanzania: Tanzania Gender Networking Programme <https://tgnp.org/>
 - Nigeria: Girl Power Initiative (Nigeria) <https://www.gpinigeria.org/>

Week 2: Meeting the Community Partner, January 14th

- **Team Meetings:**
 - Discuss our 'class manifesto': the transition from being a gathering of students to becoming a community of co-learners.
 - 9:30 Meet our BGIInS Library Specialist (Sally Sax)
 - Communications Log: Report your learnings, reflect on whether your goals were accomplished, discuss the barriers, & set goals for the coming week
 - Make a plan: how you will approach the desk review- brainstorm the outline
- **Homework:**
 - Meet with Sally Sax to identify country specific readings & distribute readings. Be sure to take notes during your meeting! Take the librarian's guidance, document the new literature, and case studies so they be used to guide your reading in the coming weeks.
 - Read, and begin to Draft your Desk Review of Literature
 - Connect with Country Representative to schedule a meeting between January 28th- February 1st to share Initial Findings (Desk Review of Literature) and Research Plan).

Week 3: Finalizing a Research Plan January 21st

- **Presentation:** Succeeding in GINS3100
- **Team meetings:**
 - Communications Log:
 - When is/was your library specialist meeting? Comment on task distribution/team work during the crafting of your Desk Review. What worked? What problems arose? Did all contribute? How can you adapt to make future collaborations more successful?

- Finalize Desk Review of Literature
- Brainstorm Research Plan (Due January 29th)
- Discuss Interviewee list: You should be able to get recommendations for first interviews from your CR. Following that, establish who will find initial interview contacts; you can each find a certain number of people, or you can allocate this task to 2 group members.
- **Homework:**
 - Finalize & Submit Desk Review of Literature **Due January 22nd**
 - Begin your Research Plan: identify and distribute main tasks; make an initial project work plan **due January 29th.**
 - Confirm meeting with Country Rep. between January 28th-February 1st to share Initial Findings (Desk Review of Literature) and Research Plan).
 - Continue to read from your reading list. Start with the list of readings recommended by your Country Representative (CR) & Sally Sax (BGLnS Library specialist)
 - Prepare a 2-5 minute progress update- you will present this to the group next class.

Week 4: Finalizing Research Plan/ Crafting Interview Guides January 28th

- **Workshop:** Interview Guides
- **Team meetings:**
 - Short 2-5 minute presentation from each group on their progress to date. Highlight strategies that are working, and challenges that need to be brainstormed.
 - Finalize Research Plan
 - Synthesize accomplishments to date, identify concrete pathways forward (next steps) as you envision them, and write down 3-5 questions that you need answered by Cuso Country Representative in order to progress in your work.
 - Brainstorm Interview Guide
 - Communications Log:
 - Offer a bullet point list of your Country Representatives comments on your Desk Review and Research Plan
 - Detail last week's readings, findings and relevance of the readings conducted by each person in the group.
- **Homework:**
 - Finalize & Submit Research Plan **due January 29th**
 - Between **January 29th and February 1st:** Connect with your Cuso Partner Point Person (Communications Leader). Share findings of Desk Review and Research Plan. Ask Country Representative for Initial participants for your Interviewee list, be sure to get their contact information! Ask Country Representatives for Readings/Reports to add to your reading list. Ask your Country Representative clearly if there are questions that they would like you to ask interview participants.
 - Identify 1 or 2 researchers or experts with whom you will set up an interview(s)
 - Continue distributing & completing reading list. Organize a place for sharing reading overviews (in-person/online?), and establish how these will inform your report

Week 5: Conducting Interviews Data February 4th

- **Team meetings:**
 - Communications Log:
 - Finalize Draft Reading List (due February 5th)
 - Make a Data Collection Plan (who will conduct interviews? who will identify and contact interviewees? what will your time line be?)
 - Draft Interview Guide & review with Dr. Steckley
- **Homework:**
 - Submit Draft Reading List (Based on Meeting with Sally Sax, your Country Representative and other Cuso Resources): **Due February 5th**
 - Finalize your Interview Guide & Begin interviews
 - Write emails and set up Skype conversations with relevant experts. Document interviews/meetings in your communication log. Ask interviewees/partners for Readings if there are themes you think they have expertise on that would inform your report.
 - Continue to Read and enter summaries as your team has decided.

Week 6: Analyzing Interviews February 11th

- **Workshop:** Qualitative Data Analysis
- **Team Meetings:**
 - Communications Log
 - Review Cuso's Final Report Template. Identify authors for each section/distribute tasks.
- **Homework**
 - Continue to conduct interviews and collect data
 - Continue to write emails and set up Skype interviews with relevant experts. Be sure to document these interviews/meetings.
 - Continue to Read and enter summaries as your team has decided
 - Brainstorm your section(s) of the Final Report

Winter Reading Week: Feb 11-25

- Conduct Interviews & Analyze Results. Craft your Data Analysis.
- Review Cuso's Final Report Template. Identify authors for each section. Begin to work on your sections.

Week 7 Final Reports & Cuso Research Paper Template Feb 25

- **Team meetings:** Cuso Research Paper Template Review
 - Communications Log
 - Finalize your Data Analysis: **Due February 26th**
 - Share Final report sections: outlines, review deadlines, plan next steps
- **Homework:**
 - This week you will draft your report.
 - Your draft is due to the group shared google doc by **March 5th 12pm** please remember to share your group's google doc link on cuLearn.

Weeks 8: Final Report Drafts

• Homework:

- Individuals: Review the project draft in detail
- Online Team Meetings: Meet with ALL team members either in-person or via Skype
 - If there are problems with the draft, identify these now.
 - If team members have not contributed, take note of these in your Communication Log
 - Identify the strong writers/editors. Who can take the lead to edit/revise. For those who do not edit/revise, what other contributions will they make to the group?
- Polish your Draft before our Meeting on March 10th
- Communications Log

Weeks 9: Finalize Reports March 10th

- **Team Meetings:** Meeting with Dr. Steckley in class to Review Project Drafts
 - Brainstorm Final Presentation: Who will take the lead? Who will present? Discuss template?
 - Communications Log
- **Homework:**
 - Polish Final report, draw from Dr. Steckley's comments

Week 10: Finalizing Reports- March 17

- **Team Meetings:** Finalizing Reports
 - Communications Log
 - **Final Reports Due to CuLearn and Cuso Country Representative: March 17 12 noon**
- **Homework:**
 - First Draft of Powerpoint Presentation & Script

Week 11: Outlining Presentations - March 24

- **Team Meetings:** Brainstorm Final Presentation Outline; choose presenters, style, template
 - Communications Log
 - Feedback on Report from Cuso International March 27th
- **Homework:**
 - Revise Final Report, Final Report is Due to cuLearn and to your Country Representative by **April 5th**
 - Finalize Presentation (Dry Run through of Presentation **Next Class!**)

Week 12: Dry Run of Final Presentation- March 31

- Team Meetings: Communications Log
- **Homework:**
 - Edit and Complete Final Report, due **to cuLearn and to your country representative by 12pm April 5th**
 - Practice Final Presentation

Week 13: Final Group Presentations- April 7

- Final Presentations to Cuso International

Evaluation Components:

Participation 15%

GINS3100 Participation Rubric 100 points	
Category	Points
Attendance & timeliness (how many classes attended, late? left early?)	/50
Conduct: respect for peers in speech and manner; respect for method of shared inquiry, group collaborative learning; does not dominate discussion; challenges ideas respectfully; encourages and supports others to do the same	/10
Contribution: Maintains flow and quality of discussion. Contributes to online data sheet (drafts etc). Helps redirect or refocus discussion/document text when sidelined/unproductive. Makes effort to engage reluctant participants. Provides constructive feedback and support to group members.	/10
Reasoning: Arguments/positions are reasonable and supported with evidence. Deepens conversation by drawing from readings. Recognizes implications and extensions of readings and how these will inform project. Helps deepen inquiry and further conversations.	/10
Listening: Actively attends to what others say. Builds on others' comments. Reminds group of comments made by someone earlier that are pertinent.	/10
Attitude: Positive, friendly, and professional. Addresses conflict and disagreements with kindness and diplomacy. Helps to foster positive group dynamics by taking concrete action to build team spirit and make all feel included.	/10
Total (15% of Final Grade)	100 points

Desk Review of Literature 10%

Due to cuLearn: January 22nd, 12noon Length: 1000 words MAX

In this assignment you will draw from articles offered by Sally Sax (BGInS Library Specialist), your Country Representative, and your own research to offer a 1000 word summary of the themes pertinent to your topic. This is not an annotated bibliography. Rather, you will present your review thematically; themes will be identified by conversations between you and your country representative but might include: gender based violence; contemporary women's advocacy in x country; cultural barriers to gender equity in x country etc. You will include a reference list of at least 25 sources. This desk review will serve as the basis for your background information for your project.

GIN53100 Desk Review Rubric 100 points

Category	Points
Introduction: Clear introduction that states purpose, and identifies themes.	/10
Articles: sufficient in quantity; information is gathered from multiple credible sources; research/NGO/government- based sources	/10
Article Alignment: Articles align directly and clearly with project and research report objectives. Articles are not too broad.	/20
Themes: Selected themes relate to research projects, and objectives. Information contained in themes is pertinent to the topic and advances Research Report	/20
Writing Style: Organization; paragraphing; academic writing style; logical sequencing; clear structure	/10
Writing Mechanics: grammar, spelling	/10
Conclusion: In each thematic area, there is some synthesis of the conclusions. Conclusions are reached based on the evidence offered. A final conclusion directs the reader to next steps and/or questions unanswered that the group will explore.	/10
Reference Sheet: Information is cited properly an in APA format	/10
Presentation: Proper length, title page, page numbers, all authors cited, course code, file is named properly. Title aligns with content.	/10
Total (15% of Final Grade)	100 points

Research Plan 10%

Due to cuLearn: January 29nd, 12noon Length: 1 page MAX

Your research plan is designed to get you thinking about the steps that your group will need to take to complete your final report and presentation. This should be a detailed step-by-step account of how each group member will contribute to carrying out project outcomes, and should include dates and timelines. Consider tasks like: reading; synthesizing readings; setting up interviews; conducting interviews; data analysis; drafting/editing/polishing material etc.

GIN53100 Research Plan Rubric 100 points

Category	Points
Delegation: All tasks are assigned, and all assignments are logical. Work load is shared, no members are disproportionately burdened. This document provides all group members with clarity on expected contributions.	/30

GIN3100 Research Plan Rubric 100 points	
Time: Tasks and outcomes are given dates and deadlines. The plan for collecting/analyzing data and writing of the report/presentation are logical and laid out in concrete terms.	/30
Research Plan Style: Organization; logical sequencing; clear structure	/30
Presentation: Proper length, title page, page numbers, all authors cited, course code, file is named properly. Title aligns with content.	/10
Total (10% of Final Grade)	100 points

Meeting with Sally Sax & Reading List 5%

Due to cuLearn: February 5th, 12noon Length: 2 pages MAX

You are expected to create an informed reading list. Draw from Sally Sax, and your Country Representative to make a term reading list. Then, distribute the readings among your group and make a plan on how you will summarize and share learned information.

GIN3100 Reading List 50 points	
Category	Points
Meeting with Sally Sax: Did you have a meeting? Was it completed by the deadline?	/5
Reading Alignment: Readings align with research question. List includes at least 50 readings (these include initial readings that informed your desk review, and newly identified readings).	/20
Reading Distribution & Timeline: Readings are distributed in a logical way between group members. Note: some students may have more readings than others if there are different responsibilities for writing/research collection etc. Reading distribution is both clearly outlined (including students responsible for each reading, and in what weeks they will be read).	/10
Mechanics of Readings Listed: Information is cited properly an in APA format.	/10
Presentation: Proper length, title page, page numbers, all authors cited, course code, file is named properly. Title aligns with content.	/5
Total (5% of Final Grade)	50 points

Communication Log 10%

Group Communication Log's are a place for groups to share progress, challenges, and to reflect on creating positive work dynamics. Log's will be completed weekly, and are due to cuLearn by the end of class.

GINS3100 Communication Log 100 points	
Category	Points
Mechanics: Date, students names, week number.	/5
Group Outcomes and Challenges: Outline the major accomplishments of the group and the challenges moving forward.	/25
Tasks & Accomplishments: Account for the work of each student in the group. What did each student contribute? If nothing or little, this student must write a 5 sentence note of explanation.	/25
Task Distribution & To Do's: Identify the next steps for each student in the group	/25
Presentation: Organization is clear, well-structured, written in a professional tone.	/10
Group Reflections: Reflect on the group dynamics. Do you have natural leaders? Note-takers? Are some members great at facilitating discussion? Are some members contributing great content? Are any students feeling left out? Are some having trouble staying on point? This is the time to raise these concerns with your group members so that we can maintain positive group dynamics and help each other in the spirit of kindness.	/10
Total (5% of Final Grade)	100 points

Peer Review 7%

Peer Reviews will be completed twice during the term.

GINS3100 Peer Review 70 points	
Category	Points
Participation in Reviewing Others (2x 5 points each time)	/10
Meaningful, comprehensive review of Group members: Outline the major accomplishments, strengths and weaknesses of group members.	/25
Evaluation of Work from Group Members	/25
Total (7% of Final Grade)	70 points

Group Presentation 10%

Group presentations will take place on April 7th. Your grade is determined not by your performance on the final day, but on your early attempts, revisions, and efforts to improve.

GINS 3100 Presentation Rubric	
Category	Value
Introduction: attention-getting, establishes direction	10%
Problem: Sets up problem, and context	15%
Policy Recommendations: concrete recommendations	15%
Overall Content: relevant to purpose; accurate; pertinent to message, appropriate for audience policy addresses	15%
Style: engaging, creative, clear script, strong pitch, jargon-free	20%
Delivery: organized, logical sequence, pacing, consistent style, timely	15%
Conclusion: meaningful summary, ends with a punch	10%
Total (10% of Final Grade)	100%

4. Final Report

- **Total 35% of Final Grade, 15 Pages MAX** (not including appendices references)
- **DUE 1st draft due to group & Dr. Steckley: March 5th**
- **DUE 1st draft due to group: March 17th**
- **DUE Final draft & Presentation: April 5th**

You will use the Cuso template to craft your report, and **must** contain the following sections:

- Title page
 - Your cuPortfolio must include a title that relates to your topic; authors; key words
 - Executive Summary (1 page)
1. Introduction
 - 1.1. Background (1-2 paragraphs)
 - 1.2. Country Context: general information related to political, legal and cultural factors that impact women's rights
 2. Methodology (describe process)
 3. Analysis and Findings (by theme: include information from your literature review and field research, refer to learning outcomes 1 and 2)

- 3.1. Gender Based Violence
- 3.2. Sexual and Reproductive Health
- 3.3. Political Participation
- 3.4. Economic Justice
- 4. Discussion & Recommendations (learning outcome 3)
- 5. Conclusion
- 6. Appendices
- 7. References (APA)

GINIS 3100 Final Report	
Category	Value
Title Page & Executive Summary: Interesting title that identifies topic, and place; key words align with topic; authors listed clearly and in alphabetical order. Concise, clear executive summary. Outlines the problem, place, recommendations.	/10
Introduction: Detailed but concise articulation of the problem and context. Where? Who is impacted? Why it is significant?	/10
Methodology: Details methodology/conceptual framework. Procedures used to identify sources are clearly described. Process of interview guide creation, and interview process (including participant selection) is explained and justified. Procedures for analyzing data are stated clearly. Explains and justifies methodological choices. Limitations of methodology are made explicit.	/10
Analysis and Findings: meaningful and systematic analysis of research results, connects analysis of interviews/data to literature.	/20
Discussion: relates findings to meaningful recommendations. Offers concrete pathways forward, and suggests partners with which to collaborate.	/15
Conclusion: meaningful summary, no new information introduced, punchy	/5
Writing: style (flow, organization) and grammar, punctuation, spelling	/10
References: appropriate academic/government/NGOs sources that align with topic/ APA formatting	/10
Mechanics: 1point-spaced; 1-inch margins; 12 pt, Times New Roman font.; submitted in-text on cuLearn; title page including title, student names & student numbers, course title, date of submission, page numbers, and word count.	/10
Total (35% of Final Grade)	100

Academic Accommodations: 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 consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

Accommodation for Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

Accommodation for Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional 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.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

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

Submission and Return of Term Work: Papers must be submitted directly to the instructor according to the instructions in the course outline. Late assignments may be submitted to the BGIInS office in 2404R, River Building. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading: Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	1 2 - point	Percentage	Letter grade	1 2 - point
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts: All email communication to students from BGIInS will be via official Carleton university e-mail accounts and/or cuLearn. As important course and

University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Official Course Outline: The course outline posted to the BGIInS website is the official course outline.